Brownsville Independent School District

Keller Elementary

2021-2022 Campus Improvement Plan

Board Approval Date: November 30, 2021
Public Presentation Date: September 28, 2021

Mission Statement

Keller Elementary School Mission Statement

All Keller Grizzly Staff members are committed...to teach the content students MUST learn in order to SUCCEED academically and in life while establishing a caring, loving, and respectful learning environment in which students are expected to ACHIEVE at high levels.

Vision

Keller Elementary - Going for the ...

Give and Earn Respect

Own Your Actions

Lead by Example

Demonstrate Cooperation

Value Statement

Excellence: The Keller Instinct!

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both grade-level teachers and administration, with assistance and guidance from district C & I specialist, A.R.E. assessment department, and our Assistant Superintendents in close collaboration with use of data item analysis via Trends and AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need, strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

STAAR/EOC performance reports are not available to COVID 19. Process evaluation is base on benchmark and other assessments.

Demographics

Demographics Summary

Keller Elementary School is located in Brownsville, Texas. Keller Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 and opened its doors in January of 2010. The main campus was originally comprised of (40) classrooms, a cafeteria, library, and gymnasium.

The student population at Keller Elementary School is approximately 533 and serves students from Pre-kinder-3 through Fifth Grade. According to the PEIMS Data Review of our campus profile, 96.85 % of the student population is Hispanic, 70% is White and 0.4% is of the student population is African American. From our student population 93.8% are identified as Economically Disadvantaged. 40.5% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition 70.2% of our entire student population is At-risk, 7.8% is enrolled in Special Education Services, and 6.9% is receiving Gifted and Talented Education.

Our campus and district participate in the USDA Special Assistance Provision 2. This program has enabled us to serve all our students one breakfast, one lunch meal and end of school day supper per day free of charge.

The students of Keller Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as in Art, Music, Library and Technology. The instructional programs include academic core subjects at various levels, such as the gifted and talented, special education varying from students in PPCD, SFL, resource and inclusion services to dyslexia and speech. Our limited english proficiency students receive bilingual education and general education classes.

Tutorial classes are provided after school and Saturdays for at-risk students and English Language Learners in 1st through fifth grade through State Compensatory and Title I. Extended day is an academically focused afterschool program for all grade level students.

The current staff at Keller Elementary School is comprised of 32 teachers, 3 campus administrators, 2 counselors, 4 office support staff and 5 educational aides. The ethnicity of the Keller Elementary School staff is diverse with 98% Hispanic and 2% White. The teaching staff is also 20 % male and 80 % female.

Demographics Strengths

1. Keller has a caring committed teaching staff that strives to put the needs of the students first.

2. 22:1 student to teacher ratio is not exceeded for classrooms in Kinder through 4th grades.

3. RTI plans are updated as a team. A 3-6 week for monitoring cycle is in place for TIER II and III student which includes current assessment/academic data and team input.

4. More Gifted and Talented Students Identified and actively participate in the district's Galaxy Program.

5. Keller has a high rate of bilingually certified teachers in core level areas to assist students with language aquisition.

6. Collaboration with higher learning institutions in the area of language arts (Pre-k3 - 5th grades).

7. Several teachers lead district staff development on curriculum and instruction.

8. Weekly PLC meetings provide the opportunity for professional develpment on instructional strategies, data analysis and improvement planning based on student needs for increased student achievement.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistant. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

Student Learning

Student Learning Summary

Campus assessment data is accumulated and reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes, need to be reinforced in order to ensure that student achievement is measured not only in assessment measures but critical thinking areas at all times. As student areas of need are targeted and addressed by both teachers, grade levels, as a campus, by teachers, administration, with assistance and guidance from district C & I specialist, A.R.E. assessment assistance, and our Assistant Superintendents in close collaboration with use of data item analysis via Trends and AWARE, we are able to see what individual, class, and subpopulation student achievement (including SPED, Bi-lingual, RTi Tiered students, Migrant, G/T) areas of need , strengths and weaknesses fall in order to continuously generate and coordinate plans for student academic improvement and advanced critical thinking skills. Grades are evaluated on a weekly basis with progress reports provided every three weeks and report cards every six weeks with aligned tutorials to provide additional academic reinforcement for students in need of academic improvement or instructional TEKS based skill reinforcements.

Accountability - Preliminary 2020 STAAR Results (Longitudinal)

By Grade Level & Content with 2018 to 2019 Change *2020 Not
Assessed due to Covid

	Reading	Math	Writing	Science
3rd Grade	74% (-13)	87% (-1)		
4th Grade	81% (-2)	80% (-4)	84% (+3)	
5th Grade	94% (+3)	97% (+3)		77% (-7)

Percentage of Content and All Subjects (5-Year Change)

	2014	2015	2016	2017	2018	2019*	2020
3rd-5th Reading	76%	76%	79%	87%	87%	84%	Not Assessed
3rd-5th Math	81%	77%	87%	89%	89%	88%	*
3rd-5th All Subjects	78%	76%	79%	89%	86%	94%	*
District	79%	76%	79%	87%	81%	84%	*

Summary--All Subjects (Comparison to District)

	Reading	Math	Writing	Science	All Subjects	
Keller Elementary	83%	88%	82%	76%	84%	94%
District	84%	87%	77%	83%	84%	84%

2021 STAAR Preliminary Scores

Date	Cycle	Mode	Title	Language	Target	Category	Subject	Scope	Max. Raw Score	Passing Raw Score	Passing Score	Comm. Score	
2021-05-11	2021 May	Online	G03 Math EN	English	General	3-8	Mathematics	G03	32	16	50	88	
2021-05-11	2021 May	Online	G04 Math EN	English	General	3-8	Mathematics	G04	34	17	50	82	
2021-05-11	2021-04-01	Online	G05 Math EN	English	General	3-8	Mathematics	G05	36	17	47	83	
2021-05-12	2021 May	Online	G03 Reading EN	English	General	3-8	Reading	G03	34	18	53	85	
2021-05-12	2021 May	Online	G04 Reading EN	English	General	3-8	Reading	G04	36	20	56	86	
2021-05-12	2021-04-01	Online	G05 Reading EN	English	General	3-8	Reading	G05	38	21	55	84	
2021-05-13	2021 May	Online	G05 Science EN	English	General	3-8	Science Streamlined	G05	36	21	58	89	
2021-04-06	2021 May	Online	G04 Writing EN	English	General	3-8	Writing	G04	32	18	56	84	

Student Learning Strengths

Student Academic Strengths:

1. Special Education student performance in the core curricular areas. Special education teachers will co-teach with teachers to assist students with core-curriculum strategies.

2. Reading fluency increase in all grade levels. Fluency is monitored every 3 weeks and progress is tracked.

3. Dyslexia TPRI Screeners for Kindergarten - 2nd Grades.

5. Journal and Composition writing in all grade levels.

6. Increase of registration and recruitment of student in the Pre-K3 and Pre-K4 programs.

7. Increase of health and nutrition awareness through the Nurse's Office.

8. Academic focus on 5th grade SSI students within the first 3 weeks of start of year.

9. Higher rate of students meeting the "Approaches" goal for 3rd and 4th grade STAAR.

10. Higher rate of progress for students in 4th grade math and reading, assessed and monitored through end of six weeks checkpoints.

11. Extra-curricular activities such as UIL, Science Fair, Coding, Destination Imagination and Fine Arts.

12. An increase in one to one mobile technology devices for students.

13. An increase in the use of web-based instructional formats for delivery of instruction.

Need Statements Identifying Student Learning Needs

Need Statement 1: A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident. **Data Analysis/Root Cause:** Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

Need Statement 2: A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year. **Data Analysis/Root Cause:** Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

Need Statement 3 (Prioritized): Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistant. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

Need Statement 4: Teachers need updated hardware and software to deliver virtual instructional lessons using a hybrid model. **Data Analysis/Root Cause:** Students are losing focus with the lack of virtual variety to keep students engaged throughout the teacher led lesson.

School Processes & Programs

School Processes & Programs Summary

Keller Elementary School ensures that a positive, safe, and appropriate learning environment and climate is ensured for all campus and community stakeholders that have a direct vested involvement in the holistic social, emotional, academic, physical and intellectual development of the students at Keller Elementary School. This is ensured via relational capacity with the notion that ALL means ALL in involving and providing each and every student the opportunity to learn and be involved in their own personal development with the support of the campus and all stakeholders. Doing so, Keller Elementary ensures that we focus on closing not just the academic gaps evident via our student achievement and demographic analysis, but the opportunity gaps that students experience in their educational lifecycle. Semester perfect attendance celebrations, Student of the Week - Promoted on the marquee, special event, , individual student incentives for morning announcements, birthday recognitions - through announcements and individual birthday cards, classroom counselor presentations, motivational rallies, promote a harmonious and well involved campus climate for all students. Students are encouraged to participate in all extracurricular activities such as:Honors Choir, Destination Imagition, UIL, Library Book Club, Chess, Drill Team, Sugar Bears, Flag Football, Girls Volleyballl, Running Club, Local and State Art Competitions,

   Teachers will meet for collaboration sessions every 3 weeks for Reading/ELA and Social Studies Planning. Weekly planning sessions within the gradelevel are scheduled twice a week to focus on Math and Science. Teachers will also meet weekly by grade level, faculty and administrative grade level meetings, parent meetings, as well as campus committee meetings, special called faculty and staff meetings, RTI trainings, curricular support trainings (campus and district level), monthly SBDM, CSH CATCH, paraprofessional meetings, DEIC, district level safety meetings, assessment and parent involvement meetings as determined and guided by a campus wide CNA survey conducted annually, allows all individuals at Keller Elementary to ensure proper and appropriate communication, collaboration, information and implementation of support and procedures positively influencing campus culture and climate is ensured at all times, Immediate and effective instructional and job performance feedback, open door policies and positivity in our interactions on a daily basis reinforce our school's culture and climate.

Formative and summative employee evaluations are conducted at Keller Elementary annually ongoing throughout the school year. New teachers are guided and mentored by all grade level teachers via collaboration and led by a highly qualified lead teacher and instructional dean. Teacher performance records and TTESS evaluations and components are documented and kept by campus administration, assistant principal and principal.

A strong family and community based program exists at Keller Elementary with weekly meeting conducted on a variety of topics focusing primarily on informative based meeting regarding information parents must know about campus, local and state educational issues and policies. Open house, meet the teacher and individualized parent meetings are held as well to ensure open lines of communication. Keller adheres to all local, district and state parental involvement guidelines and ensures that parents are an active part of campus initiatives.

Scheduled SBDM and grade level meetings are conducted biweekly and monthly to address campus issues that ensure appropriate interventions are initiated, as well as weekly parent meetings are conducted to keep the parents informed on the events taking place in school.

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2020-2021 Campus Improvement Plan.

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus

providing feedback on all programs that our campus operates under.

School Processes & Programs Strengths

Data analysis identified the following curriculum, instruction and assessment strengths.

1. Promote college awareness year round. Each grade level representing a college or university of their choosing and incorporate it within their decor and instruction.

2. Promote and collaborate with the University of Texas - UT-Health program in creating awareness and participation in family health education.

3. The campus provides immediate interventions for all students in need of assistance.

4. Keller has online assessments for 3rd - 5th grades in all state testing areas.

4. Parent Teacher Meetings are held each month with important topics about our campus, district and state policies.

5. Review and discussions with teachers about students needs and intervention strategies takes place every 3rd week of the six weeks.

6. Assigned weekly collaboration days for Math and Science to share effective teaching practices and analyze data.

7. Classroom schedules are shared and displayed for campus and district evaluators and staff.

8. Keller has 4 desktop computer labs and 2nd - 5th grades have a one to one mobile device for student use

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 Curriculum, Instruction and Assessment areas of improvement would be addressed:
Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals). Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disagragate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement (SE 1.1). Teachers will be given the opportunity to vertically and horizontally plan and align to meet the needs of the students based on data results.
Professional and staff development will be offered for teachers to gain and improve the knowledge and skills important to their positions and job performance (SE 1.4).
Technology equipment such as ink cartridges for printers in the classrooms, elmos and projectors for teachers who do not have them, bulbs for replacements due to wear and tear, and laptops for the Computers on Wheels (COW) to complete a class set of laptops will be purchased to assist the teachers with curriculum and instruction (SE 8.2).
Technology software, desktop computers, laptops and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place

in the classrooms and computer labs. The purchase of these items including the STAR Renaissance program will help with the vertical alignment necessary in our campus to help improve student achievement.

Supplemental resources and educational material that are TEKS based and focus on reinforcing STAAR standards will be purchased or reproduced at media services to reinforce the daily activities that are taught in the classrooms. Teachers will be given the opportunity to select resources which will benefit their own students' needs and the campus will purchase supplemental resources and duplicating paper for student work, for the entire grade levels as well to reinforce the skills the grade level and the campus needs improvement which include Health/PE equipment. PFS students will also exclusively receive clothing and instructional materials to positively enhance their academic performance and school experiences.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels. **Data Analysis/Root Cause:** The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations.

Need Statement 2: Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity. **Data Analysis/Root Cause:** The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

Need Statement 3: The campus technology resource inventory is short of the goal to have a one to one device for all students. **Data Analysis/Root Cause:** The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement.

Need Statement 4: Teachers need updated hardware and software to deliver virtual instructional lessons using a hybrid model. **Data Analysis/Root Cause:** Students are losing focus with the lack of virtual variety to keep students engaged throughout the teacher led lesson.

Perceptions

Perceptions Summary

Keller strives to provide many positive core aspects to our climate and culture. A strong focus and concentration is towards high instructional expectations and student achievement. These expecatations are developed through continuous improvement in instructional practices. Teachers strive to instill a love of life-long learning, goal-setting, and a growth mindset to ensure students develop to their maximum potential. The school's academic focus fosters the development of academic student teams such as Destination Imagination, Science Fair, U.I.L., Honor's Choir, Coding and Library Club. We are also the only elementary within BISD to have a National Elementary Honor Society Chapter.

Our campus continuously involves its stakeholders in the reviewing and decision making processes to achieve high level expectations for work and students. This involvement helps create the strengths of the campus' culture and climate. We continualy strive to involve our parents to volunteer at our campus to assist in the daily activities and student programs.

Our goal is to have open dialougue and communication with all of our parents to share the value of what we do to provide a safe environment for our children. A major part of the communication comes in the form of social media. We provide the Thomas Keller Elementary Facebook Page which is routinely updated with parent messages and reminders for school events as well as student acitivties. We also use the entrance marquee to announce important information or showcase students.

Perceptions Strengths

1. Keller is a safe and positive learning environment for all members.

2. Provides positive teacher and student interactions to allow for a sense of belonging.

3. Students have many opportunities to develop strengths and interests through a variety of extra-curricular clubs offered to all students.

4. Teachers are a part of instructional partnerships with local universities to further develop their teaching practices.

5. We have a strong commitment to provide an open communication forum with parents throughout the school year.

Need Statements Identifying Perceptions Needs

Need Statement 1: Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and talent. **Data Analysis/Root Cause:** Most parent focused events conflict with parents schedules during the day.

Need Statement 2: Need for more teacher sponsored extracurricular activities throughout the grade levels. **Data Analysis/Root Cause:** Funding plays an instrumental part in the teacher's decision to sponsor a club or event.

Priority Need Statements

Need Statement 1: Student tardiness and absences have caused major interruptions with classroom instructional processes.

Data Analysis/Root Cause 1: Attendance monitoring and consequences were inconsistant. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

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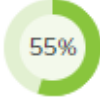
Goals
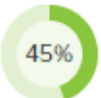
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: Keller student performance for all students, all grades, all subjects will exceed 2021 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science. by 5 percentage points.

HB3 Goal

Evaluation Data Sources: Students will increase Performance Standards status within Campus Six Weeks Tango-Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, CPALLs, TPRI/Tejas Lee.

Strategy 1 Details	Reviews			
Strategy 1: All PK-5 classrooms will specifically target the Texas Essential Knowledge and Skills (TEKS) to improve test scores utilizing the following strategies, programs and materials including collaborative planning, FASCT, Response to Intervention (RTI), TLI, SIOP, language enrichment, phonological awareness, math manipulatives, scientific interactive journals, Neuhaus multisensory grammar.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Materials include:LJCreate replenishables, StemScopes, Science and Writing, STAAR Success Reading and Writing, Pearson products, STAAR Master, Rise and Shine, Reading Books, Student remedial resources, classroom readers, picture books, manipulatives and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Toner for printers will be purchased to duplicate materials as well as the use of Media Services will be utilized for other duplicating services. **Milestone's/Strategy's Expected Results/Impact:** Six Weeks Report Cards, Standardized Scores,TELPAS, TPRI/TEJAS Lee, Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR. **Staff Responsible for Monitoring:** Principal, Assistant Principal Instructional Dean Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** October 27, 2020 **Funding Sources:** Copy Paper - 211 Title I-A - 211-11-6396-00-143-Y-30-0F2, Classroom General Supplies - 211 Title I-A - 211-11-6399-00-143-Y-30-0F2, Classroom General Supplies - 211 Title I-A - 211-11-6399-62-143-Y-30-0F2-Y - $6,160, - 211 Title I-A - 211-13-6399-00-143-Y-30-AYP-Y, Toner - 211 Title I-A - 211-11-6399-62-143-Y-30-OF2-Y - $4,331	55%	60%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Implementation of RTI strategies through small group tutoring of TIER II and TIER III Students in K-5 will be conducted to support academic growth and success in core areas of TIER II and TIER III students. RTI routines will also be incorporated within the teacher's daily lessons. Academic vocabulary, Tango -FCRR's and Pearson intervention materials will be act as curricular supports. Professional development in interventions and time for collaboration will be provided.	Nov	Jan	Mar	June
	70%	75%	80%	

Milestone's/Strategy's Expected Results/Impact: BOY, MOY, EOY, Progress Monitoring, campus assessments, district benchmarks, STAAR

Staff Responsible for Monitoring: Principal,
Assistant Principal
Instructional Dean
RTI Committee

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: New and existing teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers and administration will need general supplies to and substitutes to facilitate the planning process.	Nov	Jan	Mar	June
	25%	40%	45%	

Teachers, administrators, counselors and support staff will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies to support instruction for teachers will be provided as needed.
ELAR/SLAR TEKS
Pre-Kindergarten Guidelines
Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK
TLI (Sustainability)
Response to Intervention (RTI)
CCRS (College and Career Readiness Standards)
TPRI/Tejas Lee
SIOP

Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee

Staff Responsible for Monitoring: Principal,
Assistant Principal
Instructional Dean

Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: General Supplies - 211 Title I-A - 211-23-6399-00-143-Y-30-0F2-Y - $1,500, Substitute Teacher - 281 ESSER II Grant Funds - 281-11-6112-18-143-Y-24-0CG-Y - $6,000, Professional Development Employee Travel - 211 Title I-A - 211-23-6411-23-Y-30-AYP-Y - $2,000

Strategy 4 Details	Reviews			
Strategy 4: PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress. **Milestone's/Strategy's Expected Results/Impact:** CPM,TPRI/Tejas Lee TELPAS STAAR **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean **Schoolwide and Targeted Assistance Title I Elements:** 2.4, 2.5 - **Population:** GE,TI, MI, LEP,SE,AR,GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	55%	65%	70%	

Strategy 5 Details	Reviews			
Strategy 5: Extended Day and tutorial will target our At-Risk Population in Kinder - 5th Grades. This population of students will include our 5th grade SSI students. Extended Day Students will have essential resources to support the academic focus of the daily instructional strategies and campus will provide extra duty pay for employees. Supplemental resource materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students test scores. **Milestone's/Strategy's Expected Results/Impact:** Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** August 17, 2021 - **Revision Date:** June 22, 2022 **Funding Sources:** Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-143-Y-30-ASP-Y	Formative			Summative
	Nov	Jan	Mar	June
	65%	75%	75%	

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

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

Performance Objective 2: Keller early childhood performance will increase by 5 percentage points over end-of-year 2021 results.

    Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALLs, District Tango Trends Assessments.

Strategy 1 Details	Reviews			
Strategy 1: Pre-K3-Kinder students will utilize the districts curriculum framework to integrate a cross-curricular program to focus on social emotional, language and communication, emergent literacy, math, science, social studies,arts,and technology (OWL)(Pearson).	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: CPM/TPRI Assessments Writing Samples TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Early Childhood Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6	65%	70%	70%	

Strategy 2 Details	Reviews			
Strategy 2: The early childhood program including PK 3 will be provided the full day in order to better prepare qualified students academically. The Pre-K program will target oral language and readiness skills. The program will utilize manipulatives such as counters, flash cards, board games, clay, crayons, paints, center activities and printables to facilitate the learning process.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: CPM/TPRI Assessments Writing Samples TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Early Childhood Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **Population:** GE,TI, MI, LEP,SE,AR,GT, DYS - **Start Date:** August 26, 2020 - **End Date:** May 26, 2021	70%	80%	80%	

Strategy 3 Details		Reviews			
Strategy 3: PK-3 - Kinder teachers will vertically align the curriculum to ensure a high quality early childhood education program. Alignment focus will include: oral vocabulary, phonological awareness, alphabet knowledge and mathematics.		Formative			Summative
		Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: CPM/TPRI Assessments Writing Samples TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Early Childhood Teachers **Schoolwide and Targeted Assistance Title I Elements:** 2.5, 2.6 - **Population:** GE,TI, MI, LEP,SE,AR,GT, DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021		65%	65%	65%	

Strategy 4 Details		Reviews			
Strategy 4: Pre-Kinder - 3 year old program has a full day of school for all qualifying families (Open to students who qualify under Title I Program criteria.		Formative			Summative
		Nov	Jan	Mar	June
Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022		70%	70%	75%	

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Language Arts, Math and Science supplemental materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK- 5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, and other tests. Materials include:LJCreate replenishables, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, HMH materials, STAAR Master, Rise and Shine, reading books, student remedial resources, classroom readers, picture books, manipulatives,FASCT program focused materials and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee **Staff Responsible for Monitoring:** Campus Principal Assistant Principal Instructional Dean Classroom Teacher **Schoolwide and Targeted Assistance Title I Elements:** 2.4 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	70%	70%	70%	

Strategy 2 Details	Reviews			
Strategy 2: All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

grade students using the Renaissance STAR program to set the student's Reading AR Levels.

Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee

Staff Responsible for Monitoring: Campus Principal
Assistant Principal
Instructional Dean
Classroom Teacher

Schoolwide and Targeted Assistance Title I Elements: 2.4 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

| 70% | 70% | 70% |

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

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

Performance Objective 4: 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 2021 participation.

    Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: The art and music teacher will integrate the art/music curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns/numbers/proportions of designs to create an original aesthetic artwork or musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /color theory and usage of materials, vocabulary and art/music history to be able to implement hands on activities, and develop quality artwork and musical performance pieces.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%	75%	80%	

    Milestone's/Strategy's Expected Results/Impact: Student Yearly Average,
Submittal and Placement of Competition Pieces,
STAAR Assessments

    Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Dean
Art Teacher
Music Teacher

    Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 2 Details	Reviews			
Strategy 2: Students will be encouraged to participate in UIL Art, Music, Destination Imagination and Ballroom Dancing. Students will participate at the local, district and state level (placement). Materials, resources for competition will be purchased to enhance competition opportunities.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	60%	60%	65%	

    Milestone's/Strategy's Expected Results/Impact: Student Yearly Average,
STAAR Assessments,
Competition Acolades

    Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors, Principal, Instructional Dean
Extracurricular Sponsor

    Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021

Strategy 3 Details	Reviews			
Strategy 3: Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including,CPM, TPRI/Tejas Lee,SELP/SSLP and STAAR. **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor **Schoolwide and Targeted Assistance Title I Elements:** 2.5 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	75%	75%	75%	

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

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

Performance Objective 5: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2021.

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

Strategy 1 Details	Reviews			
Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	85%	85%	85%	
Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation. **Staff Responsible for Monitoring:** Principal Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y, General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y				

Strategy 2 Details	Reviews			
Strategy 2: Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	70%	70%	
Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation. **Staff Responsible for Monitoring:** Principal Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.1 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			

	Formative			**Summative**
Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.	**Nov**	**Jan**	**Mar**	**June**
Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.	70%	70%	75%	

Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.

Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation,RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.

Staff Responsible for Monitoring: Campus Administrators.
Parent Liaisons

Schoolwide and Targeted Assistance Title I Elements: 3.2 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			

	Formative			**Summative**
Strategy 4: Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed.	**Nov**	**Jan**	**Mar**	**June**
	35%	35%	50%	

Milestone's/Strategy's Expected Results/Impact: EXPECTED RESULTS OF SBDM
* Improved student performance
* Improved community involvement
* Clearly established accountability parameters
* Raised staff productivity and satisfaction
* Commitment to implementation of planning
* Increased flexibility at the campus level in the allocation and use of resources
* Coordination of regular and special programs

Staff Responsible for Monitoring: Principal,
Assistant Principal
Dean of Instruction
SBDM Members

Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

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

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

Performance Objective 6: Implement programs with the effective and efficient use of 100% of available budgeted funds based on the needs assessment. Literacy will be enriched with the use of Library reading materials to promote and assist with student's reading comprehension and fluency.

Evaluation Data Sources: Accelerated Reading Percentages Report
Daily Fluency Rates

Strategy 1 Details		Reviews		
Strategy 1: Library books to support social/emotional needs of all patrons; high demand books; updated books/series; language appropriate books for ELL students. comicplus ebooks, general supplies		**Formative**		**Summative**
	Nov	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Librarian Dean of Instruction **Funding Sources:** Reading Materials - 211 Title I-A - 281-6329-00-143-Y-99-OCG-Y, Reading Materials - 211 Title I-A - 197-12-6329-00-143-Y99-00, ComicPlus - 211 Title I-A - 197-12-6299-62-143-Y99-00 - $701.25, General Supplies - 211 Title I-A - 199-12-6399-00-143-Y99-00 - $500, Reading Materials - 281 ESSER II Grant Funds - 281-12-6329-00-143-Y-99-OCG-Y - $12,000	0%	10%	55%	

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: Keller 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			
Strategy 1: Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. A year long campaign will promote energy saving procedures from staff and students by utilizing memos, posters and classroom activities to act as lessons and practice reminders.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.
    Staff Responsible for Monitoring: Administration
Custodians
 	
    Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	50%	50%	60%	

Strategy 2 Details	Reviews			
Strategy 2: In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use). Proper custodial supplies such as labeled trashcans and blue trash bags are to be used to identify recycled items.	**Formative**			**Summative**
	Nov	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Lesson Plans
Parent Meetings
Recycling Pickup Calendar
    Staff Responsible for Monitoring: Administration
Custodians
 	
    Schoolwide and Targeted Assistance Title I Elements: 2.5 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS -
Start Date: August 12, 2020 - **End Date:** May 26, 2021
Funding Sources: Custodial Supplies - 211 Title I-A - 211-51-00-143-Y-30-0F2-Y-30-0F2-Y - $1,000
	55%	55%	90%	

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

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Campus #031-901-143
May 12, 2022 9:42 AM

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Budget will be utilized fully based on the calendar for each funding source. All items, programs and learning supports will be purchased to address campus needs. **Staff Responsible for Monitoring:** Administration SBDM **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	55%	55%	60%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 2: Keller 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			

Strategy 1: Grizzly Award-VIP Teachers - award based on academic performance. Fluency Banner-every six weeks the top fluency classroom in each grade level sports the Fluency Banner. Team Gold Award-All faculty and staff are recognized for academic efforts throughout the year.
 	
  Milestone's/Strategy's Expected Results/Impact: Faculty and Staff retention.
  Higher percentage scores on CNA
  Staff Responsible for Monitoring: Principal
  Assistant Principal
  Dean of Instruction
  Counselor
  Librarian
 	
  Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
		Formative			**Summative**

		Nov	Jan	Mar	June
		60%	60%	65%	

Strategy 2 Details		Reviews			

Strategy 2: The campus will participate in collaborative gatherings to strive to create a sense of community and enhance a positive culture and climate within the administration, faculty and staff.
  Milestone's/Strategy's Expected Results/Impact: Faculty and Staff retention.
  Higher percentage scores on CNA
  Staff Responsible for Monitoring: Principal
  Assistant Principal
  Dean of Instruction
  Counselor
  Lead Teachers
 	
  Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
		Formative			**Summative**

		Nov	Jan	Mar	June
		70%	70%	70%	

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Keller will promote the history and origins along with current accomplishments weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Weekly social media postings Brownsville Herald submissions and publications **Staff Responsible for Monitoring:** Administration Counselors Parent Liason **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	40%	40%	55%	

Strategy 2 Details	Reviews			
Strategy 2: Keller will focus on training and maintaining a welcoming reception for parents and community. The focus being on soft skills to encourage student recruitment and registration.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Higher recruitment and retainment of student enrollment. **Staff Responsible for Monitoring:** Principal Assistant Principal Office Staff **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2021	70%	70%	75%	

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

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

Performance Objective 2: The District 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			
Strategy 1: Teachers will hold a Meet the Teacher Night prior to school start date.		**Formative**			**Summative**
The campus will utilize the marquee to advertise and inform parents of registration opportunities.		Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Higher registration percentage.		80%	85%	85%	
Staff Responsible for Monitoring: Principal					
Assistant Principal					
Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					

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 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide training for administrators and teachers:	**Formative**			**Summative**
(a)to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;	**Nov**	**Jan**	**Mar**	**June**

(b)assure students' rights and due process are afforded
in order to have a safe and disciplined environment conducive to student learning.
 	
    Milestone's/Strategy's Expected Results/Impact: Administrative walkthroughs,
    TTESS
    Staff Responsible for Monitoring: Administrators
 	
    Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	45%	50%	55%	

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development based on level of expertise and need in the following areas:	**Formative**			**Summative**
a.)Bullying Prevention b.)Violence/conflict resolution	**Nov**	**Jan**	**Mar**	**June**

c.)Recent drug use trends
d.)Resiliency/Developmental Assets
e.)Dating Violence
f.)Signs of Child Abuse
g.)Response to Intervention (RtI) Model for behavior research based interventions
to allow staff to recognize and address the issue, as a preventive measure.
 	
    Milestone's/Strategy's Expected Results/Impact: Office Discipline Referrals, Parent-Teacher conferences,
    Behavior RTI referrals, PEIMS Discipline Data.
    Staff Responsible for Monitoring: Administrators,
 	
    Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	45%	50%	55%	

Strategy 3 Details	Reviews			
Strategy 3: Campuses will develop and maintain an Emergency Operations Plan.Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.	Formative			Summative
	Nov	Jan	Mar	June
	60%	60%	70%	

Milestone's/Strategy's Expected Results/Impact: District Security Evaluations, District Safety Audits

Staff Responsible for Monitoring: Principal
Assistant Principals
District Security
BISD Police

Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			
Strategy 4: Parent Presentations will be made periodically at campuses Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.	Formative			Summative
	Nov	Jan	Mar	June
	60%	60%	70%	

Milestone's/Strategy's Expected Results/Impact: District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.

Staff Responsible for Monitoring: Principal,
Assistant Principal,
Parent Clerk,
Counselors,
BISD Police and Security Services

Start Date: August 17, 2021 - **End Date:** June 2, 2022

Strategy 5 Details	Reviews			
Strategy 5: Administration will ensure that campus counselors provide individual counseling and group guidance to help students cope effectively with personal, social, academic, and family concerns.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	55%	60%	65%	

Strategy 6 Details	Reviews			
Strategy 6: Keller Elementary will provide our staff with personal protective equipment in order to ensure the safety and general health of our students and employees. Items such as hand sanitizer, antibacterial wipes, masks and sanitizing spray will be purchased.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Reduced student and staff absences and reduced nurse's referrals. **Staff Responsible for Monitoring:** Principal Assistant Principal **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Personal Protective Equipment - PPE - 211 Title I-A - 211-11-6399-00-143-Y-30-0F2-Y	55%	55%	65%	

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	55%	55%	60%	

Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.
 	
    Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.
    Staff Responsible for Monitoring: Principal
Parent Liaisons
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.1 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y - $1,200, Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y - $300, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y - $1,200				

Strategy 2 Details	Reviews			
Strategy 2: Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	60%	60%	65%	

Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.
 	
    Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.
    Staff Responsible for Monitoring: Principal
Parent Liaisons
 	
    Schoolwide and Targeted Assistance Title I Elements: 3.1 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

| **Strategy 3 Details** | | | | **Reviews** | | | |

Strategy 3 Details	Reviews			
Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation,RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports. **Staff Responsible for Monitoring:** Campus Administrators. Parent Liaisons **Schoolwide and Targeted Assistance Title I Elements:** 3.2 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	75%	75%	

Strategy 4 Details	Reviews			
Strategy 4: Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed. **Milestone's/Strategy's Expected Results/Impact:** EXPECTED RESULTS OF SBDM * Improved student performance * Improved community involvement * Clearly established accountability parameters * Raised staff productivity and satisfaction * Commitment to implementation of planning * Increased flexibility at the campus level in the allocation and use of resources * Coordination of regular and special programs **Staff Responsible for Monitoring:** Principal, Assistant Principal Dean of Instruction SBDM Members **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	70%	70%	

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to virtually attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed. Materials and supplies to support virtual instruction for teachers will be provided as needed. Supplies will be geared toward facilitating the virtual experience for teachers such as wireless and mobile technological equipment. ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP Esperanza, Language Enrichment	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	80%	80%	80%	
Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR,TPRI/Tejas Lee, SELP/SSLP **Staff Responsible for Monitoring:** Principal, Assistant Principal Instructional Dean **Schoolwide and Targeted Assistance Title I Elements:** 2.6 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished ➡ Continue/Modify ✕ Discontinue				

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)

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

Strategy 1 Details	Reviews			
Strategy 1: 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 for computer/ technology enhanced instruction as recommended by the adopted Innovation Strategies and Educational Technology Curriculum. The students will also develop projects or products that foster creativity, innovation, communication, collaboration and digital citizenship in all content areas. Computers, tablets, laptops, projectors, projector bulbs, document cameras, Cricket Silhouette, 75" panels/ PC Modules, and software licenses (i.e. Nearpod and STemScopes) will be purchased and used to assist teachers and students to improve academic performance in all core areas including STAAR scores.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	70%	75%	

Milestone's/Strategy's Expected Results/Impact: Student Yearly Average, C&I Internet Based Programs-
Teacher Reports
STAAR Assessments

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Dean

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS -
Start Date: July 5, 2021 - **End Date:** June 2, 2022 - **Revision Date:** October 27, 2020
Funding Sources: 211-11-6398-62-143-Y-0F2-Y - 211 Title I-A - $6,960

Strategy 2 Details	**Reviews**			
Strategy 2: Our campus will implement a Blended Learning Curriculum in all 2nd grade classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: TPRI, TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Librarian 2nd Grade Teachers **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	70%	70%	70%	

Strategy 3 Details	**Reviews**			
Strategy 3: Teachers will complete an annual School Technology and Readiness (STAR) Chart to access the campus technological needs. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: TPRI, TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
	75%	75%	80%	

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

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

Performance Objective 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

Strategy 1 Details	Reviews			
Strategy 1: The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school and/or community.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Instructional Observations and Progress Monitoring reports Summative: Decreased gaps on benchmark and state assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	75%	75%	80%	

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

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

Performance Objective 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: Formative:
technology class schedule, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with professional development for teachers and staff. Technology hardware should include Ipads, desktops, laptops, monitors, PC Panels, projector, printers, printer supplies, speakers and cameras.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Laptop - 211 Title I-A - 211-23-6398-65-143-Y30-0F2-Y - $2,248	70%	70%	75%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 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: Formative Results:
Instructional Observations; usage
monitoring reports
Summative Impact:
Updated policies and procedures

Strategy 1 Details	Reviews			
Strategy 1: The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Review of policy and guidelines, Revisions of procedures **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Assigned District Technology Specialist **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	70%	70%	75%	
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 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: Collect listings of community based partnerships, Database of leaders in Educational Technology and campus partnership listing
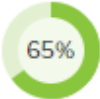
Strategy 1 Details	Reviews			
Strategy 1: The campus will develop a community out reach project to focus on new technologies within our local businesses and collaborate on a plan for presentations of workforce skills for all of our students.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Committee reports Summative: Increased list of partners for educational technology and access **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Assigned District Technology Specialist **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	60%	60%	65%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 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: Formative Results:
Professional Development Reports
Self seeking PD certifications
Summative Impact:
Decreased gaps on benchmarks and state assessments
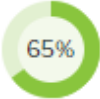
Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in 12 hours of educational technology professional development hours per school year in adherence with the ISET guidelines.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Accumulation of PD Records for completed hours **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Population: GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	65%	65%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 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			
Strategy 1: Pre-Kinder - 5th grade students will practice technology skills with guided and independent lessons within the general education classroom. Students will use leveled technological skills to complete classroom assignments following the guidelines of the District's digital citizenship policy. In addition technology instruction will support students to increase performance in all core areas as well as standardized testing scores. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	Formative			Summative
	Nov	Jan	Mar	June
	65%	65%	75%	
	No Progress	Accomplished	Continue/Modify	Discontinue
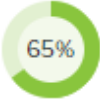
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 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			
Strategy 1: Participate in district's Future Ready Framework Technology survey annually to provide district with input from the campus regarding the implementation of each Future Ready Gears targeting the development of lifelong skills.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Future Ready Framework Technology Survey **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** July 5, 2021 - **End Date:** June 2, 2022	65%	65%	70%	
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plant for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office. **Staff Responsible for Monitoring:** Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	60%	60%	65%	

Strategy 2 Details	Reviews			
Strategy 2: Parents will be informed and encouraged of the campus and district attendance policies. This includes the campus tardy policy. The tardy policy will communicate the importance of maximizing the instruction time in the classroom resulting in better student performance in campus, district and state assessments.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Attendance rates will increase by six weeks. The expected result is to exceed the district's goal of 96% attendance. **Staff Responsible for Monitoring:** Principal Asst. Principals PEIMS Classroom Teacher Supervisor Attendance Liaisons Attendance Office Data Entry Clerk **Population:** GE,TI, MI, LEP,SE,AR,GT,DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021	35%	35%	65%	

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

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: 1) Keller Elementary will implement tutorials and remediation strategies in core-area subjects for at-risk of failing students in order to decrease the retention rate and improve student achievement in 3rd and 4th grades. SSI tutorials will be implemented for 5th grade students to close achievement gap within the TEKS objectives and STAAR performance. The subject Areas include: Reading, Writing, Math and Science. General supplies will be purchased to operate extended day programs.
 	
Population:
GE,TI, MI, LEP,SE,AR,GT,DYS
 	
Timeline: Aug 2019-June 2020
CIP 9-2.1 CNA7
    Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR,TPRI/Tejas Lee, SELP/SSLP
    Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Dean
Counselors
Classroom Teacher
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	40%	40%	60%	
0% No Progress	100% Accomplished		→ Continue/Modify	✕ Discontinue

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

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

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

Strategy 1 Details	Reviews			

Strategy 1: School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis.
 	
Population:
GE,TI, MI, LEP,SE,AR,GT,DYS
 	
Timeline: Aug 2019-June 2020
CIP 9-3.1 CNA 7
 	
   Milestone's/Strategy's Expected Results/Impact: Higher Attendance Rate, Campus, District and State Assessments
   Staff Responsible for Monitoring: Principal
   Assistant Principal
   School Nurse
 	
   Start Date: August 17, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**
	70%	70%	75%	

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: GE,TI, MI, LEP,SE,AR,GT,DYS Timeline: Aug 2019-June 2020 **Milestone's/Strategy's Expected Results/Impact:** Higher Attendance Rate, Campus, District and State Assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Physical Education Teachers **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	Nov	Jan	Mar	June
	70%	70%	70%	

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

State Compensatory

Budget for Keller Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 8.4
Brief Description of SCE Services and/or Programs

Personnel for Keller Elementary

Name	Position	FTE
Delma A. Perez	Dean of Instruction	1
Eblen Garcia	FP Teacher Aide	1
Elizabeth Martinez	Pre-Kinder	1
Esmeralda Lozano	Dyslexia	1
Frances Ibarra	Nurse	0.4
Jesus Garza	Pre-Kinder Teacher	1
Maria Antonia Garcia Gonzalez	Pre-Kinder Teacher	1
Melva Garcia	Library Aide	1
Pamela Gomez	Parent Liaison	1

Title I Personnel

Name	Position	Program	FTE
Abel DeLeon	Class Reduction Teacher	Federal Programs	1.0
Eblen Garcia	Para-Professional	Federal Programs	1.0
Melva Garcia	Library Aide	Federal Programs	1.0
Pamela Gomez	Parent Liasion	Federal Programs	1.0

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums (SMART) Performance Objectives, Local funds allocated and have needs attached, Committees	11/19/21	D. Lopez		ok
		2/9/22			Include TAPR 2021 as Addendum
Assistant Superintendent	(SBDM)				
Athletics	Processes and Programs and Goals 1 and 2				
			Ana Garza 547-5072		Replace any mention of "bilingual Students, "ELL", "EL", "LEP" with "EMERGENT BILINGUAL"
				Goal 1-PO1	In strategies where TELPAS will be monitored consider adding SummitK12 reports to monitor student progress TELPAS writing samples, include Ellevaiton monitoring
		11/29/2021		Goal 7	SELP/SSLP is no longer in use district-wide.
				Goal 9	
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	12/10/2021 DNA			
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
				Goal1-PO1	**Strategy 1: Include EduSmart, Legends of Learning and Discovery Education Experience in "Materials"**
				Goal1-PO3	**Strategy 3: Include STEMscopes, EduSmart, Legends of Learning and Discovery Education Experience in "Materials"**
				Goal1-PO4	
				Goal8-PO2	**Strategy 2: Include Science Fair**
					Are you providing "authentic job-embedded student internships"? May want to remove this part of the PO
Curriculum--Elementary	**Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary**	**11/18/21** **12/6/21-DNA**	**Roman Gomez** **698-1654**	**Goal 1-PO1**	
					Strategy 1, 3-add mCLASS
					Strategy 4-add mCLASS and you might consider adding Writable for Gr. 3-5.
		12-8-21	**Sandra**	**Goal 1-PO 2**	
				Goal 7-PO1	Strategy 1-add mCLASS and consider adding Reading and Writing Gauntlet (purchased by district)
				Goal 8-PO1	
					Strategy 1-add mCLASS
					Strategy 1-consider adding Writable
Curriculum--Secondary	**Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary**				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
DCSI	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		**Roni Rentfro** **547-3590**		
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia	11/15/2021	**Amalia Hinojosa** **698-0848**	==DNA==	==**Need to include PD to staff and parent presentation on dyslexia and 504. Need to include on goals 1, 7, 9 dyslexia program 504, mCLASS, HB 1886 screener at-risk for dyslexia and/or related disorders. Include RtI - Goal 9**==
			MDelgado **698-3196**		DeleteOWL and add the PK New adoption *"Three Cheers for Pre-K"*
					CPALLS+ is the assessment tool for BOY, MOY & EOY, and Three Cheers for Pre-K is used for Progress Monitoring, so Delete CIRCLE PM.
					Add Three Cheers for Pre-K Progress Monitoring
					PK Technology is Ignite by Hatch
					PK Resources are CIRCLE Manual, CLI, PA All Day, Lenguaje y Lectura, Heggerty & Semillitas, Ready Rosie
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood	11/15/21 12/13/21 OK		G1 PO2, G7, G8	There should be no more PK3 half day classes unless it is a collaboration Head start class.
ESSER	ESSER funded Strategies with Needs linked and all funds allocate				
Facilities and Maintenance	Goal 2				
Federal Programs (211)	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel				
Finance and Budget	Goal 3				
Fine Arts	Student Learning and Processes and Programs, Goals 1 and &				

Program/ Position	Goal or Topic for review	Contact Date of Feedback	name and #Goal-PO-Strategy-Need	Notes or Feedback
				Ensure that a strategy is include for following • Goal #5: 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. • Goal #7: Include strategy to include Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors and teachers. • ◦ Include strategy to include Professional Development to include trauma-informed care (DIP 7.4.1) Goal#7: Include strategy to include Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child
	Garza **Garza 146**			

				<mark>abuse anti-victimization program that includes presentations to students and campus staff. (DIP 7.4.3)</mark>
				◦ <mark>Goal #7: Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (DIP # 7.4.2)</mark>
Guidance and Counseling	**Perceptions and Goals 5, 7 and 9**	**11/18/21** **12/8/21**	**Need to address in yellow**	◦ <mark>Quaver SEL Curriculum Implementation</mark>
Homeless	**Demographics, Processes and Programs, Goals 1 and 9 related to Homeless**		**Miguel Molina**	**ok**
Instructional Technology or ISET	**Processes and Programs, Goal 8**	**11/11/2021** **12/7/21**	**Miguel Molina** **PO1 S3**	**May want to delete strategy. STAR CHART is now Future Ready. This strategy is the same as PO8 S1**
Migrant	**Demographics, Goals 1 and 9 related to Migrant**			
Parent and Family Engagement	**Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2**			
PEIMS	**Demographics and related strategies**			
Professional Development	**Perceptions, Processes and Programs, Goal 7** **performance objectives and strategies**			
Public Information	**Perceptions and Goal 4**			

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #Goal-PO-Strategy-Need	Notes or Feedback
Pupil Services	Demographics and Goal 5			
Security Services	Demographics and Perceptions, Goals 5 and 7		Mike Benavides	Goal 1: ensure Lexia is used by Resource teachers with fidelity
				Goal 5: ok
				Goal 7: Ensure Units have current CPI certification
		11/17/21		**Goal 9: Ok**
			MB	
Special Education	**All Need areas, Goals 1, 5, 7 and 9 related to Special Education**	**12/8/21**		**OK: Lexia and CPI addressed**
State Compensatory Education	**162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas**			

2021-2022 Site Based Decision Making Team

Committee Role	Name	Position
Paraprofessional	Liliana Cantu	Principal Secretary
Non-classroom Professional	Gabriel Gutierrez	Counselor
Classroom Teacher	Diana Mayorga	1st Grade Teacher
Classroom Teacher	Zandra Fernandez	2nd Grade Teacher
Classroom Teacher	Christina Solis	3rd Grade Teacher
Classroom Teacher	Pillar Sierra	4th Grade Teacher
Classroom Teacher	Mary Garcia	5th Grade Teacher
Classroom Teacher	Maria Antonia Gonzalez	Pre-Kinder Teacher
Classroom Teacher	Patricia Zamora	Kinder Teacher
Classroom Teacher	Alexia Garcia	Sped Ed Teacher
Business Representative	Abelardo Castro	Whataburger Manager
Business Representative	Daniel Charles	OSHA Evaluator
Community Representative	Fernando Perez	TCM Team Member
District-level Professional	Sandra Garcia	Curriculum Specialist
Parent	Vanessa Silva	Parent
Parent	Alma Rodriguez	Parent
Non-classroom Professional	Delma Perez	Meeting Facilitator
Administrator	Jessica Todd	Administrator
Community Representative	Carlos Bocanegra	United States Border Patrol

Campus Funding Summary

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199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

199 G/T Advanced Academics

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom General Supplies	211-11-6399-62-143-Y-30-0F2-Y	$6,160.00
1	1	1	Classroom General Supplies	211-11-6399-00-143-Y-30-0F2	$0.00
1	1	1		211-13-6399-00-143-Y-30-AYP-Y	$0.00
1	1	1	Toner	211-11-6399-62-143-Y-30-OF2-Y	$4,331.00
1	1	1	Copy Paper	211-11-6396-00-143-Y-30-0F2	$0.00
1	1	3	Professional Development Employee Travel	211-23-6411-23-Y-30-AYP-Y	$2,000.00
1	1	3	General Supplies	211-23-6399-00-143-Y-30-0F2-Y	$1,500.00
1	1	5	Professional Extra Duty Pay	211-11-6118-00-143-Y-30-ASP-Y	$0.00
1	5	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	5	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	$0.00
1	5	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	$0.00
1	6	1	ComicPlus	197-12-6299-62-143-Y99-00	$701.25
1	6	1	Reading Materials	197-12-6329-00-143-Y99-00	$0.00
1	6	1	General Supplies	199-12-6399-00-143-Y99-00	$500.00
1	6	1	Reading Materials	281-6329-00-143-Y-99-OCG-Y	$0.00
2	1	2	Custodial Supplies	211-51-00-143-Y-30-0F2-Y-30-0F2-Y	$1,000.00
5	2	6	Personal Protective Equipment - PPE	211-11-6399-00-143-Y-30-0F2-Y	$0.00
6	1	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	$300.00
6	1	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	$1,200.00
6	1	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	$1,200.00
8	1	1	211-11-6398-62-143-Y-0F2-Y		$6,960.00
8	3	1	Laptop	211-23-6398-65-143-Y30-0F2-Y	$2,248.00
				Sub-Total	$28,100.25
				Budgeted Fund Source Amount	$4,948.00
				+/- Difference	-$23,152.25

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

281 ESSER II Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Substitute Teacher	281-11-6112-18-143-Y-24-0CG-Y	$6,000.00
1	6	1	Reading Materials	281-12-6329-00-143-Y-99-OCG-Y	$12,000.00
				Sub-Total	$18,000.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	-$18,000.00

282 ESSER III Grant Funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00
				Grand Total Budgeted	$4,948.00
				Grand Total Spent	$46,100.25
				+/- Difference	-$41,152.25