

# **Brownsville Independent School District**

## **Sharp Elementary**

### **2021-2022 Campus Improvement Plan**

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



**Board Approval Date:** December 14, 2021  
**Public Presentation Date:** September 30, 2021

# Mission Statement

Sharp Elementary is committed to developing in each scholar academic, social, and physical skills needed to become a productive citizen of our multicultural technological society.

## Vision

All Sharp Elementary students will succeed and meet the rigorous academic standards set before them.

## Value Statement

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

We are Scholars, Sharp Are We

The Spirit of the Owl

We Breathe Green

Respectful, Responsible, Truth Within

These are the Traits of How We Win

Listening is Our Mission

Learning is Our Deed

This I pledge

This I creed

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# Comprehensive Needs Assessment

Revised/Approved: May 19, 2021

## Demographics

### Demographics Summary

Sharp Elementary views demographic data on a daily basis. The main focuses of the data that are reviewed includes academic performance among subgroups, progress monitoring and daily attendance. The main focus groups include At-Risk students, bilingual education students, and special education students. Once attendance is taken, we view our averages to see if we met our attendance goal which is 100% Average Daily Attendance. The attendance rate for all students was 96% and 95.5% for At-Risk students. Once we identify that we have not met our attendance goals, we make sure to call the parents of students who are absent and work to make sure absences are excused. If students are consistently absent, we make sure to conference with parents. In conjunction with our parent liaison, we make home visits in order to check on students who are chronically absent, seek parents after several attempts have been made, and assess the surrounding community area that can factor into students' attendance and academic performance. In addition, when needed, we seek the assistance of the district's attendance office and follow district policies for attendance afterward. Once students are identified as LEP, At-Risk, or Special Education, administrators and teachers begin consistent progress monitoring to make sure students are academically successful. The retention rate was 8.1 % for all students and 7.9 % for At-Risk students. State Compensatory funds are allocated to provide additional tutorials for At-Risk students to target specific academic weaknesses and ensure academic success. Title III funds are allocated to provide instructional resources such as novels, supplemental workbooks, academic bulletin board set, and consumable resources. In addition, Title I funds are utilized to fund extended day and week tutorials, supplies for professional development and to purchase instructional resources that supplement the core curriculum such as math manipulatives, academic bulletin board sets, consumable supplies, and help fun instructional assistants. Procedures for overseeing demographic concerns include viewing students' grades, benchmark scores, progress monitoring, verifying daily attendance, verifying after-school and Saturday tutorial attendance, and allotting time for teacher planning and parent conferences.

### Demographics Strengths

- Sharp Elementary has a diverse population of students and families which enrich our learning community through appreciating differences among our school community.
- Effective use of budgeted funds to close the academic gap of our special populations.
- Strong Pre-Kinder and Kinder programs that provide foundation learning experiences
- EL student placement into the Bilingual Program
- RTI plans are in place and are updated continuously with current academic data
- Immediate identification and enrollment of homeless and unaccompanied youth
- TIER II Interventions are included in the Daily Schedule
- After-school Tutorials for all At-Risk students including Migrant, LEP/EL, and SPED Ed. students

### Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

**Need Statement 2 (Prioritized):** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, and Economically Disadvantaged student attendance. **Data Analysis/Root Cause:** Student attendance percentages decreased from 2019 to 2020

**Need Statement 3 (Prioritized):** PK Teachers and Teacher Aides will assist in small group instruction in order to close the academic achievement gap of early childhood students. **Data Analysis/Root Cause:** Analysis of data shows gaps of students that attended PK & K and all students.

# Student Learning

## Student Learning Summary

Critical to the academic success of Sharp Elementary is the disaggregation of students' progress and assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states' student expectation and TEKS mastery in the areas of reading, language arts, math, and science. In addition, administrators and teachers review 4<sup>th</sup> and 5<sup>th</sup> grade students' data to ensure Index 2 will be met for the 2021-2022 school year. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students. State Compensatory funds also fund a half-time dyslexia teacher that provides therapy for students who are identified as dyslexic and assist in funding full-time Pre-Kindergarten teachers. Administrators and teachers look at students' achievement scores and break down the test objectives to identify strengths and weaknesses. In addition, administrators and teachers work together weekly to build rigorous weekly tests that are correlated with state standardized assessments and correlated with the higher levels of Bloom's Taxonomy. These tests are designed to focus on the higher levels of Bloom's Taxonomy and prepare students for the secondary levels of education. Teachers and administrators then discuss the type of instruction students will receive to include effective research-based instructional strategies that will allow students to master the TEKS at higher levels of complexity and higher levels of depth on knowledge. Another focus group our campus focuses on are our migrant students. Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. In order to better utilize the Migrant funds, a Migrant Student Needs Survey was conducted to assess the supplemental support most needed by the migrant students of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed below will provide most support to the migrant students. School Supplies such as paper, crayons, glue, binders, jackets, polo shirts.

**2020-2021 STAAR Summary of 3rd -5th Grade- Not All Performance Reports are available due to COVID-19.**

**2019-2020 STAAR Summary of 3rd -5th Grade- NONE due to COVID-19**

### 2018-2019 STAAR RESULTS- SHARP ELEMENTARY

	Approaches (90)	Meets (60)	Masters (30)
3rd MATH	82	44	21
3rd READING	85	60	26
4th MATH	<u>90</u>	66	30
4th READING	92	66	25
4th WRITING	74	43	9

	Approaches (90)	Meets (60)	Masters (30)
5th MATH	99	74	51
5th READING	100	68	33
5th SCIENCE	86	53	31

### Texas Education Agency

2019 Accountability Ratings Overall Summary  
SHARP EL (031901111) - BROWNSVILLE ISD

### Accountability Rating Summary

	Component Score	Scaled Score	Rating
Overall		94	A
Student Achievement		90	A
<a href="#">STAAR Performance</a>	61	90	
<a href="#">College, Career and Military Readiness</a>			
<a href="#">Graduation Rate</a>			
School Progress		92	A
<a href="#">Academic Growth</a>	80	88	B
<a href="#">Relative Performance (Eco Dis: 89.0%)</a>	61	92	A
<a href="#">Closing the Gaps</a>	100	100	A

### Identification of Schools for Improvement

This campus is NOT identified for comprehensive support and improvement, targeted support and improvement, or additional targeted support.

### Distinction Designations

ELA/Reading	Earned
Mathematics	Not Earned
Science	Earned
Social Studies	Not Eligible



<b>ELA/Reading</b>	<b>Earned</b>
Comparative Academic Growth	Earned
Postsecondary Readiness	Earned
Comparative Closing the Gaps	Earned

## 2020-2021 STAAR RESULTS- SHARP ELEMENTARY

	<b>Approaches (90)</b>	<b>Meets (60)</b>	<b>Masters (30)</b>
3rd MATH	28	5	0
3rd READING	55	19	9
4th MATH	42	6	0
4th READING	58	19	3
5th Math	53	23	9
5th Reading	70	32	18
5th Science	27	7	2

### Student Learning Strengths

- Sharp Elementary received an "A" Rating. Sharp Elementary is a TEA 5 star distinction campus for 2018-2019.
- Tutorials are provided for at-risk students.

### Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any

additional resources and necessary instructional materials and supplies. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

**Need Statement 2 (Prioritized):** Need to increase student academic achievement through appropriate Professional Development for Teachers and Staff. **Data Analysis/Root Cause:** Analysis of staff CNA survey indicated need for more professional development to increase training in Reading, Language Arts, and Math.

**Need Statement 3 (Prioritized):** Needs to increase in student academic achievement by providing hands-on field experiences. **Data Analysis/Root Cause:** Analysis of research data shows that students of poverty lack significant field experiences.

**Need Statement 4 (Prioritized):** Increase Technology Tools, Training and Application. Sharp Elementary will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel. **Data Analysis/Root Cause:** Analysis of data shows gaps of classroom technology instruction.

# School Processes & Programs

## School Processes & Programs Summary

Sharp Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much inference or distractions from classroom instruction. Curriculum and Instruction are of high importance to the campus. The Dean of Instruction meets with the teachers on a weekly basis to apply the development of the current curriculum and to review data. The campus implements district curriculum initiatives and assessments as required by the state of Texas. The Texas Essential Knowledge and Skill (TEKS) prepare students for a quality education and for state assessments. Teachers work together to develop quality lessons for the six weeks. They are provided with co-planning time to complete their lessons and move forward with their plan of action. Administrators provide teachers with instructional resources and professional development opportunities. Planning for instruction and interventions is done through vertical and horizontal alignment.

Sharp Elementary teachers have a history of pride and loyalty to their alma mater. Sharp Elementary has an extremely high retention rate of teachers and other campus personnel. Interview committees consist of administrators and teachers in order to make high quality hiring determinations. New teachers are provided with a grade level mentor and administrative support in order to have positive success in their new profession.

## School Processes & Programs Strengths

- Sharp Elementary operates as a campus-wide professional community as we model the belief that “Only the Best Instruction for Our Students”.
- Teacher and staff are involved in the decision-making process at all level.
- Grade levels study TEKS and students assessment data to plan and deliver best practice instruction.
- Grade-levels meet weekly with administration to discuss students’ academic progress, scope and sequencing, timelines and due dates.
- Administration and Faculty meet monthly to discuss school operations, safety procedures, upcoming events, and address any questions or concerns.
- The SBDM meets once every quarter to discuss school progress, programs, and school issues.

## Need Statements Identifying School Processes & Programs Needs

**Need Statement 1 (Prioritized):** Increase Technology Tools, Training and Application. Sharp Elementary will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel. **Data Analysis/Root Cause:** Analysis of data shows gaps of classroom technology instruction.

# Perceptions

## Perceptions Summary

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations that will allow Sharp Elementary to provide a safe and smooth learning environment. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the quarterly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegial interaction to mold professional learning communities, positive working relationships, team building, and motivation.

## Perceptions Strengths

- 95% of the scholars feel that teachers at this school help students do their best.
- 94% of the scholars feel that there enough supplies in the classroom to complete my school work.
- 98% of scholars feel that the school nurse or someone else helps them if they feel sick or hurt at school.

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** The school needs to increase campus upkeep to ensure student health and safety. **Data Analysis/Root Cause:** Analysis of data shows a need for school building upkeep and to address COVID-19.

**Need Statement 2 (Prioritized):** A school-wide discipline behavior plan will be used to decrease discipline. This will include the use of the playground. In addition, the staff, parents, and students will continue to be educated on bullying issues. **Data Analysis/Root Cause:** Analysis of data shows a need for a school-wide behavior plan.

**Need Statement 3 (Prioritized):** Provide additional character education for students to reflect on being safe, respectful, responsible, cooperative, and always doing their best. **Data Analysis/Root Cause:** Analysis of data shows a need for character education for all students.

**Need Statement 4 (Prioritized):** The campus will provide weekly parent meetings and create a productive parent center. **Data Analysis/Root Cause:** Analysis of data shows a need to increase parent participation at the weekly meetings and at the parent center.

# Priority Need Statements

**Need Statement 1:** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies.

**Data Analysis/Root Cause 1:** Analysis of data shows gaps of special populations and all students.

**Need Statement 1 Areas:** Demographics - Student Learning

**Need Statement 2:** Increase Technology Tools, Training and Application. Sharp Elementary will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel.

**Data Analysis/Root Cause 2:** Analysis of data shows gaps of classroom technology instruction.

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

**Need Statement 3:** The school needs to increase campus upkeep to ensure student health and safety.

**Data Analysis/Root Cause 3:** Analysis of data shows a need for school building upkeep and to address COVID-19.

**Need Statement 3 Areas:** Perceptions

**Need Statement 4:** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, and Economically Disadvantaged student attendance.

**Data Analysis/Root Cause 4:** Student attendance percentages decreased from 2019 to 2020

**Need Statement 4 Areas:** Demographics

**Need Statement 5:** Need to increase student academic achievement through appropriate Professional Development for Teachers and Staff.

**Data Analysis/Root Cause 5:** Analysis of staff CNA survey indicated need for more professional development to increase training in Reading, Language Arts, and Math.

**Need Statement 5 Areas:** Student Learning

**Need Statement 7:** A school-wide discipline behavior plan will be used to decrease discipline. This will include the use of the playground. In addition, the staff, parents, and students will continue to be educated on bullying issues.

**Data Analysis/Root Cause 7:** Analysis of data shows a need for a school-wide behavior plan.

**Need Statement 7 Areas:** Perceptions

**Need Statement 6:** PK Teachers and Teacher Aides will assist in small group instruction in order to close the academic achievement gap of early childhood students.

**Data Analysis/Root Cause 6:** Analysis of data shows gaps of students that attended PK & K and all students.

**Need Statement 6 Areas:** Demographics

**Need Statement 10:** Needs to increase in student academic achievement by providing hands-on field experiences.

**Data Analysis/Root Cause 10:** Analysis of research data shows that students of poverty lack significant field experiences.

**Need Statement 10 Areas:** Student Learning

**Need Statement 9:** Provide additional character education for students to reflect on being safe, respectful, responsible, cooperative, and always doing their best.

**Data Analysis/Root Cause 9:** Analysis of data shows a need for character education for all students.

**Need Statement 9 Areas:** Perceptions

**Need Statement 8:** The campus will provide weekly parent meetings and create a productive parent center.

**Data Analysis/Root Cause 8:** Analysis of data shows a need to increase parent participation at the weekly meetings and at the parent center.

**Need Statement 8 Areas:** Perceptions

# Goals

Revised/Approved: May 19, 2021





**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:** Sharp student performance for all students, all grades, all subjects will exceed 2021 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points.

El buen desempeño estudiantil para todos los estudiantes, todos los grados, todas las materias superara el porcentaje de STAAR 2021. Rendimiento del nivel de grado y del nivel de grado de STAAR Masters en lectura, escritura, matematicas, ciencias y estudios sociales en 2 puntos porcentuales.





**Evaluation Data Sources:** STAAR Performance Reports  
Failure Reports





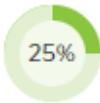



**Summative Evaluation:** Some progress made toward meeting Objective





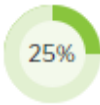



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> EB students will be provided Sheltered Instruction strategies to assist in the learning in all content areas. Implement a well rounded Reading, Writing, Math, Science, and Social Studies curriculum. Provide Writing Initiatives (i.e. Writing Monitoring Tool, Writing Prompts with Rubrics, Revising and Editing Material, and other resources).</p> <p>Los estudiantes EB recibirán estrategias de instrucción protegida para ayudar en el aprendizaje en todas las áreas de contenido. Implemente un plan de estudios completo de lectura, escritura, matemáticas, ciencias y estudios sociales. Proporcione iniciativas de escritura (es decir, herramienta de supervisión de escritura, instrucciones de escritura con rúbricas, revisión y edición de material y otros recursos).</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher walk through data</p> <p>Summative: Students' weekly grades, campus benchmark scores, weekly fluency scores, RTI data</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>Population:</b> EB students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide ESL instruction daily to support students transitioning into English reading. All PK-5th grade EL students will increase oral language skills in the area of listening, speaking, writing, and reading in English through the use of the ELPS and Sheltered Instruction.</p> <p>Proporcionar instruccion de ESL diariamente para apoyar a los estudiantes en la transicion a la lectura en ingles. Todos los estudiantes EL de PK-5to grado aumentaran las habilidades de lenguaje oral en el area de escuchar, hablar, escribir y leer en ingles mediante el uso de ELPS e Instruccion protegida.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: classroom schedules, teacher lesson plans, sheltered instruction trainings, sign-in sheets, agendas</p> <p>Summative: TELPAS scores, ELL student weekly grades, campus benchmark scores, NG Reach unit assessments.</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator</p> <p><b>Population:</b> EL Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





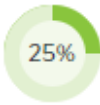













Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> To prepare for the creation of Reading, ELA, Math, Social Studies and Science lessons for STAAR preparation, on-line resources and consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report. Additionally, substitutes will be provided to assist in small group instruction for tiered interventions, as needed. Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel.</p> <p>Para prepararse para la creacion de lecciones de Lectura, ELA, Matematicas, Estudios Sociales y Ciencias para la preparacion de STAAR, se compraran recursos en linea y suministros de consumo para ayudar en la creacion de la leccion, recursos hechos por el maestro, papel de copia, exhibiciones de tableros de anuncios, comunicacion con los padres y preparar el informe de progreso del estudiante. Ademas, se proporcionaran sustitutos para ayudar en la instruccion en grupos pequenos para intervenciones escalonadas, segun sea necesario. Los estudiantes recibiran oportunidades educativas que produzcan graduados completos que esten preparados para el futuro a traves de la capacitacion del personal en tecnologia de liderazgo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Purchase orders, CIP</p> <p>Summative: Lesson plans, students' weekly grades, benchmark scores, fluency scores, STAAR results, TELPAS results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> TI, ELLs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Resources - 162 State Compensatory - 162-11-6399-00-111-Y-30-000-Y - \$9,200, Copy Paper - 211 Title I-A - 211-11-6396-00-111-Y-30-0F2-Y - \$2,000, Instructional Resources/Supplies - 211 Title I-A - 211-11-6399-16-111-Y-30-0F2-Y - \$3,000, Copy Paper - 199 Local funds - 199-11-6396-00-111-Y-11-000-Y - \$2,000, General Supplies - 199 Local funds - 199-11-6399-00-111-Y-11-000-Y - \$4,000, Booklets - 199 Local funds - 199-11-63-99-16-111-Y-11-000-Y - \$500, Supplies and Materials - 162 State Compensatory - 162-11-6398-62-111-Y-30-000-Y - \$28,271, General Supplies - 199 Local funds - 199-12-6399-00-111-Y-99-000-Y - \$500, General Supplies - 211 Title I-A - 211-11-6399-00-111-Y-30-0F2-Y - \$2,000, Substitutes - 211 Title I-A - 211-11-6112-18-111-Y-30-AYP-Y - \$1,971, General Supplies - 211 Title I-A - 211-11-6399-62-111-Y-30-0F2-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> In order to meet high TELPAS scores and RDA in K-5th, teachers will utilize instructional resources that promote English Language Proficiency. Supplemental instructional resources will be purchased to prepare EB students for English attainment and test preparation. Student workbooks and math manipulatives will be ordered for EB students. Copy paper will be ordered to create instructional booklets for EB students. Technology resources will be available to enhance the curriculum.</p> <p>Para alcanzar puntajes altos de TELPAS y RDA en K-5, los maestros utilizaran recursos de instruccion que promueven el dominio del idioma ingles. Se compraran recursos de instruccion suplementarios para preparar a los estudiantes EB para el logro del ingles y la preparacion de examenes. Se ordenaran libros de trabajo y manipuladores de matematicas para los estudiantes EB. Se solicitara una copia en papel para crear folletos instructivos para estudiantes EB. Habra recursos tecnologicos disponibles para mejorar el plan de estudios.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: CIP, purchase orders, ESL Lesson Plans, ELPS objectives</p> <p>Summative: ELL students' weekly test grades, benchmark scores, TELPAS scores, STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.6 - <b>Population:</b> EL Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Instructional Resources - 163 State Bilingual - 163-11-6399-00-111-Y-25-000-Y - \$6,875, Instructional Resources - 263 Title III-A Bilingual - 263-11-6399-00-111-Y-25-000-Y - \$4,400</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Implement an integrated challenging standards-based, inquiry centered math curriculum as demonstrated through eNvision math, Sharon Wells, CIRCLE, OWL, etc. as a means to improving math instruction reinforcement of skills.</p> <p>Implemente un plan de estudios de matematica centrado en la investigacion basado en estandares desafiantes e integrados, como se demuestra a traves de eNvision matematicas, Sharon Wells, CIRCLE, OWL, etc.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans check, walk-through observations, resources available</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> The homeroom teachers will provide literacy education to all students by providing reading lessons, promoting children's literature, and supplementing the regular curriculum. In addition, Tier II and Tier III reading time will be included in the daily schedule to provide interventions for students in a small group setting.</p> <p>Los maestros de aula proporcionaran educacion de alfabetizacion a todos los estudiantes al proporcionar lecciones de lectura, promover la literatura infantil y complementar el plan de estudios regular. Ademas, el tiempo de lectura de Nivel II y Nivel III se incluira en el horario diario para proporcionar intervenciones a los estudiantes en un entorno de grupo pequeno.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson plans and Daily Schedules Summative: TPRI/ Tejas Lee, STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>Population:</b> TI, ELLs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> In order to create a well-rounded educational program, students will be offered an opportunity to travel to sites where they can learn through hands-on field experiences.</p> <p>Para crear un programa educativo completo, se les ofrecera a los estudiantes la oportunidad de viajar a sitios donde pueden aprender a traves de experiencias de campo practicas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Summative: Assessment Results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Transportation - 199 Local funds - 199-11-6494-00-111-Y-11-000-Y - \$1,400</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> All students will be provided with Texas Literacy Initiative strategies that include Think, Turn, Talk, making connections, creating mental images, making inferences and predictions, asking and answering questions, determining importance and summarizing, and monitoring and clarifying. Through TLI strategies and district initiatives the students will also focus on writing strategies and academic vocabulary. Reading Academies will promote new learning strategies. mCLASS will also provide more strategies and lessons for instruction.</p> <p>Todos los estudiantes recibirán estrategias de la Iniciativa de Alfabetización de Texas que incluyen Pensar, Girar, Hablar, hacer conexiones, crear imágenes mentales, hacer inferencias y predicciones, hacer y responder preguntas, determinar la importancia y resumir, y monitorear y aclarar. A través de las estrategias TLI y las iniciativas del distrito, los estudiantes también se centrarán en estrategias de escritura y vocabulario académico.</p> <p>*ELAR Action Plan Activity</p> <p>TLI Systems for Sustainability- Explicit Instruction (routines, strategies, and fluency routine) &amp; Academic Vocabulary</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas and sign-in sheets for trainings, TLI classroom visuals visible in the classroom.</p> <p>Summative: Students' weekly reading test grades, students' weekly fluency score, mCLASS, TPRI / Tejas Lee BOY, MOY, scores, Reading benchmark scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Substitutes - 163 State Bilingual - 163-11-6239-00-111-Y-25-031-Y - \$3,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Tier II and Tier III students will be provided research-based instructional interventions daily in a small group setting in the areas of Reading, ELA, Math, Social Studies and Science. A Response to Intervention (RTI) plan will be devised for students who are struggling.</p> <p>Los estudiantes de Nivel II y Nivel III recibirán intervenciones educativas basadas en investigación diariamente en un grupo pequeño en las áreas de Lectura, ELA, Matemáticas, Estudios Sociales y Ciencias. Se diseñará un plan de Respuesta a la Intervención (RTI) para estudiantes con dificultades.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom schedules, RTI lesson plans, RTI minutes, RTI roster</p> <p>Summative: Students' weekly test grades, fluency reports, TPRI / Tejas Lee BOY, MOY, EOY data, benchmark scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> The campus library will provide literacy education to all students by providing reading lessons, promoting children's literature, the Accelerated Reading program, library sponsored events, and supplementing the regular curriculum.</p> <p>La biblioteca de la escuela proporcionará educación de alfabetización a todos los estudiantes al proporcionar lecciones de lectura, promover la literatura infantil, el programa de Lectura Acelerada, eventos patrocinados por la biblioteca y complementar el plan de estudios regular.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Library Schedule, AR student logs, Library website, Library lesson plans</p> <p>Summative: Students AR log information and scores, Students' reading grades, Campus benchmark scores in reading, TPRI / Tejas Lee BOY, MOY, EOY scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Reading Materials - 199 Local funds - 199-12-6329-00-111-Y-99-000-Y - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Analyze and formulate an intervention plan based on benchmark scores, STAAR test results, RTI plans, campus assessments for students who are functioning and/or on level.</p> <p>Analizar y formular un plan de intervencion basado en puntajes de referencia, resultados de pruebas STAAR, planes RTI, evaluaciones del campus para estudiantes que estan funcionando y / o en nivel.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Materials Lesson Plans check, walk-through observations, resources available, RTI folders</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p><b>Strategy 12:</b> Grades PK-5 (including special education students) will participate in Tier II/Tier III small group instruction to provide additional instruction in the mathematical strands to build comprehension and facilitate the application of mathematical reasoning in order to support increased student achievement in math.</p> <p>Los grados PK-5 (incluidos los estudiantes de educacion especial) participaran en la instruccion en grupos pequenos de Nivel II / Nivel III para proporcionar instruccion adicional en las areas matematicas para desarrollar la comprension y facilitar la aplicacion del razonamiento matematico para apoyar un mayor rendimiento estudiantil en matematicas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Materials Lesson Plans check, walk-through observations, resources available, RTI folders</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 13 Details	Reviews			
<p><b>Strategy 13:</b> PK-5th grade teachers and special programs teachers will address math and science vocabulary, problem solving, graphing, estimation, and safety guidelines on a daily basis.</p> <p>Los maestros de PK-5o grado y los maestros de programas especiales abordaran el vocabulario de matematicas y ciencias, resolucion de problemas, graficos, estimaciones y pautas de seguridad a diario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Creation of vocabulary word walls, visible word walls, lesson plans</p> <p>Summative: Standardized test scores, students' weekly scores, STAAR scores, NRT scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, and Assistant Principal</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 14 Details	Reviews			
<p><b>Strategy 14:</b> Teachers will integrate science curriculum through district purchased curriculums: Interactive Science, STEMscopes, and EDUSMART so that student will develop an understanding of the scientific method through investigations, journaling, and technology in order to implement a standards-based science curriculum, instruction, and assessment. 40% of science instruction will be hands on.</p> <p>Los maestros integraran el plan de estudios de ciencias a traves de los planes de estudio comprados por el distrito: ciencia interactiva, STEMscopes y EDUSMART para que el estudiante desarrolle una comprension del metodo cientifico a traves de investigaciones, registros y tecnologia para implementar un plan de estudios, instruccion y evaluacion de ciencias basado en estandares. . El 40% de la instruccion cientifica sera practica.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Students' weekly science scores, Science benchmarks scores, software usage reports, student journals, student work</p> <p>Summative: STAAR scores, EOY TPRI/Tejas Lee</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Classroom teacher</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
<p><b>Strategy 15:</b> Highly qualified teachers will meet the needs of low performing students through individualized and small group instruction in order to enhance their skills. In addition, a Dyslexia teacher will be available to provide support and Dyslexia lab services to Dyslexia students.</p> <p>Los maestros altamente calificados satisfaran las necesidades de los estudiantes de bajo rendimiento a traves de la instruccion individualizada y en grupos pequenos con el fin de mejorar su habilidades. Ademas, un maestro de dislexia estara disponible para brindar apoyo y servicios de laboratorio de dislexia a los estudiantes de dislexia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs Summative: TPRI/ Tejas Lee, C-PALLS, STAAR Results <b>Staff Responsible for Monitoring:</b> Campus Administrators</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> Dyslexia Teacher Salary - 162 State Compensatory - 162-11-6119-00-111-Y-30-054-Y - \$52,300</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p><b>Strategy 16:</b> State Bilingual Funds will be used to fund 1 FTE classified employee who will assist the LPAC administrator and chair in testing students, writing reports, and submitting department required forms.</p> <p>Los fondos bilingues estatales se utilizaran para financiar a 1 empleado clasificado FTE que ayudara al administrador y presidente de LPAC a evaluar a los estudiantes, redactar informes y presentar los formularios requeridos por el departamento.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Employee schedule of services, testing log, LPAC minutes submission, employee hourly report</p> <p>Summative: EOY Program Evaluation <b>Staff Responsible for Monitoring:</b> LPAC Administrator</p> <p><b>Population:</b> EL Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Demographics 1 - Student Learning 1 <b>Funding Sources:</b> 1 FTE - 163 State Bilingual - 163-11-6129-06-111-Y-25-000-Y - \$18,960</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 17 Details		Reviews			
<p><b>Strategy 17:</b> Title I funds will fund 1 FTE instructional aide to assist with the library literacy program and the accelerated reading program. Aide will assist the librarian in library classes and procedures and running the accelerated reading program.</p> <p>Los fondos del Titulo I financiaran 1 asistente de instruccion FTE para ayudar con el programa de alfabetizacion de la biblioteca y el programa de lectura acelerada. El asistente ayudara al bibliotecario en las clases y procedimientos de la biblioteca y en la ejecucion del programa de lectura acelerada.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Library schedule, instructional aide job description, employee hourly report</p> <p>Summative: AR reports, Reading benchmark scores, weekly fluency scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 18 Details		Reviews			
<p><b>Strategy 18:</b> Students' instructional arrangement will be reviewed so that the time in the Resource instructional setting decreases and the General Education setting is increased.</p> <p>Se revisara el arreglo de instruccion de los estudiantes para que el tiempo en el ambiente de instruccion de Recursos disminuya y el ambiente de Educacion General aumente.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Class schedules, Resource schedules, inclusion schedules, weekly grades, Summative: EOY state assessments and inventory tests, retention report, IEPs</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal</p> <p><b>Population:</b> Special Education Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 19 Details		Reviews			
<b>Strategy 19:</b> The campus will provide Professional Development training through the Dean of Instruction to improve academic success and close the achievement gap.  El campus proporcionara capacitacion en Desarrollo Profesional a traves del Decano de Instruccion para mejorar el exito academico y cerrar la brecha de rendimiento.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks, Staff Development Sign-In Sheets  Summative: EOY state assessments <b>Staff Responsible for Monitoring:</b> Principal  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Student Learning 2 <b>Funding Sources:</b> Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-111-Y-30-000-Y - \$86,791		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of special populations and all students.
Student Learning
<b>Need Statement 1:</b> Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of special populations and all students.
<b>Need Statement 2:</b> Need to increase student academic achievement through appropriate Professional Development for Teachers and Staff. <b>Data Analysis/Root Cause:</b> Analysis of staff CNA survey indicated need for more professional development to increase training in Reading, Language Arts, and Math.
<b>Need Statement 3:</b> Needs to increase in student academic achievement by providing hands-on field experiences. <b>Data Analysis/Root Cause:</b> Analysis of research data shows that students of poverty lack significant field experiences.





**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:** Sharp's early childhood performance will increase by 3 percentage points over end-of-year 2021 results.

El desempeño de Sharp en la primera infancia aumentara en 3 puntos porcentuales con respecto a los resultados de fin de año 2021.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Our campus will expand PK by offering PK3 in addition to PK4. Instructional paraprofessionals will assist PK teachers and students in planning and in delivering instruction.</p> <p>Nuestro campus ampliara PK ofreciendo PK3 ademas de PK4. Los paraprofesionales de instruccion ayudaran a los maestros y estudiantes de PK a planificar e impartir la instruccion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PK and Kinder Instructional aide schedules, classroom schedules, Title I PR, classroom observations.</p> <p>Summative: PK C-PALLS progress monitoring and BOY, MOY, EOY benchmark results, Kinder TPRI / Tejas Lee BOY, MOY, EOY benchmark results, Report Cards goals, Kinder TELPAS scores, RTI plans,</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> PK and K students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Our campus will offer PK 4 class to students that were in PK 3 and are non-LEP. Nuestro campus ofrecera clases de PK 4 a los estudiantes que estaban en PK 3 y no son LEP. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PK Class Schedule and classroom observations  Summative:  PK C-PALLS P.M. and Report Cards <b>Staff Responsible for Monitoring:</b> Campus Principal  <b>Population:</b> PK Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Demographics 3 <b>Funding Sources:</b> State Comp. PK-4 Teacher Salaries - 162 State Compensatory - 162-11-6119-00-111-Y-34-000-Y - \$96,574	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 3:</b> PK Teachers and Teacher Aides will assist in small group instruction in order to close the academic achievement gap of early childhood students. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of students that attended PK & K and all students.

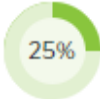



**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).









**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.









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





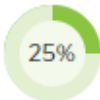



**Evaluation Data Sources:** RDA Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Sharp migrant students will receive grade appropriate school supplies and or clothing on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Los estudiantes migrantes de Sharp recibiran utiles escolares y / o ropa apropiados para su grado segun sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en el hogar; facilitandoles asi la misma oportunidad de afrontar los retos academicos de todos los alumnos. Los estudiantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Migrant funds purchase orders, sign in sheets to record supplies received.</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS and Non-PFS Migrant Students.</p> <p>Los estudiantes migrantes de PFS recibirán servicios de apoyo suplementarios antes que otros estudiantes migrantes para garantizar que se aborden los requisitos delineados por la Sección 1304 (d) de NCLB. Población: estudiantes migrantes PFS y no PFS.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Fewer PFS students are identified due to increased performance</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Con el fin de asegurar los datos necesarios para acomodar la colocación en oportunidades de instrucción suplementarias apropiadas para estudiantes migrantes de Pre-K-5to grado, los maestros y administradores utilizarán los resultados de las pruebas previas y posteriores para identificar a los estudiantes migrantes que se desempeñan por debajo del nivel de grado. NOTA: En los sitios atendidos por un maestro migrante, el maestro brindará oportunidades suplementarias adicionales y garantizará la participación.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increased academic performance PBMAS</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Academic success for all PK-2nd grade students EOY Promotion Rate</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>El progreso academico de los estudiantes de 1er grado sera monitoreado para asegurar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion a 2do grado. NOTA: En los sitios atendidos por un maestro migrante, el maestro brindara apoyo de monitoreo adicional y garantizara la participacion en oportunidades complementarias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: No 1st grade retained</p> <p>Summative: EOY retention report</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> 1st Grade Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de la escuela de verano del distrito escolar para garantizar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes de verano. Los estudiantes migrantes recibiran apoyo suplementario adicional por parte del campus respectivo para abordar las necesidades academicas y de asistencia y promover una participacion social positiva.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increased promotion rates &amp; test performance</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Se puede llevar a cabo una sesion de tutoria de dia extendido para los estudiantes migrantes en las escuelas primarias donde existe una necesidad documentada de apoyo academico complementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar los desafios academicos que los estudiantes no migrantes. NOTA: En los sitios atendidos por un maestro migrante, el maestro proporcionara y asegurara la participacion en oportunidades complementarias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase promotion rates &amp; test performance</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, el personal y la facultad del campus de BISD recibirán la información migratoria adecuada para que se proporcionen intervenciones oportunas y apropiadas a los estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Timely placement into Interventions</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase on- time graduation</p> <p>Summative: Migrant students weekly grades, campus benchmark scores, standardized test scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessment.</p> <p>La Academia de Aprendizaje dirigida a las areas centrales de Lectura, Escritura, Matematicas, Estudios Sociales y Ciencias se llevara a cabo para todos los estudiantes de PFS con el fin de perfeccionar sus habilidades y prepararlos academicamente para la evaluacion STAAR.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> RDA Report Increased STAAR Scores for PFS students</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Teachers</p> <p><b>Population:</b> PFS Migrant Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

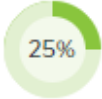



**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).













**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 3% over 2020-2021 participation.





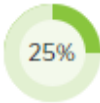







Aumentar el numero de estudiantes en el avance cocurricular y extracurricular en los programas de Matematicas, Ciencias, Estudios Sociales, ELA y Bellas Artes en un 3% sobre la participacion de 2020-2021.

**Evaluation Data Sources:** Regional and state competition participation numbers

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 4th and 5th grade students will compete in UIL Music Memory as a means of developing listening skills.  Los estudiantes de 4o y 5o grado competiran en UIL Music Memory como un medio para desarrollar habilidades auditivas.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: UIL Rules and Regulations, UIL practice schedule  Summative: UIL Competition Results  <b>Staff Responsible for Monitoring:</b> UIL Coordinator  <b>Population:</b> 4th and 5th Grade UIL Participants - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> December 17, 2021	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Fifth grade students will participate in the Fifth Grade Honors Choir as a means to introduce them to large ensemble performance experiences. General supplies will be needed throughout the year to assure that students have the necessary tools and equipment.</p> <p>Los estudiantes de quinto grado participaran en el Coro de Honores de Quinto Grado como un medio para presentarles experiencias de interpretacion de conjuntos grandes. Se necesitaran suministros generales durante todo el ano para asegurar que los estudiantes tengan las herramientas y el equipo necesarios.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: UIL Rules and Regulations, UIL practice schedule,</p> <p>Summative: UIL Competition Results</p> <p><b>Staff Responsible for Monitoring:</b> Choir Teacher</p> <p><b>Population:</b> 5th Grade Honors Choir Members - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> June 2, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 4th and 5th grade students will compete in UIL Art to expose them to art history.</p> <p>Los estudiantes de 4o y 5o grado competiran en UIL Art para exponerlos a la historia del arte.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: UIL Rules and Regulations, UIL practice schedule,</p> <p>Summative: UIL Competition Results</p> <p><b>Staff Responsible for Monitoring:</b> UIL Coordinator</p> <p><b>Population:</b> 4th and 5th Grade Art UIL Participants - <b>Start Date:</b> August 17, 2021 - <b>End Date:</b> December 17, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> All classroom teachers will implement a structured theater arts curriculum to build a foundation in theater arts.</p> <p>Todos los maestros del salon de clases implementaran un plan de estudios estructurado de artes teatrales para construir una base en las artes teatrales.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Theater Arts lesson plans, teacher observations,</p> <p>Summative: students' theatre arts grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide students with opportunities to participate in UIL, Destination Imagination, Spelling Bee, and Chess to further enhance their talents.</p> <p>Brindar a los estudiantes oportunidades para participar en UIL, Destination Imagination, Spelling Bee y Chess para mejorar aun mas sus talentos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Participation rates in the competitions and events.</p> <p>Summative: UIL, DI, Spelling Bee, and Chess competitions</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5 - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Students identified as Gifted and Talented will be provided opportunities to participate in co-curricular/ extra-curricular activities. They will work on spontaneous, creative activities, aligned to literacy, math, science, and social studies in order to support their understanding of various genres. In addition, students will work on a TPSP project. All classroom teachers will attend GT services to obtain the latest information and teaching strategies for GT students.</p> <p>Los estudiantes identificados como Dotados y Talentosos tendran la oportunidad de participar en actividades co-curriculares / extracurriculares. Trabajaran en actividades creativas y espontaneas, alineadas con alfabetizacion, matematicas, ciencias y estudios sociales para apoyar su comprension de varios generos. Ademas, los estudiantes trabajaran en un proyecto de TPSP. Todos los maestros de salon asistiran a los servicios de GT para obtener la informacion mas reciente y estrategias de ensenanza para los estudiantes de GT.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Identification procedures for GT students, nomination forms, GT lesson plans</p> <p>Summative: GT students' performance on standardized testing and competitions.</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction</p> <p><b>Population:</b> GT Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-6399-00-111-Y-21-000-Y - \$1,596</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 4 Need Statements:

### Demographics

**Need Statement 1:** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDIA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

### Student Learning









**Need Statement 1:** Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDIA, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

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

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

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Sharp Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. In addition, the school building will continue its upkeep to ensure student safety. <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the campus energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage and work orders Summative: Annual comparison of energy usage <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff  <b>Population:</b> All Campus Facilities - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 60%	 85%	 100%
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will support programs and classrooms in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. <b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports <b>Staff Responsible for Monitoring:</b> Campus Administration SBDM Committees  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				











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

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers and staff will receive a week of Teacher Appreciation activities. They will receive a token of appreciation on a weekly/ monthly basis. They will also participate in an end of the year awards ceremony honoring them for their hard work and dedication. Teachers will receive new chairs to replenish existing classroom furniture. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Faculty and Staff Rosters Summative: Needs assessment surveys and TAPR Report <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> Campus Teachers and Staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Perceptions 1 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-6399-45-111-Y-11-000-Y - \$5,000	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 2 Need Statements:

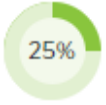







Perceptions
<b>Need Statement 1:</b> The school needs to increase campus upkeep to ensure student health and safety. <b>Data Analysis/Root Cause:</b> Analysis of data shows a need for school building upkeep and to address COVID-19.

**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:** Sharp will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will update websites at least monthly including showcasing student and community activities.  Need: Decreasing enrollment/ Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> The campus will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes. Formative: schedule of events on website Summative: End of Year report for monthly checklist results <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  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:** Sharp will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

**Evaluation Data Sources:** School calendar showing earlier start date.

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The school calendar will begin a week early to balance each six weeks and provide appropriate time for summer school. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Academic Calendar  Summative: End of the Year Report Card <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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

**Performance Objective 1:** Discipline referrals will decrease by 3%.

**Evaluation Data Sources:** PEIMS discipline report data, Pupil Services, Police and Security Services, Guidance and Counseling Services

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Students will use the playground on a daily basis/ incentive for good behavior. The playground will be equipped with a canopy. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily Behavior Logs  Summative: Office Referrals and Report Card <b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal  <b>Population:</b> All students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> To promote and ensure physical fitness, students in grades K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 9/1/07. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Participation rate  Summative: PE grades, Fitness gram results <b>Staff Responsible for Monitoring:</b> Campus principal, PE Coach  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Student Learning 3 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-63-99-51-111-Y-11-000-Y - \$500	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> The Counselor will promote character building through classroom lessons, group counseling and individual counseling. Sharp will also build a partnership with Good Samaritan to promote positive character building. The counselor will continue educating staff, parents and students on bullying. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Daily Schedule  Summative: Review 360 and Report Card <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselor  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Perceptions 2, 3 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-31-6399-00-111-Y-99-000-Y - \$400		Formative			Summative
		Nov	Jan	Mar	June
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 1 Need Statements:





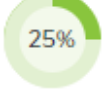







Student Learning
<b>Need Statement 3:</b> Needs to increase in student academic achievement by providing hands-on field experiences. <b>Data Analysis/Root Cause:</b> Analysis of research data shows that students of poverty lack significant field experiences.
Perceptions
<b>Need Statement 2:</b> A school-wide discipline behavior plan will be used to decrease discipline. This will include the use of the playground. In addition, the staff, parents, and students will continue to be educated on bullying issues. <b>Data Analysis/Root Cause:</b> Analysis of data shows a need for a school-wide behavior plan. <b>Need Statement 3:</b> Provide additional character education for students to reflect on being safe, respectful, responsible, cooperative, and always doing their best. <b>Data Analysis/Root Cause:</b> Analysis of data shows a need for character education for all students.

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

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2021-2022 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, or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.









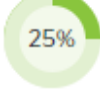

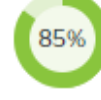

**Summative Evaluation:** Some progress made toward meeting Objective

















Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Number of incident reports, number of student discipline referrals, parent presentation agendas, sign in sheets, evaluation logs  Summative: EOY Discipline Report <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors  <b>Population:</b> Faculty and Staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The percentage of Special Education students placed in ISS will decrease by looking at alternative means of disciplining special education students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Discipline Referrals and eSchools Discipline Reports <b>Staff Responsible for Monitoring:</b> Campus Principal and Assistant Principal  <b>Population:</b> Special Education Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 <b>Milestone's/Strategy's Expected Results/Impact:</b> Practiced drills documentation, information booklets, EOP documentation binders, Faculty training agendas and sign in sheets <b>Staff Responsible for Monitoring:</b> Campus Principal and Assistant Principal  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low performing students at school-wide campuses to improve overall health in order to improve student attendance/performance. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Time and Effort Logs, Nurse and Health Student Referrals  Summative: EOY Attendance Reports and STAAR Results <b>Staff Responsible for Monitoring:</b> Campus Principal and Nurse  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure an appropriate instructional environment and student safety. <b>Milestone's/Strategy's Expected Results/Impact:</b> Safety meetings and work orders <b>Staff Responsible for Monitoring:</b> Campus Principal and Assistant Principal  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PE Lesson Plans, PE schedule, Student PE grades  Summative: EOY PE grades <b>Staff Responsible for Monitoring:</b> Campus Principal and PE Coach  <b>Population:</b> PE Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Campuses must have an identification security system. - All faculty must obtain and display an Identification Card while on school grounds - Visitors must present an identification at Sign-In and must be escorted at all times. <b>Milestone's/Strategy's Expected Results/Impact:</b> Visitors logs, ID cards, sign-in sheets <b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant principal, and Security Officer  <b>Population:</b> All Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Supplies will be purchased for the school nurse to ensure proper medical care, hygienic care, sanitary care, and health care of all students during the school day.  Supplies will also be purchased for the custodians to maintain a safe, sanitary environment during the COVID-19 pandemic. <b>Milestone's/Strategy's Expected Results/Impact:</b> Nurse log of services <b>Staff Responsible for Monitoring:</b> Campus Principal School Nurse  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Demographics 2 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-33-6399-00-111-Y-99-000-Y - \$400, General Supplies - 211 Title I-A - 211-51-6315-00-111-Y-30-0F2-Y - \$1,000	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 3 Need Statements:



<b>Demographics</b>
<b>Need Statement 2:</b> Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, and Economically Disadvantaged student attendance. <b>Data Analysis/Root Cause:</b> Student attendance percentages decreased from 2019 to 2020

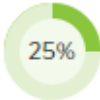



**Goal 6:** The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch.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









**Performance Objective 1:** There will be a 5% increase of parents involved in Sharp parental involvement activities from 2020-2021 to 2021-2022.









Habra un aumento del 5% de padres involucrados en las actividades de participacion de padres de Sharp de 2020-2021 a 2021-2022.





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









**Summative Evaluation:** Some progress made toward meeting Objective





Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>Proporcionar informacion sobre la Politica y Pautas de Bienestar / Nutricion a padres, maestros y estudiantes a traves de reuniones de padres, desarrollo del personal docente, Equipos CATCH e instruccion en el aula para garantizar el cumplimiento de las politicas y pautas respectivas y cumplir con la Politica de Nutricion de las Escuelas Publicas de Texas a partir del 01/08/2004 y revisiones 01/08/2007.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: CATCH Meeting agendas, CATCH meeting sign-in sheets, CATCH Lesson Plans</p> <p>Summative: EOY Program Evaluation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, CATCH Committee, CATCH Coordinator, PE Coach</p> <p><b>Population:</b> CATCH Participants - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





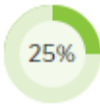



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Review, revise and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Repasar, revisar y difundir una Política de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito / campus con la intencion de aumentar la participacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Copy of policy, agendas, sign-in sheets</p> <p>Summative: Parental involvement participation rates, Composite of End of Year survey at least 90%, Title I Parental Involvement checklist, student attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Parent Liaison, and Classroom Teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> September 30, 2021</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Sharp will develop and disseminate the Parent and Family Engagement Policy and the School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.</p> <p>Difundir pactos escuela-padre-estudiante indicando las responsabilidades de cada grupo para asegurar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Copy of policy, agendas, sign-in sheets</p> <p>Summative: Composite of survey results at 100% participation, percent of Title I parental involvement checklist, student attendance rates.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.1 - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Conduct an annual Title I Parent meeting to inform parents of services provided through Title I funds and school/district programs. Also conduct a parent survey to evaluate the effectiveness of District and or Camps Parental Involvement efforts.</p> <p>Llevar a cabo una reunion anual de padres de Titulo I para informar a los padres de los servicios prestados a traves de los fondos de Titulo I y los programas de la escuela / distrito. Tambien lleve a cabo una encuesta para padres para evaluar la efectividad de los esfuerzos de participacion de los padres del distrito y / o los campamentos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas and Sign-in sheets, Title I parental involvement program</p> <p>Summative : Composite of survey results at 100%, Title I parental involvement checklist, Attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Parent Liaison</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> The campus will ensure the representation of community and parental involvement in the decision-making process. Parents will participate in the review and or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> <li>-Parental Involvement Policy</li> <li>-Campus Improvement Plan</li> <li>-LPAC</li> <li>-SBDM</li> <li>-DPAC</li> </ul> <p>El campus garantizara la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <ul style="list-style-type: none"> <li>-Politica de participacion de los padres</li> <li>-Plan de mejora del campus</li> <li>-LPAC</li> <li>-SBDM</li> <li>-DPAC</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: committee meeting dates, agendas, and sign-in sheets</p> <p>Summative: Composite of meeting minutes, STAAR results, student attendance rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Parent Liaison</p> <p><b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				









Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Host a "Parent Orientation" Day to inform parents and community members daily of standard operation procedures and District policy.</p> <ul style="list-style-type: none"> <li>-Student Code of Conduct</li> <li>-Student-Parent-School Compact</li> <li>-Parental Involvement Policy</li> <li>-Emergency Operation Procedures</li> <li>-Volunteer Guidelines and Opportunities</li> </ul> <p>Organice un Dia de "Orientacion para los padres" para informar a los padres y miembros de la comunidad diariamente sobre los procedimientos operativos estandar y la politica del distrito.</p> <ul style="list-style-type: none"> <li>-Codigo de Conducta Estudiantil</li> <li>-Contrato estudiante-padre-escuela</li> <li>-Politica de participacion de los padres</li> <li>-Procedimientos de operacion de emergencia</li> <li>-Pautas y oportunidades para voluntarios</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas, Sign-In sheets, fliers, brochures, handouts, session evaluations</p> <p>Summative: Parental Involvement Percent number of discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>Population:</b> Campus Parents - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details		Reviews			
<p><b>Strategy 7:</b> Capitalize on district and community resources by creating partnership agreements with agencies and organizations and inviting community organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Aprovechar los recursos del distrito y de la comunidad creando acuerdos de asociacion con agencias y organizaciones e invitando a las organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias para continuar construyendo asociaciones comunitarias solidas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Meeting flyers, agendas, and sign-in sheets, lesson plans, community organization information booklets</p> <p>Summative: Participation rates and involvement</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal and Parent Liaison</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
<p><b>Strategy 8:</b> Educate campus personnel during faculty and grade-level meetings as to the academic and social benefits of a strong parent-school partnership.</p> <p>Educar al personal del campus durante las reuniones de la facultad y de nivel de grado sobre los beneficios academicos y sociales de una solida asociacion entre padres y escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Grade-level / Faculty meeting agendas, sign-in sheets</p> <p>Summative: Increased communication between parents and teachers, teachers' communication logs, teachers' documented parent meetings.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison</p> <p><b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Promote more active parental involvement by creating a school climate and structures that support family involvement, initiating a classroom volunteer program, creating a parent resource center, and provide materials and information to parent on issues on concern to parents, such a child development, HAC, health and safety, drug education, special education, and curriculum and instruction. The parent center will have the necessary resources for the parent volunteers. The campus will participate in "Walk for the Future" District Activity.</p> <p>Promover una participacion mas activa de los padres creando un ambiente escolar y estructuras que apoyen la participacion de la familia, iniciando un programa de voluntariado en el aula, creando un centro de recursos para padres y proporcionando materiales e informacion a los padres sobre temas que preocupan a los padres, como el desarrollo infantil, HAC salud y seguridad, educacion sobre drogas, educacion especial y curriculo e instruccion. El centro de padres tendra los recursos necesarios para los padres voluntarios. El campus participara en la actividad del distrito "Caminando por el futuro".</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Meeting agendas, sign-in sheets, flyers, parent resource center, curriculum resources</p> <p>Summative: Percentage of parental involvement, participation rates, student attendance rates, students' progress</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Parent Liaison</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 3.2 - <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Perceptions 4</p> <p><b>Funding Sources:</b> Parent Center (Supplies/ Materials) - 211 Title I-A - 211-61-6399-00-111-Y-30-0F2-Y - \$900, Parent Center (Refreshments) - 211 Title I-A - 211-61-6499-53-111-Y-30-0F2-Y - \$900, Parent Center Binding Machine - 211 Title I-A - 211-11-6398-00-111-Y-30-0F2-Y - \$0</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> Maintain regular communication by sending home : weekly folders of student work; school messenger; monthly calendars of special; events to be celebrated or taught; a regular class newsletter; weekly work sheets containing activities students and families can do together.</p> <p>Mantenga una comunicacion regular enviando a casa: carpetas semanales del trabajo de los estudiantes; mensajero de la escuela; calendarios mensuales especiales; eventos para ser celebrados o enseñados; un boletin regular de la clase; hojas de trabajo semanales que contienen actividades que los estudiantes y las familias pueden hacer juntos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Campus newsletters, school messenger, students' homework folders, information flyers</p> <p>Summative: students' academic progress, percentage of teacher-parent conferences</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principal, Parent Liaison, Classroom teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<p><b>Strategy 11:</b> Funds will be allocated for a full time parent liaison and for payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits, department meetings, and trainings.</p> <p>Los fondos se asignaran para un enlace con los padres de tiempo completo y para el pago por el millaje incurrido al realizar las responsabilidades de asistencia y participacion de los padres, como visitas domiciliarias, reuniones de departamento y capacitaciones.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report</p> <p>Summative: Parent meeting attendance percentage, student attendance percentage</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Parent Liaison</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Demographics 2</p> <p><b>Funding Sources:</b> Parent Center (Travel/ Mileage) - 211 Title I-A - 211-61-6411-00-111-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 12 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p><b>Strategy 12:</b> Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas: Early Childhood Reading Strategies, Effective teaching strategies, Health Education-Families in Training, Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education), Building Capacity: College Readiness Drop-out and Violence Prevention - New Horizons, Community agencies / organizations.</p> <p>Proporcionar amplias oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres en cada campus. Centro de padres para difundir informacion, servicios y / o referencias a agencias que abordan las necesidades en las siguientes areas: estrategias de lectura para la primera infancia, estrategias de ensenanza eficaces, educacion para la salud y familias. en Capacitacion, Poblaciones especiales (Bilingue, Dislexia, GT, Migrante, Educacion especial), Desarrollo de capacidades: Preparacion universitaria, abandono escolar y prevencion de la violencia - Nuevos horizontes, agencias / organizaciones comunitarias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Meeting Agendas and sign-in sheets, monthly contact logs composite report, mileage report</p> <p>Summative: Parent meeting attendance percentage, student attendance percentage</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Parent Liaison, Classroom Teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Need Statements:

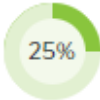



Demographics
<b>Need Statement 2:</b> Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, and Economically Disadvantaged student attendance. <b>Data Analysis/Root Cause:</b> Student attendance percentages decreased from 2019 to 2020
Perceptions
<b>Need Statement 4:</b> The campus will provide weekly parent meetings and create a productive parent center. <b>Data Analysis/Root Cause:</b> Analysis of data shows a need to increase parent participation at the weekly meetings and at the parent center.





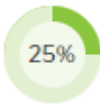

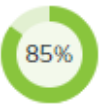

**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)









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

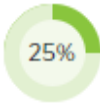







**Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide teachers professional development in reading, writing, math, science, and social studies to include TLI learning strategies, Reading Academies, ELPS, Bloom's Taxonomy, Depth of Knowledge, research-based instructional strategies, sheltered instruction, and interventions for Tier II and Tier III students. Professional development will occur throughout the school year during grade-level meetings and co-planning days.</p> <p>TLI Systems for Sustainability-Curricular Supports</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas and sign-in sheets for professional development sessions.</p> <p>Summative: Weekly reading test scores, weekly fluency scores, mCLASS, TPRI / Tejas Less BOY, MOY, reading benchmark scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, classroom teachers, curriculum specialists.</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Employee Travel - 199 Local funds - 199-13-64-11-23-111-Y-99-000-Y - \$200, Toner - 199 Local funds - 199-23-6399-65-111-Y-99-000-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development will be provided to implement a coordinated, systematic assessment plan at the classroom level that includes weekly fluency checks, C-PALLS, TPRI / Tejas Lee, English proficiency assessments, STAAR practice tests, TELPAS practice tests, and benchmarks to provide reinforcement of reading skills for all students in order to meet our reading and writing targets. Teachers will increase the use of data and data analysis to inform all decision making regarding curriculum and instruction. Implementation will be increased through the campus and district literacy lines.</p> <p>*ELAR Action Plan Activity</p> <p>TLI Systems for Sustainability- BOY, MOY, &amp; EOY Testing</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans check, walk-through observations, resources available</p> <p>Summative: Campus Benchmark results, students' reading test grades, weekly fluency scores, C-PALLS, TPRI / Tejas Less BOY, MOY, EOY, STAAR Scores, TELPAS Reading Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, Dean of Instruction, Assistant Principal, Curriculum Specialists, Classroom teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide professional development for new and existing elementary teachers on correlating models of teaching to designated grade-level assessment data analysis in order to monitor / adjust instruction and report student achievement in the areas of Reading, Writing, Math, Science and Social Studies. Materials to be purchased including student workbooks and teacher editions from supplementary consumable resources. Copy paper will be purchased for copying and laminating film for laminating materials for trainings to include agendas, handouts, worksheets, folders, and spreadsheets. Leadership conferences will enhance the professional development provided.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development Sign in sheets, agenda, and ERO session reports, purchased orders, CIP, teacher walk thru data, lesson plans</p> <p>Summative: Students' weekly test grades, campus benchmark scores, STAAR scores, NRT scores, TELPAS scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide professional development for new and existing elementary teachers on correlating models of teaching to designated grade-level assessment data analysis in order to monitor / adjust instruction and report student achievement in the areas of Reading, Writing, Math, Social Studies and Science. Materials to be purchased including student workbooks and teacher editions from supplementary consumable resources. Leadership conferences will enhance the professional development provided.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development Sign in sheets, agenda, and ERO session reports, purchased orders, CIP, teacher walk thru data, lesson plans</p> <p>Summative: Students' weekly test grades, campus benchmark scores, STAAR scores, NRT scores, TELPAS scores.</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Classroom Teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Employee Travel - 199 Local funds - 199-23-6411-23-111-Y-99-000-Y - \$1,500, Instructional Resources - 211 Title I-A - 211-13-6399-00-111-Y-30-AYP-Y - \$8,583</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers will be provided professional development in math in questioning strategies to enhance students' reflective reasoning and conceptual understanding. Professional development will support math curriculum, vocabulary, research-based instructional strategies, academic language, Sheltered Instruction, and math TEKS.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas and sign-in sheets, Materials Lesson Plans check, walk-through observations, resources available</p> <p>Summative: Campus Benchmark results, students' weekly math grades, Math STAAR scores, math inventory scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Classroom Teachers</p> <p><b>Population:</b> Math Teachers - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> All GT teachers will attend GT on-going professional development to obtain the latest information and teaching strategies for GT students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Identification procedures for GT students, nomination forms, GT lesson plans  Summative: GT students' performance on standardized testing and competitions. <b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, GT Teachers, GT lead teacher  <b>Population:</b> GT Teachers - <b>Start Date:</b> June 1, 2021 - <b>End Date:</b> May 31, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

### Performance Objective 1 Need Statements:

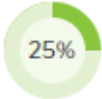







Student Learning
<b>Need Statement 2:</b> Need to increase student academic achievement through appropriate Professional Development for Teachers and Staff. <b>Data Analysis/Root Cause:</b> Analysis of staff CNA survey indicated need for more professional development to increase training in Reading, Language Arts, and Math.









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

**Performance Objective 2:** Campus Staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All teachers, principals, and counselors will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support (Policy FFBA) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training Records, six weeks reporting from staff Summative: End of Year Reports <b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team Leaders  <b>Population:</b> All Faculty and Staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting from staff Summative: end of year reports <b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team Leaders  <b>Population:</b> All Staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

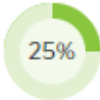



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Each campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six week reporting of presentations Summative: End of year reports trainings <b>Staff Responsible for Monitoring:</b> Campus Threat Assessment Team Leaders  <b>Population:</b> All Faculty and Staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 25%	 60%	 85%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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









**Performance Objective 1:** Technology-based instruction using 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:** Learning Management System for usage reports, Walkthroughs, Professional Development session data

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Computers, tablets, laptops, projectors, projector bulbs, document cameras, cricuts, 75" panels/ PC Modules, and software licenses will be purchased and used to assist teachers and students to supplement lessons in order to achieve 90% mastery and 50% level III performance in the areas of reading, math, writing, and science and 70% advanced high mastery on TELPAS. Supplemental instructional materials to provide and support the curriculum and ensure differentiated instruction will require the use of 75" PANELS/PC Module to deliver effective instruction to the entire class and Google classrooms. Teachers will be able to deliver TEKS based instruction in the classroom in the form of direct instruction, group instruction, and multimedia presentations.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Projector Purchase Order, Installation schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.4 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Student Learning 4 - School Processes &amp; Programs 1</p> <p><b>Funding Sources:</b> Software - 162 State Compensatory - 162-11-6395-62--111-Y-30-000-Y - \$4,600, Capital Assets - 211 Title I-A - 211-11-6398-62-111-Y-30-0F2-Y - \$43,920, Computer Equipment - 211 Title I-A - 211-23-6398-65-111-Y-30-0F2-Y - \$900, Software - 211 Title I-A - 211-11-6395-62-111-Y-30-0F2-Y - \$0, Computer Equipment - 282 ESSER III Grant Funds - 282-11-6398-62-111-Y-23-0P5-1 - \$5,784, Panels and Laptops - 496 Elon Musk Grant Funds - 496-11-6398-62-111-Y-11-000-Y - \$18,664, Computer Equipment and Printers - 281 ESSER II Grant Funds - 281-11-6398-62-111-Y-24-0CG-Y - \$32,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase ink cartridges for each classroom teacher so that teachers can use to print documents, Pearson resources, eNvision worksheets, PDF files, RTI lesson plans, teacher created materials, TANGO data charts, TANGO student workbooks, and other instructional lessons. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Ink purchase orders, schedule of installation, classroom observations  Summative: Standardized test scores, campus benchmark scores, students' weekly grades <b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Technology grade level specific TEKS and specifications will be implemented to age and grade appropriate leveled activities: Ex: key boarding, word research, power point, etc. (Learning.com) Students will develop computer literacy accuracy. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: technology class schedule, classroom observations  Summative: Standardized test scores, campus benchmark scores, students' weekly grades <b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Students will apply computer literacy strategies to assist with online testing. In addition, technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among ELs to a minimum of 70% mastery. In addition, classroom technology instruction will show a 5% increase in infrastructure for technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Available student computers, technology lab schedule, technology TEKS, lesson plans  Summative: Standardized test scores, campus benchmark scores, students' weekly grades, teacher observations <b>Staff Responsible for Monitoring:</b> LPAC Administrator  <b>Population:</b> ELs - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022 <b>Need Statements:</b> Student Learning 4 - School Processes & Programs 1 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-63-99-62-111-Y-11-000-Y - \$500		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 1 Need Statements:









Student Learning
<b>Need Statement 4:</b> Increase Technology Tools, Training and Application. Sharp Elementary will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of classroom technology instruction.
School Processes & Programs
<b>Need Statement 1:</b> Increase Technology Tools, Training and Application. Sharp Elementary will produce well-rounded graduates who are prepared for the future through leadership technology training of personnel. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of classroom technology instruction.

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

**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2020-2021, leveraging human capital in personalized learning. Future Ready Use of Space and Time

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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 offer options to learn any time of day, from home, school and/or community. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Instructional Observations and Progress Monitoring reports Summative: Decreased gaps on benchmark and state assessments <b>Staff Responsible for Monitoring:</b> Campus Administrators  <b>Population:</b> All students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)









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

Future Ready Robust Infrastructure

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will integrate technology into their curriculum offerings as appropriate to their grade level throughout the year.</p> <p>Students will be exposed to instructional modules to increase comprehension in various content areas. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will ensure accessibility to instructional technology devices in order to improve student achievement. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









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

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

Future Ready Data and Privacy

**Evaluation Data Sources:** Updated policies, reports of data breaches

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Survey reports Summative: Updated Policies <b>Staff Responsible for Monitoring:</b> Campus Administrators and TST  <b>Population:</b> All students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

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

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

**Summative Evaluation:** Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will increase community partnership, focusing on entrepreneurship, innovation, and strategic planning that will facilitate educational technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Committee reports Summative: Increased list of partners for educational technology and access <b>Staff Responsible for Monitoring:</b> Campus Administrators and TST  <b>Population:</b> Campus Stakeholders - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

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

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The Instructional Technology Department along with the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: technology class schedule, classroom observations  Summative: Standardized test scores, campus benchmark scores, students' weekly grades  <b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

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

Future Ready: Budget and Resources

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Kinder - 5th grade students will attend computer technology class weekly to address technology skills; in order to complete classroom assignments and promote critical thinking skills, and develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing to a minimum of 90% mastery and to increase English proficiency among Limited English Proficient students to a minimum of 70% English Proficiency. Student headphone sets will be purchased for the use of Rosetta Stone.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: technology class schedule, classroom observations</p> <p>Summative: Standardized test scores, campus benchmark scores, students' weekly grades</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Technology Support Teacher, Classroom teachers</p> <p><b>Population:</b> ELs - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









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

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

Future Ready Collaborative Leadership

**Evaluation Data Sources:** BISD Future Ready Framework survey results

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create a plan for change that addresses these components, and others that may arise during the needs assessment. Include leadership roles and responsibilities across stakeholders to gain buy-in and increase the chances for success. Accelerate creation of plan to address COVID-19 Instructional Continuity. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agendas Summative: Agendas and Presentations <b>Staff Responsible for Monitoring:</b> Campus Administrators and TST  <b>Population:</b> Campus Faculty and Staff - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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





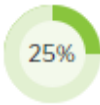



**Performance Objective 1:** Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.









Aumentar la tasa de asistencia general del distrito al 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas intermedias y 96% para las escuelas secundarias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10% sobre la asistencia del ano anterior.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring / management that ensure campus student attendance meets district and state rates so that students meet their full educational potential.</p> <p>Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal por escrito para la supervision / gestion que asegure que la asistencia de los estudiantes del campus cumpla con las tasas del distrito y del estado para que los estudiantes alcancen su maximo potencial educativo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: daily attendance reports, ADA, students' absences and excuses, telephone and parent conference logs.</p> <p>Summative: EOY attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principal, data entry clerk, parent liaison</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year. Campus recognition of students ' perfect attendance achievement that increase learning performance.</p> <p>Reconocer y otorgar incentivos a los estudiantes con asistencia perfecta cada seis semanas y al final del año. Reconocimiento en el campus de los logros de asistencia perfecta de los estudiantes que aumentan el rendimiento del aprendizaje.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Telephone logs, students' excuses, conference log, student progress reports</p> <p>Summative: EOY Attendance Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, assistant principal, classroom teachers, data entry clerk, parent liaison,</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers, attendance clerk, and parent liaison will consistently monitor and communicate students' daily absences and tardiness to parents and staff. Promote and ensure a rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Los maestros, el encargado de asistencia y el enlace con los padres monitorearan y comunicaran constantemente las ausencias y tardanzas diarias de los estudiantes a los padres y al personal. Promover y asegurar un sistema rapido de comunicacion para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Telephone logs, students' absence excuses, conference logs, student progress reports</p> <p>Summative: EOY Attendance rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus principal, assistant principal, classroom teachers, data entry clerk, parent liaison</p> <p><b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				





Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Facilitate the parents ability to monitor attendance via School Messenger Notification System by consistently updating student information.  Facilitar la capacidad de los padres para monitorear la asistencia a traves del sistema de notificacion de mensajeria escolar al actualizar constantemente la informacion de los estudiantes.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: School Messenger Notification System usage reports  Summative: EOY Attendance rate  <b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principal  <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div><div> No Progress</div><div> Accomplished</div><div> Continue/Modify</div><div> Discontinue</div></div>				









**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:** Sharp will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 3%.









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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Tutorials will be provided for students not meeting content performance expectations in order to promote student achievement and reduce the retention rate, especially for At-Risk, LEP, and Migrant sub-populations in the areas of Reading, Math, Writing, and Science. Extra duty pay will be allotted for Certified and Classified Personnel for materials, preparation, and for virtual remote learning for all students. The Extended Day Enrichment Program will be offered to all students. Copy paper is needed for supplemental instructional resources.</p> <p>Se proporcionaran tutorias para los estudiantes que no cumplan con las expectativas de rendimiento del contenido para promover el rendimiento de los estudiantes y reducir la tasa de retencion, especialmente para las subpoblaciones en riesgo, LEP y migrantes en las areas de lectura, matematicas, escritura y ciencias. Se asignara un pago por derechos adicionales al personal certificado y clasificado para los materiales, la preparacion y el aprendizaje virtual a distancia para todos los estudiantes. El Programa de Enriquecimiento de Dia Extendido se ofrecera a todos los estudiantes. Se necesita papel para copiar para los recursos educativos suplementarios.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  At-Risk student Tutorial Rosters  Tutorial Attendance Sheets  Tutorial Lesson Plans, Walk thru observation data, benchmark scores, student progress reports</p> <p>Summative:  STAAR results, Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Tutorial Teachers  Administrator for State Compensatory Education</p> <p><b>Schoolwide and Targeted Assistance Title I Elements:</b> 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> TI, ELs, AR, Sp.Ed., GT, DYS - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p> <p><b>Need Statements:</b> Demographics 1 - Student Learning 1</p> <p><b>Funding Sources:</b> Extra Duty Pay (Extended Day and Tutorial) - 162 State Compensatory - 162-11-6118-00-111-Y-30-000-Y - \$20,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-111-Y-30-000-Y - \$2,300, Extra Duty Pay - 211 Title I-A - 211-61-6118-00-111-Y-30-0F2-Y - \$1,200, Extra Duty Pay - 211 Title I-A - 211-61-6126-00-111-Y-30-0F2-Y - \$0, Extra Duty Pay (SSI) - 162 State Compensatory - 162-11-6118-00-111-Y-24-SSI-Y - \$5,656, Extra Duty Pay- Extended Day - 211 Title I-A - 211-11-6118-00-111-Y-30-ASP-Y - \$26,224, Extra Duty Pay- Extended Day (Paraprofessionals) - 211 Title I-A - 211-11-6121-00-111-Y-30-ASP-Y - \$8,920, Transportation - 281 ESSER II Grant Funds - 281-11-6494-00-111-Y-24-OCG-Y - \$22,894, Extra Duty Pay - 281 ESSER II Grant Funds - 281-11-6118-00-111-Y-99-OCG-Y - \$46,963, Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-111-Y-24-OCG-1 - \$22,738, Transportation - 282 ESSER III Grant Funds - 282-11-6494-00-111-Y-24-OCG-1 - \$20,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Pre-Kindergarten 4 program will be provided the full day in order to better prepare students academically. The campus will also offer the PK3 Program.</p> <p>El programa Pre-Kindergarten 4 se ofrecera el dia completo para preparar mejor a los estudiantes academicamente. El campus tambien ofrecera el programa PK3.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PK lesson plans, Teacher walk thru data, PK classroom schedules, C-PM (BOY and EOY)</p> <p>Summative: C-PALLS (EOY)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Assistant Principal, Pre-Kindergarten teachers, Early Childhood Curriculum Specialist</p> <p><b>Population:</b> PK Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide a campus wide Dyslexia program for identified students: The dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting.</p> <p>Proporcionar un programa de dislexia en todo el campus para estudiantes identificados: Los servicios de laboratorio de dislexia se proporcionaran a los estudiantes identificados segun se determine mediante evaluacion. Los enfoques educativos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupo pequeno.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Dyslexia Schedule of services, Dyslexia Lesson plans, IAP student documentation, Dyslexia teacher walk-thru observations, Required professional development for Dyslexia teachers</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, 504 Administrator, Dyslexia Teacher</p> <p><b>Population:</b> Dyslexia Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Homeless students will be identified in connection with the district's Homeless Youth Project department. Letter received from the Homeless Youth Project will be filed in students' PRC. Homeless students will be monitored through attendance and academics.</p> <p>Los estudiantes sin hogar seran identificados en relacion con el departamento del Proyecto de Jovenes sin Hogar del distrito. La carta recibida del Proyecto para jovenes sin hogar se archivara en el PRC de los estudiantes. Los estudiantes sin hogar seran monitoreados a traves de asistencia y academicos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Listing of identified Homeless students, District's letter on file in PRC, Homeless students' coded on eschools</p> <p>Summative: Homeless students' academic progress through grades, test grades, teacher input, benchmark scores and state assessment scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Assistant Principal, Dean of Instruction, Data Entry Clerk, Classroom teachers</p> <p><b>Population:</b> Homeless Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

## Performance Objective 2 Need Statements:

Demographics
<p><b>Need Statement 1:</b> Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDAS, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of special populations and all students.</p>
Student Learning
<p><b>Need Statement 1:</b> Increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI / TEJAS Lee / STANFORD / APRENDAS, TELPAS, and STAAR in the content areas of reading/ language arts, math, and science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of special populations and all students.</p>

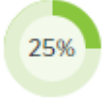

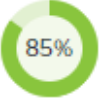

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)









**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.





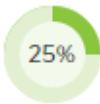

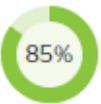





Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The nurse will provide medical aid to students for injuries &amp; personal illnesses including dispensing daily medications to students with prescriptions. Students will receive preventive assistance, to help the students enhance their attendance, health, and well being in school.</p> <p>La enfermera proporcionara ayuda medica a los estudiantes por lesiones y enfermedades personales, incluido el suministro de medicamentos diarios a los estudiantes con receta. Los estudiantes recibiran asistencia preventiva para ayudarlos a mejorar su asistencia, salud y bienestar en la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Nurse documentation log  <b>Staff Responsible for Monitoring:</b> Campus Principal, school nurse</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> School nurse will establish a schedule for screenings:</p> <ul style="list-style-type: none"> <li>- weight/height</li> <li>- eye/ear</li> <li>- dental</li> <li>- diabetic</li> <li>- other medical checks</li> </ul> <p>Students will be evaluated in their physical development for the purpose of providing support and preventive care for their well being.</p> <p>La enfermera de la escuela establecera un horario para las evaluaciones:</p> <ul style="list-style-type: none"> <li>- peso / altura</li> <li>- ojo oreja</li> <li>- dental</li> <li>- diabetico</li> <li>- otros controles medicos</li> </ul> <p>Los estudiantes seran evaluados en su desarrollo fisico con el proposito de brindar apoyo y atencion preventiva para su bienestar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Screening schedule and screening results  <b>Staff Responsible for Monitoring:</b> Campus Principal, School nurse, district health department</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> School nurse, in conjunction with PE coaches, will conduct 4th grade puberty education presentation. Students will receive awareness in their physical/emotional growth and development.</p> <p>La enfermera de la escuela, junto con los entrenadores de educacion fisica, conduciran una presentacion educativa sobre la pubertad de cuarto grado.</p> <p>Los estudiantes recibiran conciencia sobre su crecimiento y desarrollo fisico / emocional.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Puberty Presentation permission slips and documentation  <b>Staff Responsible for Monitoring:</b> Campus Principal, School Nurse, PE Coach</p> <p><b>Population:</b> 4th Grade Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Mantener y mejorar los Equipos de Enfoque Coordinado para la Salud Infantil (CATCH) que implementan el Programa de Salud Escolar Coordinado K-12 mediante el desarrollo de metas y objetivos basados en datos de evaluacion de aptitud fisica, rendimiento academico, tasas de asistencia, desventajas academicas y el uso del exito de cualquier metodo en para asegurar que los estudiantes esten alcanzando la actividad fisica requerida de moderada a vigorosa (MVPA) y cualquier otro indicador recomendado por el Consejo Asesor de Salud Escolar (SHAC) para cumplir con el Proyecto de Ley del Senado 19 y el Proyecto de Ley del Senado 892 a partir del 01/09/2009.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: CATCH Lesson plans, CATCH committee dates</p> <p>Summative: EOY program evaluation</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, Dean of Instruction, Classroom Teachers, PE Coach, CATCH Team</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Appropriate equipment will be purchased and provided in order to support classroom presentations on diabetes, health &amp; hygiene, lice, nutrition, exercise, teeth, personal cleanliness, etc. To provide students with assistance &amp; opportunities to maintain clean clothing and health appearance for their self-esteem &amp; well being.</p> <p>Se comprara y proporcionara equipo apropiado para apoyar las presentaciones en el salon de clases sobre diabetes, salud e higiene, piojos, nutricion, ejercicio, dientes, aseo personal, etc. Para brindar a los estudiantes asistencia y oportunidades para mantener la ropa limpia y la apariencia de salud para ellos mismos. -estima y bienestar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Nurse student log of services</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal, School Nurse</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 5, 2021 - <b>End Date:</b> June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

# State Compensatory

## Budget for Sharp Elementary

**Total SCE Funds:**

**Total FTEs Funded by SCE: 3**

**Brief Description of SCE Services and/or Programs**

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## Personnel for Sharp Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Ivonne Barnes	Dean of Istruction	1
Maria B. Trevino	PK Teacher	0.5
Maria del Coral Palmer	PK Teacher	0.5
Maribel Salazar	Dyslexia	1

# Schoolwide and Targeted Assistance Title I Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment that was developed, reviewed, and revised after a review of multiple data sources and meetings to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. The CNA is created, reviewed, and revised using the following: (1) Student/Parent/Staff Surveys (2) Data Analysis Meetings (3) Response to Intervention (4) Failure Reports The SBDM continuously reviews data to assess progress towards meeting campus goals and performance objectives. The CNA was reviewed/ revised on May 19, 2021. Based on the CNA, the SBDM committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have a minimum of 90 percent of all students and all student groups passing all parts of state mandated assessments in all the content areas. To accomplish these goals, the campus will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance. (1) strengthen the core academic program; (2) increase the amount of learning time including the funding of extended day and extended week tutorials for students who are At-Risk and in need of continued instruction to be successful in the succeeding school year; (3) include instructional strategies for meeting the educational needs of historically underserved student populations; (4) include instructional strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk students, or students not meeting State student academic achievement standards; (5) address how the school will determine if such needs have been met; (6) are consistent with and are designed to implement the State and local improvement plans; and (7) include instructional strategies in the content areas that will allow students to perform and meet goals in reading and in math. The CNA is reviewed quarterly (Nov., Jan., March, and May).

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

As per the SBDM committee, the campus improvement plan receives feedback from all stakeholders. It is comprised of school personnel, community members, parents, and business owners. The following stakeholders addressed the needs of the Campus Improvement Plan: Dr. Timothy Cuff, Principal; Ivonne Barnes, Dean of Instruction; SBDM Parents (2) SBDM Business Representatives (2) PK-5th Grade and Special Programs Teachers District Personnel All agreed that the CIP goals would include strategies that addressed the following: (1) strengthen the core academic program; (2) increase the amount of learning time including the funding of extended day and extended week tutorials for students who are At-Risk and in need of continued instruction to be successful in the succeeding school year; (3) include instructional strategies for meeting the educational needs of historically underserved student populations; (4) include instructional strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk students, or students not meeting State student academic achievement standards; (5) address how the school will determine if such needs have been met; (6) are consistent with and are designed to implement the State and local improvement plans; and (7) include instructional strategies in the content areas that will allow students to perform and meet goals in reading and in math. May 19, 2021

### 2.2: Regular monitoring and revision

The Campus Improvement plan is monitored and revised at every SBDM Meeting. Formative reviews are completed in order to note the progress of the strategies created by the SBDM committee.

The CNA is reviewed quarterly (Nov., Jan., March, and May). The CNA was reviewed/ revised on May 16, 2022.

SBDM Meetings 10/28/21, 1/13/22, 2/22/22, and 5/16/22.

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

The Campus Improvement Plan is available on our school's website. In addition, the Dean of Instruction is readily available to answer any questions about our plan. You will be provided with a hard copy, upon request. The CIP meetings with parents provide information in both English and Spanish. Any requested translation of information is provided, as needed.

## **2.4: Opportunities for all children to meet State standards**

To accomplish campus needs objectives, the staff will use the budgeted funds to implement school-wide reform strategies. State Compensatory funds will fund extended day and extended week tutorials for students identified as At-Risk. Tiered instruction will be used during daily instruction with an additional thirty minutes of Tier II and Tier III intervention instruction. Accelerated Instruction will be provided during school time and afterschool. Title I funds will be used to purchase supplementary instructional resources for Reading, Math, Writing, and Science.

## **2.5: Increased learning time and well-rounded education**

All teachers will closely monitor all students' performance based on daily exercises and weekly tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Extended Day will be offered to all students in K-5th Grade. Data analysis plays an important role. Through the uses of state assessment data, meetings in conjunction with tutorials and staff development, students will become better prepared because their teachers will be better prepared. RTI meetings will be held every three weeks to analyze the progress of students and to review the effectiveness of the Tiered instruction, in addition to making recommendations for further assessment for special programs as Special Education, Dyslexia, and 504. Basic practice materials related to the state assessments needs is introduced and administered with emphasis in second grade, the second semester, to prepare those students to take the test in subsequent years. Stanford and Aprenda scores continue to show improvement because of appropriate placement of students. We continue to focus on the improvement of reading comprehension and isolated reading skills as evidenced in mCLASS and TPRI/TEJAS LEE data.

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

Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TELPAS, Stanford, Aprenda, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. At-Risk students will be offered additional instructional time.

# **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## **3.1: Develop and distribute Parent and Family Engagement Policy**

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help students be successful at home, learn English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. With the high level of parental participation at the district sponsored meetings, more needs to be done to reach parents who are not able to attend school for parent conferences, open house, and other parent meetings. Many parents are employed and are unable to participate as volunteers during the school day. We need to build a system to reach and educate all parents on a continuing basis. While many parents are recruited and approved by the district as

volunteers, several of these parent volunteers do not make the commitment to remain as a volunteer for the school. By providing appropriate training, the achievement gaps can be reduced thus making them more effective in the art of parenting and providing a life-long desire for learning for their children. The parent liaison will help organize and coordinate classroom support through teacher collaboration. SBDM Members assisted with the development of Parent and Family Engagement Policy. SBDM Meeting 2/15/21.

**The SBDM Members and the parent liaison, Martha Silva developed the Parent and Family Engagement Policy. The policy was created on 2/15/21.**

**The Parent and Family Engagement Policy was distributed by the student handbook in the opening day packets, through parent meetings, and on campus.**

**The Parent and Family Engagement Policy was provided in English and Spanish.**

### **3.2: Offer flexible number of parent involvement meetings**

The parent involvement meeting schedule will be based on the needs of the campus. A flexible number of parent involvement meetings will be conducted. The meetings will also be offered in English and Spanish. The meetings are held on Wednesday mornings (9 a.m.) and afternoons (1 p.m.).

Parents will be provided information on the following: (1) Title IA required activities and funding (multiple times and dates, and during the fall/spring Open House), (2) Parental Involvement Policy that delineates how parents can actively be involved at the district/campus level, (3) School-Parent-Student Compact indicating group responsibility to ensure student achievement, (4) An Annual Title I meeting (multiple times and dates, and during the fall/spring Open House) to inform parents of services provided through Title I funds, (5) Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels of the challenging State academic standards (6) Literacy and Technology training to help parents work with their children to improve their children's achievement



# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma L. Trevino	Librarian Aide	Federal Programs	1
Martha A. Silva	Parent Liaison	Federal Programs	1
Olga Chapa	Nurse	Federal Programs	.4

# 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 (SBDM)	11/19/21	D. Lopez		Demographics: missing Hispanics, Eco. Dis., GT population: missing percentages on LEP, At-Risk, and Sp. Ed population Missing TAPR 18-19 and 20-21
Assistant Superintendent					
Athletics	Processes and Programs and Goals 1 and 2		Ana Garza 547-5072		"Change all mention of "EL", "ELL", "LEP" to "Emergent Bilingual" Consider including SummitK12 reports date in summative. NG Reach unit no longer an EB adoption AMAOs, consider changing to RDA
				GOAL1:	"Change all mention of "EL", "ELL", "LEP" to "Emergent Bilingual"
		11/19/2021		GOAL7:	Change all mentions of non-LEP to English proficient change PBMA to RDA
		12/06/2021 DNA		GOAL9	"Change all mention of "EL", "ELL", "LEP" to "Emergent Bilingual" Consider including SummitK12 and their reports "Change all mention of "EL", "ELL", "LEP" to "Emergent Bilingual"
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB				
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
		11-16-2021			add Imagine Math and Sharon Wells to strategies
			Math		
		11/17/21	Rachel Alvarado	Goal 1 -PO1	include mCLASS Kinder
		12/8/21-Goal 1-OK	547-6685	Goal 8-PO1	Include Imagine Language and Literacy for all Kinder-5th grade teachers and add Writable (3rd-5th)
Curriculum--Elementary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary			Goal1-PO1	Strategy 14: Include Legends of Learning and Discovery Education Experience
		11/19/21	Roman Gomez	Goal8-PO2	Are you providing "authentic job-embedded student internships"? May want to remove this part of the PO
		12/6/21 - DNA			
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary				
	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		Roni Rentfro		
DCSI			547-3590		

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Dyslexia/504	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia		C. Saldana 698-0412		<p>No strategy that addresses 504 students in general and 504 Medical students.</p> <p>Dyslexia strategies were apparent throughout the plan as well as RtI strategies.</p> <p>mCLASS needs to be updated next to TPRI. A strategy needs to be added to address HB 1886 that ensures that all students in 1st grade be screened in the MOY and all Kinder students be screened at the EOY for potential at-risk for dyslexia and/or related disorders.</p> <p>Delete OWL and add the <u>PK New adoption "Three Cheers for Pre-K"</u></p> <p>CPALLS+ is the assessment tool for BOY, MOY &amp; EOY, and</p> <p>Three Cheers for Pre-K is used for Progress Monitoring, so Delete CIRCLE PM/C-PM and replace Three Cheers for Pre-K Progress Monitoring. pgs. 21,25,70,83</p> <p>PK Technology is Ignite by Hatch</p> <p>PK Resources are CIRCLE Manual, CLI, PA All Day, Lenguaje y Lectura, Heggerty &amp; Semillitas, Ready Rosie</p>
Early Childhood	Student Learning and Goals 1 and 7	11/15/21			
ESSER	Early Childhood	12/13/21 DNA			
Facilities and Maintenance	ESSER funded Strategies with Needs linked and all funds allocated				
Federal Programs (211)	Goal 2				
Finance and Budget	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel				
Fine Arts	Goal 3				
	Student Learning and Processes and Programs, Goals 1 and &				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
					Ensure that a strategy is include for following
			Garza		<ul style="list-style-type: none"> <li>• <b>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. (DIP 5.2.5)</b></li> <li>• <b>Include strategy Professional Development for MTSS to include social-emotional learning (DIP 7.1.12)</b></li> <li>•  <ul style="list-style-type: none"> <li>◦ <b>Quaver SEL Curriculum Implementation</b></li> </ul> </li> </ul>
Guidance and Counseling	Perceptions and Goals 5, 7 and 9 Demographics, Processes and Programs, Goals 1 and 9 related to Homeless	11/19/21			
Homeless		12/8/21		DNA yellow/bold	
Instructional Technology or ISET	Processes and Programs, Goal 8 Demographics, Goals 1 and 9 related to Migrant	12/8/2021	Miguel Molina		ok
Migrant	Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2				
Parent and Family Engagement					
PEIMS	Demographics and related strategies				
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
Public Information	Perceptions and Goal 4			
Pupil Services	Demographics and Goal 5			
Security Services	Demographics and Perceptions, Goals 5 and 7		Mike Benavides	
		11/17/21		Goal 1: ensure Lexia is used by Resource teachers with fidelity Goal 5: ok Goal 7: Ensure Units have current CPI certification Goal 9: Ok
			MB	
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education	12/8/21		<b>OK: Lexia and CPI addressed</b>
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas			

# 2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Classroom Teacher	Coral Palmer (Y2)	PreK
Classroom Teacher	Lori Gardiner (Y2)	Kinder
Classroom Teacher	Alfredo Garcia (Y1)	1st Grade
Classroom Teacher	Nancy Reyna (Y1)	2nd Grade
Classroom Teacher	Velma Luna (Y1)	3rd Grade
Classroom Teacher	Celeste Cardenas (Y2)	4th Grade
Classroom Teacher	Margarita Loyde (Y1)	5th Grade
Classroom Teacher	Mario Gonzalez (Y2)	P.E. Coach
Parent	Edith Valdez	Parent
Administrator	Dr. Timothy Cuff	Principal
Parent	Lisette Silva	Parent
Meeting Facilitator	Ivonne Barnes	Dean of Instruction
Community Representative	Peter Avila	Community Representative
Business Representative	Sandra Saldana	Business Representative
Business Representative	Laura Fajardo	Business Representative
District-level Professional	Silvia Saldana	Transportation Department
Non-classroom Professional	Rebecca Wood (Y1)	Counselor

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Copy Paper	199-11-6396-00-111-Y-11-000-Y	\$2,000.00
1	1	3	General Supplies	199-11-6399-00-111-Y-11-000-Y	\$4,000.00
1	1	3	Booklets	199-11-63-99-16-111-Y-11-000-Y	\$500.00
1	1	3	General Supplies	199-12-6399-00-111-Y-99-000-Y	\$500.00
1	1	7	Transportation	199-11-6494-00-111-Y-11-000-Y	\$1,400.00
1	1	10	Reading Materials	199-12-6329-00-111-Y-99-000-Y	\$500.00
1	4	6	General Supplies	199-11-6399-00-111-Y-21-000-Y	\$1,596.00
3	2	1	General Supplies	199-11-6399-45-111-Y-11-000-Y	\$5,000.00
5	1	2	General Supplies	199-11-63-99-51-111-Y-11-000-Y	\$500.00
5	1	3	General Supplies	199-31-6399-00-111-Y-99-000-Y	\$400.00
5	3	6	General Supplies	199-33-6399-00-111-Y-99-000-Y	\$400.00
7	1	1	Employee Travel	199-13-64-11-23-111-Y-99-000-Y	\$200.00
7	1	1	Toner	199-23-6399-65-111-Y-99-000-Y	\$1,000.00
7	1	4	Employee Travel	199-23-6411-23-111-Y-99-000-Y	\$1,500.00
8	1	4	General Supplies	199-11-63-99-62-111-Y-11-000-Y	\$500.00
Sub-Total					\$19,996.00
Budgeted Fund Source Amount					\$19,996.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Instructional Resources	162-11-6399-00-111-Y-30-000-Y	\$9,200.00
1	1	3	Supplies and Materials	162-11-6398-62-111-Y-30-000-Y	\$28,271.00
1	1	15	Dyslexia Teacher Salary	162-11-6119-00-111-Y-30-054-Y	\$52,300.00
1	1	19	Dean of Instruction Salary	162-13-6119-00-111-Y-30-000-Y	\$86,791.00
1	2	2	State Comp. PK-4 Teacher Salaries	162-11-6119-00-111-Y-34-000-Y	\$96,574.00
8	1	1	Software	162-11-6395-62--111-Y-30-000-Y	\$4,600.00
9	2	1	Extra Duty Pay (Extended Day and Tutorial)	162-11-6118-00-111-Y-30-000-Y	\$20,000.00



162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Copy Paper	162-11-6396-00-111-Y-30-000-Y	\$2,300.00
9	2	1	Extra Duty Pay (SSI)	162-11-6118-00-111-Y-24-SSI-Y	\$5,656.00
<b>Sub-Total</b>					\$305,692.00
<b>Budgeted Fund Source Amount</b>					\$305,692.00
<b>+/- Difference</b>					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Resources	163-11-6399-00-111-Y-25-000-Y	\$6,875.00
1	1	8	Substitutes	163-11-6239-00-111-Y-25-031-Y	\$3,000.00
1	1	16	1 FTE	163-11-6129-06-111-Y-25-000-Y	\$18,960.00
<b>Sub-Total</b>					\$28,835.00
<b>Budgeted Fund Source Amount</b>					\$28,835.00
<b>+/- Difference</b>					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	General Supplies	211-11-6399-62-111-Y-30-0F2-Y	\$1,000.00
1	1	3	Copy Paper	211-11-6396-00-111-Y-30-0F2-Y	\$2,000.00
1	1	3	Instructional Resources/ Supplies	211-11-6399-16-111-Y-30-0F2-Y	\$3,000.00
1	1	3	General Supplies	211-11-6399-00-111-Y-30-0F2-Y	\$2,000.00
1	1	3	Substitutes	211-11-6112-18-111-Y-30-AYP-Y	\$1,971.00
5	3	6	General Supplies	211-51-6315-00-111-Y-30-0F2-Y	\$1,000.00
6	1	9	Parent Center (Supplies/ Materials)	211-61-6399-00-111-Y-30-0F2-Y	\$900.00
6	1	9	Parent Center (Refreshments)	211-61-6499-53-111-Y-30-0F2-Y	\$900.00
6	1	9	Parent Center Binding Machine	211-11-6398-00-111-Y-30-0F2-Y	\$0.00
6	1	11	Parent Center (Travel/ Mileage)	211-61-6411-00-111-Y-30-0F2-Y	\$900.00
7	1	4	Instructional Resources	211-13-6399-00-111-Y-30-AYP-Y	\$8,583.00
8	1	1	Capital Assets	211-11-6398-62-111-Y-30-0F2-Y	\$43,920.00
8	1	1	Software	211-11-6395-62-111-Y-30-0F2-Y	\$0.00
8	1	1	Computer Equipment	211-23-6398-65-111-Y-30-0F2-Y	\$900.00
9	2	1	Extra Duty Pay- Extended Day	211-11-6118-00-111-Y-30-ASP-Y	\$26,224.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Extra Duty Pay- Extended Day (Paraprofessionals)	211-11-6121-00-111-Y-30-ASP-Y	\$8,920.00
9	2	1	Extra Duty Pay	211-61-6118-00-111-Y-30-0F2-Y	\$1,200.00
9	2	1	Extra Duty Pay	211-61-6126-00-111-Y-30-0F2-Y	\$0.00
<b>Sub-Total</b>					\$103,418.00
<b>Budgeted Fund Source Amount</b>					\$103,418.00
<b>+/- Difference</b>					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Resources	263-11-6399-00-111-Y-25-000-Y	\$4,400.00
<b>Sub-Total</b>					\$4,400.00
<b>Budgeted Fund Source Amount</b>					\$4,400.00
<b>+/- Difference</b>					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Computer Equipment and Printers	281-11-6398-62-111-Y-24-0CG-Y	\$32,000.00
9	2	1	Transportation	281-11-6494-00-111-Y-24-0CG-Y	\$22,894.00
9	2	1	Extra Duty Pay	281-11-6118-00-111-Y-99-0CG-Y	\$46,963.00
<b>Sub-Total</b>					\$101,857.00
<b>Budgeted Fund Source Amount</b>					\$101,857.00
<b>+/- Difference</b>					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Computer Equipment	282-11-6398-62-111-Y-23-0P5-1	\$5,784.00
9	2	1	Transportation	282-11-6494-00-111-Y-24-0CG-1	\$20,000.00
9	2	1	Extra Duty Pay	282-11-6118-00-111-Y-24-0CG-1	\$22,738.00
<b>Sub-Total</b>					\$48,522.00
<b>Budgeted Fund Source Amount</b>					\$48,522.00
<b>+/- Difference</b>					\$0.00

496 Elon Musk Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Panels and Laptops	496-11-6398-62-111-Y-11-000-Y	\$18,664.00
Sub-Total					\$18,664.00
Budgeted Fund Source Amount					\$18,664.00
+/- Difference					\$0.00
Grand Total Budgeted					\$631,384.00
Grand Total Spent					\$631,384.00
+/- Difference					\$0.00

# Addendums

## **2020-21 Texas Academic Performance Report (TAPR)**

**District Name: BROWNSVILLE ISD**

**Campus Name: SHARP EL**

**Campus Number: 031901111**

**2021 Accountability Rating: Not Rated: Declared State of Disaster**

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Texas Education Agency  
**2020-21 STAAR Performance (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
<b>Grade 3 Reading</b>																	
At Approaches Grade Level or Above	2021	67%	54%	<b>55%</b>	-	55%	-	-	-	-	-	0%	*	55%	50%	52%	50%
	2019	76%	80%	<b>85%</b>	-	86%	*	-	-	-	-	*	-	87%	78%	84%	81%
At Meets Grade Level or Above	2021	39%	21%	<b>19%</b>	-	19%	-	-	-	-	-	0%	*	20%	13%	14%	13%
	2019	45%	46%	<b>66%</b>	-	68%	*	-	-	-	-	*	-	65%	67%	66%	62%
At Masters Grade Level	2021	19%	7%	<b>9%</b>	-	9%	-	-	-	-	-	0%	*	11%	0%	7%	5%
	2019	27%	26%	<b>30%</b>	-	31%	*	-	-	-	-	*	-	27%	44%	29%	31%
<b>Grade 3 Mathematics</b>																	
At Approaches Grade Level or Above	2021	62%	40%	<b>28%</b>	-	28%	-	-	-	-	-	0%	*	29%	25%	22%	18%
	2019	79%	85%	<b>85%</b>	-	85%	*	-	-	-	-	*	-	87%	78%	84%	79%
At Meets Grade Level or Above	2021	31%	13%	<b>5%</b>	-	5%	-	-	-	-	-	0%	*	5%	0%	5%	5%
	2019	49%	56%	<b>46%</b>	-	47%	*	-	-	-	-	*	-	50%	22%	46%	45%
At Masters Grade Level	2021	14%	4%	<b>0%</b>	-	0%	-	-	-	-	-	0%	*	0%	0%	0%	0%
	2019	25%	27%	<b>23%</b>	-	24%	*	-	-	-	-	*	-	25%	11%	25%	24%
<b>Grade 4 Reading</b>																	
At Approaches Grade Level or Above	2021	63%	55%	<b>58%</b>	-	58%	-	-	-	-	-	9%	-	59%	50%	55%	53%
	2019	75%	83%	<b>96%</b>	-	96%	*	-	-	-	-	*	-	95%	100%	96%	94%
At Meets Grade Level or Above	2021	36%	27%	<b>19%</b>	-	19%	-	-	-	-	-	0%	-	18%	25%	17%	7%
	2019	44%	51%	<b>72%</b>	-	71%	*	-	-	-	-	*	-	67%	91%	71%	71%
At Masters Grade Level	2021	17%	10%	<b>3%</b>	-	3%	-	-	-	-	-	0%	-	4%	0%	2%	2%
	2019	22%	23%	<b>26%</b>	-	25%	*	-	-	-	-	*	-	29%	18%	22%	23%
<b>Grade 4 Mathematics</b>																	
At Approaches Grade Level or Above	2021	59%	40%	<b>42%</b>	-	42%	-	-	-	-	-	9%	-	43%	38%	40%	35%
	2019	75%	82%	<b>96%</b>	-	96%	*	-	-	-	-	*	-	98%	91%	96%	100%
At Meets Grade Level or Above	2021	36%	17%	<b>6%</b>	-	6%	-	-	-	-	-	0%	-	7%	0%	7%	2%
	2019	48%	53%	<b>72%</b>	-	71%	*	-	-	-	-	*	-	71%	73%	69%	84%
At Masters Grade Level	2021	21%	8%	<b>0%</b>	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2019	28%	30%	<b>32%</b>	-	31%	*	-	-	-	-	*	-	29%	45%	27%	35%
<b>Grade 4 Writing</b>																	

Texas Education Agency  
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**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2021	53%	42%	<b>32%</b>	-	32%	-	-	-	-	-	0%	-	34%	17%	29%	24%
	2019	67%	78%	<b>74%</b>	-	73%	*	-	-	-	-	*	-	74%	73%	69%	74%
At Meets Grade Level or Above	2021	27%	18%	<b>9%</b>	-	9%	-	-	-	-	-	0%	-	10%	0%	8%	0%
	2019	35%	44%	<b>43%</b>	-	42%	*	-	-	-	-	*	-	43%	45%	38%	52%
At Masters Grade Level	2021	8%	4%	<b>2%</b>	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	0%
	2019	11%	14%	<b>9%</b>	-	8%	*	-	-	-	-	*	-	10%	9%	4%	10%
<b>Grade 5 Reading+</b>																	
At Approaches Grade Level or Above	2021	73%	71%	<b>70%</b>	-	70%	-	-	-	-	-	29%	-	78%	40%	67%	67%
	2019	86%	91%	<b>100%</b>	-	100%	*	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2021	46%	39%	<b>32%</b>	-	32%	-	-	-	-	-	14%	-	33%	30%	31%	28%
	2019	54%	56%	<b>68%</b>	-	68%	*	-	-	-	-	38%	-	66%	80%	62%	61%
At Masters Grade Level	2021	30%	24%	<b>18%</b>	-	18%	-	-	-	-	-	0%	-	20%	10%	18%	18%
	2019	29%	28%	<b>33%</b>	-	32%	*	-	-	-	-	13%	-	32%	40%	26%	23%
<b>Grade 5 Mathematics+</b>																	
At Approaches Grade Level or Above	2021	70%	59%	<b>53%</b>	-	53%	-	-	-	-	-	33%	-	58%	33%	55%	53%
	2019	90%	96%	<b>99%</b>	-	99%	*	-	-	-	-	88%	-	98%	100%	98%	97%
At Meets Grade Level or Above	2021	44%	32%	<b>23%</b>	-	23%	-	-	-	-	-	17%	-	21%	33%	21%	25%
	2019	58%	70%	<b>74%</b>	-	73%	*	-	-	-	-	38%	-	71%	90%	67%	77%
At Masters Grade Level	2021	25%	14%	<b>9%</b>	-	9%	-	-	-	-	-	17%	-	8%	11%	10%	11%
	2019	36%	46%	<b>54%</b>	-	54%	*	-	-	-	-	0%	-	52%	70%	50%	61%
<b>Grade 5 Science</b>																	
At Approaches Grade Level or Above	2021	62%	47%	<b>27%</b>	-	27%	-	-	-	-	-	0%	-	31%	11%	24%	26%
	2019	75%	84%	<b>86%</b>	-	86%	*	-	-	-	-	88%	-	85%	90%	86%	87%
At Meets Grade Level or Above	2021	31%	17%	<b>7%</b>	-	7%	-	-	-	-	-	0%	-	6%	11%	5%	6%
	2019	49%	60%	<b>53%</b>	-	52%	*	-	-	-	-	50%	-	52%	60%	52%	55%
At Masters Grade Level	2021	13%	6%	<b>2%</b>	-	2%	-	-	-	-	-	0%	-	3%	0%	2%	3%
	2019	24%	28%	<b>31%</b>	-	30%	*	-	-	-	-	13%	-	29%	40%	28%	26%
<b>All Grades All Subjects</b>																	
At Approaches Grade Level or Above	2021	67%	59%	<b>45%</b>	-	45%	-	-	-	-	-	8%	*	47%	33%	42%	40%
	2019	78%	81%	<b>91%</b>	-	91%	90%	-	-	-	-	76%	-	91%	89%	89%	88%



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	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Meets Grade Level or Above	2021	41%	31%	14%	-	14%	-	-	-	-	-	3%	*	14%	15%	13%	10%
	2019	50%	52%	62%	-	62%	60%	-	-	-	-	27%	-	61%	67%	59%	63%
At Masters Grade Level	2021	18%	11%	5%	-	5%	-	-	-	-	-	1%	*	5%	3%	5%	5%
	2019	24%	23%	31%	-	30%	60%	-	-	-	-	7%	-	30%	35%	27%	29%
<b>All Grades ELA/Reading</b>																	
At Approaches Grade Level or Above	2021	68%	63%	60%	-	60%	-	-	-	-	-	10%	*	63%	46%	57%	57%
	2019	75%	76%	94%	-	95%	*	-	-	-	-	73%	-	94%	93%	93%	90%
At Meets Grade Level or Above	2021	45%	38%	22%	-	22%	-	-	-	-	-	3%	*	22%	23%	20%	16%
	2019	48%	47%	68%	-	69%	*	-	-	-	-	27%	-	66%	80%	66%	64%
At Masters Grade Level	2021	18%	12%	10%	-	10%	-	-	-	-	-	0%	*	11%	4%	8%	8%
	2019	21%	18%	30%	-	30%	*	-	-	-	-	13%	-	29%	33%	26%	26%
<b>All Grades Mathematics</b>																	
At Approaches Grade Level or Above	2021	66%	51%	40%	-	40%	-	-	-	-	-	10%	*	41%	32%	37%	34%
	2019	82%	86%	94%	-	93%	*	-	-	-	-	80%	-	94%	90%	92%	90%
At Meets Grade Level or Above	2021	37%	21%	10%	-	10%	-	-	-	-	-	3%	*	10%	12%	10%	10%
	2019	52%	57%	64%	-	64%	*	-	-	-	-	20%	-	64%	63%	60%	66%
At Masters Grade Level	2021	18%	7%	2%	-	2%	-	-	-	-	-	3%	*	2%	4%	3%	3%
	2019	26%	31%	38%	-	37%	*	-	-	-	-	0%	-	37%	43%	35%	38%
<b>All Grades Writing</b>																	
At Approaches Grade Level or Above	2021	58%	51%	32%	-	32%	-	-	-	-	-	0%	-	34%	17%	29%	24%
	2019	68%	76%	74%	-	73%	*	-	-	-	-	*	-	74%	73%	69%	74%
At Meets Grade Level or Above	2021	30%	23%	9%	-	9%	-	-	-	-	-	0%	-	10%	0%	8%	0%
	2019	38%	44%	43%	-	42%	*	-	-	-	-	*	-	43%	45%	38%	52%
At Masters Grade Level	2021	9%	5%	2%	-	2%	-	-	-	-	-	0%	-	2%	0%	2%	0%
	2019	14%	15%	9%	-	8%	*	-	-	-	-	*	-	10%	9%	4%	10%
<b>All Grades Science</b>																	
At Approaches Grade Level or Above	2021	71%	62%	27%	-	27%	-	-	-	-	-	0%	-	31%	11%	24%	26%
	2019	81%	84%	86%	-	86%	*	-	-	-	-	88%	-	85%	90%	86%	87%
At Meets Grade Level or Above	2021	44%	31%	7%	-	7%	-	-	-	-	-	0%	-	6%	11%	5%	6%
	2019	54%	55%	53%	-	52%	*	-	-	-	-	50%	-	52%	60%	52%	55%
At Masters Grade Level	2021	20%	10%	2%	-	2%	-	-	-	-	-	0%	-	3%	0%	2%	3%
	2019	25%	21%	31%	-	30%	*	-	-	-	-	13%	-	29%	40%	28%	26%

- \* Indicates results are masked due to small numbers to protect student confidentiality.
- Indicates there are no students in the group.
- + Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

Texas Education Agency  
**2018-19 Progress (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2019 and 2018 progress data are shown.

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>68</b>	-	68	*	-	-	-	-	*	-	67	75	65	61
	2018	63	65	<b>69</b>	-	68	*	-	-	-	-	88	-	70	60	69	80
Grade 4 Mathematics	2019	65	64	<b>77</b>	-	76	*	-	-	-	-	*	-	71	100	76	84
	2018	65	66	<b>72</b>	-	72	*	-	-	-	-	50	-	73	70	72	84
Grade 5 ELA/Reading	2019	81	78	<b>81</b>	-	81	*	-	-	-	-	75	-	82	75	83	77
	2018	80	81	<b>89</b>	-	89	*	-	-	-	-	100	-	88	96	88	88
Grade 5 Mathematics	2019	83	88	<b>88</b>	-	88	*	-	-	-	-	81	-	88	89	87	90
	2018	81	87	<b>92</b>	-	92	*	-	-	-	-	85	-	95	79	92	92
All Grades Both Subjects	2019	69	69	<b>80</b>	-	79	*	-	-	-	-	80	-	79	85	79	78
	2018	69	71	<b>80</b>	-	80	100	-	-	-	-	82	-	81	77	80	86
All Grades ELA/Reading	2019	68	67	<b>76</b>	-	75	*	-	-	-	-	73	-	76	75	75	69
	2018	69	69	<b>78</b>	-	78	*	-	-	-	-	94	-	78	80	78	84
All Grades Mathematics	2019	70	71	<b>83</b>	-	83	*	-	-	-	-	86	-	81	95	82	87
	2018	70	72	<b>82</b>	-	81	*	-	-	-	-	69	-	83	75	81	88

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

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Bilingual Education/English as a Second Language (Current EB Students/EL) (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	State	District	Campus	Total Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ALP Bilingual (Exception)	Total ESL	ESL Content- Based	ESL Pull-Out	ALP ESL (Waiver)	EB/EL with Parental Denial	Never EB/EL	Total EB/EL (Current)	Monitored & Former EB/EL
<b>STAAR Performance Rate by Subject and Performance Level</b>																		
<b>All Grades All Subjects</b>																		
At Approaches Grade Level or Above	2021	67%	59%	<b>45%</b>	31%	31%	-	-	-	-	*	*	-	-	0%	56%	31%	75%
	2019	78%	81%	<b>91%</b>	84%	84%	-	-	-	-	*	*	-	-	*		84%	
At Meets Grade Level or Above	2021	41%	31%	<b>14%</b>	8%	8%	-	-	-	-	*	*	-	-	0%	24%	8%	20%
	2019	50%	52%	<b>62%</b>	56%	56%	-	-	-	-	*	*	-	-	*		56%	
At Masters Grade Level	2021	18%	11%	<b>5%</b>	4%	4%	-	-	-	-	*	*	-	-	0%	6%	4%	8%
	2019	24%	23%	<b>31%</b>	22%	22%	-	-	-	-	*	*	-	-	*		22%	
<b>All Grades ELA/Reading</b>																		
At Approaches Grade Level or Above	2021	68%	63%	<b>60%</b>	47%	47%	-	-	-	-	*	*	-	-	*	68%	47%	92%
	2019	75%	76%	<b>94%</b>	84%	84%	-	-	-	-	*	*	-	-	*		85%	
At Meets Grade Level or Above	2021	45%	38%	<b>22%</b>	12%	12%	-	-	-	-	*	*	-	-	*	38%	11%	31%
	2019	48%	47%	<b>68%</b>	59%	59%	-	-	-	-	*	*	-	-	*		59%	
At Masters Grade Level	2021	18%	12%	<b>10%</b>	6%	6%	-	-	-	-	*	*	-	-	*	13%	6%	15%
	2019	21%	18%	<b>30%</b>	17%	17%	-	-	-	-	*	*	-	-	*		18%	
<b>All Grades Mathematics</b>																		
At Approaches Grade Level or Above	2021	66%	51%	<b>40%</b>	25%	25%	-	-	-	-	*	*	-	-	*	52%	26%	68%
	2019	82%	86%	<b>94%</b>	88%	88%	-	-	-	-	*	*	-	-	*		88%	
At Meets Grade Level or Above	2021	37%	21%	<b>10%</b>	8%	8%	-	-	-	-	*	*	-	-	*	11%	7%	20%
	2019	52%	57%	<b>64%</b>	59%	59%	-	-	-	-	*	*	-	-	*		59%	
At Masters Grade Level	2021	18%	7%	<b>2%</b>	2%	2%	-	-	-	-	*	*	-	-	*	0%	2%	8%
	2019	26%	31%	<b>38%</b>	30%	30%	-	-	-	-	*	*	-	-	*		29%	
<b>All Grades Writing</b>																		
At Approaches Grade Level or Above	2021	58%	51%	<b>32%</b>	12%	12%	-	-	-	-	-	-	-	-	*	53%	11%	64%
	2019	68%	76%	<b>74%</b>	56%	56%	-	-	-	-	-	-	-	-	*		59%	
At Meets Grade Level or Above	2021	30%	23%	<b>9%</b>	0%	0%	-	-	-	-	-	-	-	-	*	32%	0%	0%
	2019	38%	44%	<b>43%</b>	31%	31%	-	-	-	-	-	-	-	-	*		35%	
At Masters Grade Level	2021	9%	5%	<b>2%</b>	0%	0%	-	-	-	-	-	-	-	-	*	5%	0%	0%
	2019	14%	15%	<b>9%</b>	6%	6%	-	-	-	-	-	-	-	-	*		12%	
<b>All Grades Science</b>																		
At Approaches Grade Level or Above	2021	71%	62%	<b>27%</b>	16%	16%	-	-	-	-	-	-	-	-	-	27%	16%	56%
	2019	81%	84%	<b>86%</b>	94%	94%	-	-	-	-	-	-	-	-	-		94%	
At Meets Grade Level or Above	2021	44%	31%	<b>7%</b>	4%	4%	-	-	-	-	-	-	-	-	-	9%	4%	11%
	2019	54%	55%	<b>53%</b>	53%	53%	-	-	-	-	-	-	-	-	-		53%	
At Masters Grade Level	2021	20%	10%	<b>2%</b>	4%	4%	-	-	-	-	-	-	-	-	-	0%	4%	0%
	2019	25%	21%	<b>31%</b>	24%	24%	-	-	-	-	-	-	-	-	-		24%	

- \* Indicates results are masked due to small numbers to protect student confidentiality.
  - Indicates there are no students in the group.
- Blank cell indicates there are no data available in the group.

Texas Education Agency  
**2020-21 STAAR Participation (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
<b>2021 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	88%	71%	<b>73%</b>	-	74%	0%	-	-	-	-	82%	40%	75%	65%	74%	77%
Included in Accountability	83%	67%	<b>66%</b>	-	67%	0%	-	-	-	-	64%	40%	70%	50%	66%	69%
Not Included in Accountability: Mobile	3%	1%	<b>4%</b>	-	4%	0%	-	-	-	-	16%	0%	2%	11%	5%	3%
Not Included in Accountability: Other Exclusions	1%	3%	<b>3%</b>	-	3%	0%	-	-	-	-	2%	0%	3%	4%	3%	4%
Not Tested	12%	29%	<b>27%</b>	-	26%	100%	-	-	-	-	18%	60%	25%	35%	26%	23%
Absent	2%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%	0%	0%	0%
Other	10%	29%	<b>27%</b>	-	26%	100%	-	-	-	-	18%	60%	25%	35%	26%	23%
<b>2019 STAAR Participation (All Grades)</b>																
<b>All Tests</b>																
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	-	100%	100%	100%	100%
Included in Accountability	94%	95%	<b>89%</b>	-	89%	100%	-	-	-	-	93%	-	96%	64%	88%	85%
Not Included in Accountability: Mobile	4%	2%	<b>8%</b>	-	8%	0%	-	-	-	-	7%	-	4%	20%	8%	9%
Not Included in Accountability: Other Exclusions	1%	2%	<b>4%</b>	-	4%	0%	-	-	-	-	0%	-	0%	16%	4%	6%
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	-	0%	0%	0%	0%

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

- Indicates there are no students in the group.

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
<b>Attendance Rate</b>													
2019-20	98.3%	98.4%	<b>98.6%</b>	-	98.6%	*	*	-	-	-	98.1%	98.6%	98.5%
2018-19	95.4%	95.0%	<b>95.6%</b>	-	95.6%	*	-	-	-	-	95.9%	95.4%	95.4%
<b>Chronic Absenteeism</b>													
2019-20	6.7%	7.6%	<b>7.9%</b>	-	8.1%	0.0%	*	-	-	-	14.0%	8.6%	8.5%
2018-19	11.4%	13.8%	<b>12.8%</b>	-	13.0%	0.0%	-	-	-	-	15.2%	14.3%	14.0%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2020</b>													
Graduated	90.3%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.4%	2.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.7%	93.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2019</b>													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2019</b>													
Graduated	92.0%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.3%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	96.5%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Graduates, TxCHSE, and Continuers	93.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2018</b>													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
<b>Class of 2018</b>													
Graduated	92.6%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.3%	96.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Class of 2017</b>													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2020	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													



Texas Education Agency  
**2020-21 Attendance, Graduation, and Dropout Rates (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2020	83.5%	94.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2020	87.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2019-20	38.6%	8.7%	-	-	-	-	-	-	-	-	-	-	-
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2019-20	4.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	81.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2019-20	85.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency  
**2020-21 Graduation Profile (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2019-20 Annual Graduates)</b>				
Total Graduates	-	-	2,626	360,220
<b>By Ethnicity:</b>				
African American	-	-	2	44,729
Hispanic	-	-	2,610	184,060
White	-	-	9	105,215
American Indian	-	-	0	1,226
Asian	-	-	4	17,126
Pacific Islander	-	-	1	557
Two or More Races	-	-	0	7,307
<b>By Graduation Type:</b>				
Minimum H.S. Program	-	-	21	1,512
Recommended H.S. Program/Distinguished Achievement Program	-	-	2	952
Foundation H.S. Program (No Endorsement)	-	-	100	49,535
Foundation H.S. Program (Endorsement)	-	-	48	15,689
Foundation H.S. Program (DLA)	-	-	2,455	292,532
Special Education Graduates	-	-	277	29,018
Economically Disadvantaged Graduates	-	-	2,241	187,187
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	366	29,639
At-Risk Graduates	-	-	1,525	148,836

Texas Education Agency  
**2020-21 College, Career, and Military Readiness (CCMR) (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 CCMR-Related Indicators (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Other Postsecondary Indicators (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

**There is no data for this campus.**

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	Membership				Enrollment			
	Campus		District	State	Campus		District	State
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	534	100.0%	40,737	5,359,040	534	100.0%	40,765	5,371,586
<b>Students by Grade:</b>								
Early Childhood Education	0	0.0%	0.0%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	64	12.0%	6.6%	3.7%	64	12.0%	6.6%	3.7%
Pre-Kindergarten: 3-year Old	19	3.6%	2.0%	0.5%				
Pre-Kindergarten: 4-year Old	45	8.4%	4.6%	3.2%				
Kindergarten	64	12.0%	6.1%	6.7%	64	12.0%	6.1%	6.7%
Grade 1	83	15.5%	6.3%	7.1%	83	15.5%	6.3%	7.1%
Grade 2	76	14.2%	6.4%	7.1%	76	14.2%	6.4%	7.1%
Grade 3	74	13.9%	6.6%	7.1%	74	13.9%	6.6%	7.1%
Grade 4	78	14.6%	6.9%	7.2%	78	14.6%	6.9%	7.2%
Grade 5	95	17.8%	6.9%	7.4%	95	17.8%	6.9%	7.4%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 8	0	0.0%	7.3%	7.9%	0	0.0%	7.3%	7.9%
Grade 9	0	0.0%	8.3%	8.1%	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	8.2%	7.8%	0	0.0%	8.2%	7.8%
Grade 11	0	0.0%	8.4%	7.2%	0	0.0%	8.4%	7.2%
Grade 12	0	0.0%	7.7%	6.8%	0	0.0%	7.7%	6.8%
<b>Ethnic Distribution:</b>								
African American	0	0.0%	0.1%	12.7%	0	0.0%	0.1%	12.7%
Hispanic	524	98.1%	98.5%	52.9%	524	98.1%	98.5%	52.9%
White	10	1.9%	1.1%	26.5%	10	1.9%	1.1%	26.5%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.2%	4.7%	0	0.0%	0.2%	4.7%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.7%	0	0.0%	0.0%	2.7%
<b>Sex:</b>								
Female	270	50.6%	49.0%	48.9%	270	50.6%	49.0%	48.9%
Male	264	49.4%	51.0%	51.1%	264	49.4%	51.0%	51.1%
Economically Disadvantaged	487	91.2%	89.2%	60.3%	487	91.2%	89.2%	60.2%
Non-Educationally Disadvantaged	47	8.8%	10.8%	39.7%	47	8.8%	10.8%	39.8%
Section 504 Students	35	6.6%	9.2%	7.2%	35	6.6%	9.1%	7.2%
EB Students/EL	277	51.9%	35.7%	20.7%	277	51.9%	35.6%	20.6%
Students w/ Disciplinary Placements (2019-20)	0	0.0%	0.8%	1.2%				

Texas Education Agency  
**2020-21 Student Information (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	Membership				Enrollment			
	Campus		District		Campus		District	
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	21	3.9%	6.5%	4.5%	21	3.9%	6.5%	4.5%
Foster Care	2	0.4%	0.3%	0.3%	2	0.4%	0.3%	0.3%
Homeless	11	2.1%	1.5%	1.1%	11	2.1%	1.5%	1.1%
Immigrant	5	0.9%	1.0%	2.0%	5	0.9%	1.0%	2.0%
Migrant	3	0.6%	1.1%	0.3%	3	0.6%	1.1%	0.3%
Title I	531	99.4%	99.0%	64.5%	531	99.4%	99.0%	64.5%
Military Connected	2	0.4%	0.5%	2.7%	2	0.4%	0.5%	2.7%
At-Risk	404	75.7%	69.9%	49.2%	404	75.7%	69.9%	49.1%
<b>Students by Instructional Program:</b>								
Bilingual/ESL Education	275	51.5%	35.2%	21.0%	275	51.5%	35.2%	20.9%
Gifted and Talented Education	42	7.9%	11.4%	8.3%	42	7.9%	11.4%	8.3%
Special Education	59	11.0%	14.4%	11.1%	59	11.0%	14.5%	11.3%
<b>Students with Disabilities by Type of Primary Disability:</b>								
Total Students with Disabilities	59							
By Type of Primary Disability								
Students with Intellectual Disabilities	30	50.8%	54.6%	42.5%				
Students with Physical Disabilities	14	23.7%	12.0%	21.3%				
Students with Autism	**	**	11.7%	14.1%				
Students with Behavioral Disabilities	**	**	19.9%	20.6%				
Students with Non-Categorical Early Childhood	*	*	1.8%	1.5%				
<b>Mobility (2019-20):</b>								
Total Mobile Students	48	10.7%	12.0%	13.8%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.8%				
Hispanic	46	10.3%	11.7%	7.1%				
White	2	0.4%	0.2%	3.1%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.4%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.4%				
Count and Percent of Special Ed Students who are Mobile	9	15.3%	15.5%	16.5%				
Count and Percent of EB Students/EL who are Mobile	30	12.6%	15.7%	13.6%				
Count and Percent of Econ Dis Students who are Mobile	47	11.6%	12.3%	16.0%				
<b>Student Attrition (2019-20):</b>								
Total Student Attrition	66	12.8%	11.3%	16.6%				

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**2020-21 Student Information (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	--Non-Special Education Rates--			---Special Education Rates---		
Student Information	Campus	District	State	Campus	District	State
<b>Retention Rates by Grade:</b>						
Kindergarten	1.2%	1.2%	1.4%	25.0%	1.4%	4.8%
Grade 1	4.2%	3.7%	1.9%	0.0%	4.7%	3.2%
Grade 2	0.0%	1.2%	1.0%	0.0%	1.4%	1.4%
Grade 3	0.0%	0.6%	0.5%	0.0%	0.0%	0.6%
Grade 4	1.2%	0.4%	0.3%	0.0%	0.4%	0.4%
Grade 5	0.0%	0.2%	0.2%	0.0%	0.2%	0.3%
Grade 6	-	0.8%	0.2%	-	0.2%	0.3%
Grade 7	-	1.2%	0.3%	-	0.5%	0.3%
Grade 8	-	1.0%	0.2%	-	0.5%	0.4%
Grade 9	-	3.4%	4.7%	-	8.5%	7.8%

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

Class Size Information	Campus	District	State
<b>Elementary:</b>			
Kindergarten	21.0	18.4	17.7
Grade 1	18.3	16.3	18.0
Grade 2	17.6	18.0	18.0
Grade 3	16.3	18.7	18.2
Grade 4	?	20.8	18.3
Grade 5	16.4	21.1	19.8
Grade 6	-	23.3	19.4
<b>Secondary:</b>			
English/Language Arts	-	17.0	15.7
Foreign Languages	-	19.8	17.8
Mathematics	-	19.5	16.9
Science	-	20.4	17.9
Social Studies	-	20.1	18.3



Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Total Staff	53.8	100.0%	100.0%	100.0%
Professional Staff:	43.8	81.4%	56.9%	64.3%
Teachers	36.0	66.9%	43.9%	49.6%
Professional Support	4.8	9.0%	9.9%	10.6%
Campus Administration (School Leadership)	3.0	5.6%	2.8%	3.0%
Educational Aides:	10.0	18.6%	11.9%	10.6%
<b>Librarians and Counselors (Headcount):</b>				
Full-time Librarians	1.0	n/a	58.0	4,290.0
Part-time Librarians	0.0	n/a	0.0	582.0
Full-time Counselors	2.0	n/a	148.0	13,211.0
Part-time Counselors	0.0	n/a	8.0	1,126.0
Total Minority Staff:	52.8	98.1%	94.5%	51.5%
<b>Teachers by Ethnicity:</b>				
African American	1.0	2.8%	0.3%	11.1%
Hispanic	34.0	94.4%	91.4%	28.4%
White	1.0	2.8%	7.9%	56.9%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.2%
<b>Teachers by Sex:</b>				
Males	9.0	25.0%	31.1%	23.8%
Females	27.0	75.0%	68.9%	76.2%
<b>Teachers by Highest Degree Held:</b>				
No Degree	0.0	0.0%	1.5%	1.2%
Bachelors	29.0	80.6%	79.9%	73.0%
Masters	7.0	19.4%	18.2%	25.0%
Doctorate	0.0	0.0%	0.4%	0.7%
<b>Teachers by Years of Experience:</b>				
Beginning Teachers	0.0	0.0%	1.9%	6.7%
1-5 Years Experience	3.0	8.3%	11.7%	27.8%
6-10 Years Experience	8.0	22.2%	17.5%	20.3%
11-20 Years Experience	20.0	55.6%	41.6%	29.1%
21-30 Years Experience	2.0	5.6%	21.9%	13.0%
Over 30 Years Experience	3.0	8.3%	5.5%	3.1%

Texas Education Agency  
**2020-21 Staff Information (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

	----- Campus -----			
Staff Information	Count/Average	Percent	District	State
Number of Students per Teacher	14.8	n/a	14.8	14.5

Staff Information	Campus	District	State
<b>Experience of Campus Leadership:</b>			
Average Years Experience of Principals	8.0	10.2	6.4
Average Years Experience of Principals with District	8.0	9.6	5.5
Average Years Experience of Assistant Principals	12.0	9.9	5.5
Average Years Experience of Assistant Principals with District	12.0	9.8	4.8
Average Years Experience of Teachers:	15.2	15.5	11.2
Average Years Experience of Teachers with District:	14.4	14.8	7.2
<b>Average Teacher Salary by Years of Experience (regular duties only):</b>			
Beginning Teachers	-	\$50,963	\$50,849
1-5 Years Experience	\$66,164	\$52,972	\$53,288
6-10 Years Experience	\$53,742	\$54,209	\$56,282
11-20 Years Experience	\$57,484	\$59,076	\$59,900
21-30 Years Experience	\$65,248	\$66,110	\$64,637
Over 30 Years Experience	\$71,666	\$72,850	\$69,974
<b>Average Actual Salaries (regular duties only):</b>			
Teachers	\$58,989	\$59,653	\$57,641
Professional Support	\$66,391	\$74,973	\$68,030
Campus Administration (School Leadership)	\$95,112	\$96,265	\$83,424
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	5,731.4

	----- Campus -----			
Program Information	Count	Percent	District	State
<b>Teachers by Program (population served):</b>				
Bilingual/ESL Education	1.3	3.6%	2.6%	6.2%
Career and Technical Education	0.0	0.0%	5.8%	5.1%
Compensatory Education	1.0	2.8%	0.6%	2.8%
Gifted and Talented Education	0.8	2.2%	0.6%	1.8%
Regular Education	28.6	79.6%	78.3%	71.0%
Special Education	4.3	11.9%	12.0%	9.4%
Other	0.0	0.0%	0.2%	3.6%

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**2020-21 Staff Information (TAPR)**  
**SHARP EL (031901111) - BROWNSVILLE ISD - CAMERON COUNTY**

- Indicates there are no students in the group.
- \* Indicates results are masked due to small numbers to protect student confidentiality.
- \*\* When only one student disability or assessment group is masked, then the second smallest student disability or assessment group is masked regardless of size.
- n/a Indicates data reporting is not applicable for this group.
- ? Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

**Link to: [PEIMS Financial Standard Reports 2019-20 Financial Actual Report](#)**  
(To open link in a new window, press the "Ctrl" key and click on the link.)

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

“Bullying”:

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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

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

**Policy**

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

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

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

**Internet Posting**

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

**Prevention and  
Mediation**

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

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

*Education Code 37.0832*

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

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

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE  
FREEDOM FROM BULLYING

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



STUDENT WELFARE  
FREEDOM FROM BULLYING

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