Brownsville Independent School District

Keller Elementary

2023-2024 Campus Improvement Plan

Mission Statement

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

Vision

Keller Elementary - Going for the ...

Give and Earn Respect

Own Your Actions

Lead by Example

Demonstrate Cooperation

Value Statement

Excellence: The Keller Instinct!

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Comprehensive Needs Assessment

Revised/Approved: May 31, 2023

Needs Assessment Overview

Needs Assessment Overview Summary

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

STAAR/EOC performance reports are not yet available for 2023.

Demographics

Demographics Summary

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

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

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

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

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

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

	Campus	District	State
Attendance Rate (2020-21)			
	97.9%	97.1%	95.0%
Enrollment by Race/Ethnicity			
African American	0.0%	0.1%	12.8%
Hispanic	98.5%	98.5%	52.8%
White	1.0%	1.1%	26.3%
American Indian	0.0%	0.0%	0.3%
Asian	0.0%	0.2%	4.8%
Pacific Islander	0.6%	0.0%	0.2%

	Campus	District	State
Class Size Averages by Grade or Subject			
Elementary			
Kindergarten	18.0	17.5	18.7
Grade 1	18.8	16.6	18.7
Grade 2	15.8	15.2	18.6
Grade 3	16.3	15.0	18.7
Grade 4	16.8	14.0	18.8
Grade 5	17.1	15.4	20.2
Grade 6	-	18.1	19.2

Two or More Races	0.0%	0.0%	2.9%		Secondary			
Enrollment by Student Group					English/Language Arts	-	16.3	16.3
Economically Disadvantaged	96.6%	89.5%	60.7%		Foreign Languages	-	15.5	18.4
Special Education	13.8%	15.0%	11.6%		Mathematics	-	17.9	17.5
Emergent Bilingual/EL	38.7%	38.0%	21.7%		Science	-	18.0	18.5

Demographics Strengths

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

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

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

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

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

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

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

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school. 2022-2023 school attendance rate was 91.37% while the district's expectation is 97.1%.

Need Statement 2 (Prioritized): Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students. **Data Analysis/Root Cause:** Strong recruitment

efforts are need to attain and retain students at our campus.

Student Learning

Student Learning Summary

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

Percentage of Content and All Subjects					*Preliminary			
	2014	2015	2016	2017	2018	2019	2021	2022*
3rd-5th Reading	76%	76%	79%	87%	87%	84%	54%	81%
3rd-5th Math	81%	77%	87%	89%	89%	88%	39%	80%
3rd-5th All Subjects	78%	76%	79%	89%	86%	94%	40%	77%
District	79%	76%	79%	87%	81%	84%	48%	75%

Student Learning Strengths

Student Academic Strengths:

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

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

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

5. Journal and Composition writing in all grade levels.

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

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

8. Online STAAR testing for all assessment levels and subjects.

9. Higher rate of students meeting the "Masters" goal for 3rd - 5th grade STAAR.

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

11. Extra-curricular activities such as UIL, Science Fair, Coding, Reading Club Volley Ball, Basketball, Dance Team, Destination Imagination and Choir.

12. A replenishable increase in one to one mobile technology devices for students.

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

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to purchase supplies to improve student reading/literacy skills at all levels and all content areas and writing across the curriculum.   **Data Analysis/Root Cause:** Students still need to improve to meet and improve in all content areas to meet and exceed state targets, specifically in 4th Grade STAAR Math and Reading.

Need Statement 2 (Prioritized): Need to decrease academic achievement gaps for all sub-populations.   **Data Analysis/Root Cause:** Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 3 (Prioritized): Need to improve TELPAS performance scores to meet state growth.   **Data Analysis/Root Cause:** Keller students missed the growth goal set by the state by 6% points.

Need Statement 4 (Prioritized): Campus wide usage with six weeks data monitoring and celebrations of Accelerated Reading in 1st -5th grades.   **Data Analysis/Root Cause:** Texas Education Agency 2022 School report card shows Keller scored an "A" in the area of closing the gaps.

Need Statement 5 (Prioritized): A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year.   **Data Analysis/Root Cause:** Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

Need Statement 6 (Prioritized): A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident.   **Data Analysis/Root Cause:** Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2022-2023 Campus Improvement Plan.

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the

SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates under.

School Processes & Programs Strengths

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

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

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

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

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

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

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

6. Assigned weekly collaboration days for grade levels to share effective teaching practices and analyze data.

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

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

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:
Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals). Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disagragate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement (SE 1.1). Teachers will be given the opportunity to vertically and horizontally

plan and

align to meet the needs of the students based on data results.

Professional and staff development will be offered for teachers to gain and improve the knowledge and skills important to their positions and job performance (SE 1.4).

Technology equipment such as ink cartridges for printers in the classrooms, elmos and projectors for teachers who do not have them, bulbs for replacements due to wear and tear, and laptops for the Computers on Wheels (COW) to complete a class set of laptops will be purchased to assist the teachers with curriculum and instruction (SE 8.2).

Technology software, desktop computers, laptops, PC Panels and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place

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

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): The campus technology resource inventory is in need of replenishable Google Chromebooks for students and TV Panels for direct instruction   **Data Analysis/Root Cause:** The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement. New updates in curriculum have made Panels a stapled need in every class.

Need Statement 2 (Prioritized): The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels.   **Data Analysis/Root Cause:** The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.

Need Statement 3 (Prioritized): Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity.   **Data Analysis/Root Cause:** The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

Perceptions

Perceptions Summary

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

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

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

Perceptions Strengths

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

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

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

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

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and talent. Parent meetings will be held with optional dates and times for parents who work during the day. **Data Analysis/Root Cause:** Most parent focused events conflict with parents schedules

during the day.

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

Priority Need Statements

Need Statement 1: Need to purchase supplies to improve student reading/literacy skills at all levels and all content areas and writing across the curriculum.

Data Analysis/Root Cause 1: Students still need to improve to meet and improve in all content areas to meet and exceed state targets, specifically in 4th Grade STAAR Math and Reading.

Need Statement 1 Areas: Student Learning

Need Statement 2: Need to decrease academic achievement gaps for all sub-populations.

Data Analysis/Root Cause 2: Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

Need Statement 2 Areas: Student Learning

Need Statement 3: Need to improve TELPAS performance scores to meet state growth.

Data Analysis/Root Cause 3: Keller students missed the growth goal set by the state by 6% points.

Need Statement 3 Areas: Student Learning

Need Statement 4: Student tardiness and absences have caused major interruptions with classroom instructional processes.

Data Analysis/Root Cause 4: Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school. 2022-2023 school attendance rate was 91.37% while the district's expectation is 97.1%.

Need Statement 4 Areas: Demographics

Need Statement 5: Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students.

Data Analysis/Root Cause 5: Strong recruitment efforts are need to attain and retain students at our campus.

Need Statement 5 Areas: Demographics

Need Statement 6: A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident.

Data Analysis/Root Cause 6: Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

Need Statement 6 Areas: Student Learning

Need Statement 7: A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year.

Data Analysis/Root Cause 7: Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

Need Statement 7 Areas: Student Learning

Need Statement 8: The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels.

Data Analysis/Root Cause 8: The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity.

Data Analysis/Root Cause 9: The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: The campus technology resource inventory is in need of replenishable Google Chromebooks for students and TV Panels for direct instruction

Data Analysis/Root Cause 10: The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement. New updates in curriculum have made Panels a stapled need in every class.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Need for more teacher sponsored extracurricular activities throughout the grade levels.

Data Analysis/Root Cause 11: Funding plays an instrumental part in the teacher's decision to sponsor a club or event.

Need Statement 11 Areas: Perceptions

Need Statement 12: Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and talent. Parent meetings will be held with optional dates and times for parents who work during the day.

Data Analysis/Root Cause 12: Most parent focused events conflict with parents schedules during the day.

Need Statement 12 Areas: Perceptions

Need Statement 13: Campus wide usage with six weeks data monitoring and celebrations of Accelerated Reading in 1st -5th grades.

Data Analysis/Root Cause 13: Texas Education Agency 2022 School report card shows Keller scored an "A" in the area of closing the gaps.

Need Statement 13 Areas: Student Learning

Goals

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

Performance Objective 1: Keller student performance for all students, all grades, all subjects will exceed 2023 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, mathematics, science. by 5 percentage points.
El desempeno de los estudiantes de Keller para todos los estudiantes, todos los grados, todas las materias superara el rendimiento de 2031 STAAR por ciento se acerca al nivel de grado y STAAR Master al nivel de grado en lectura, escritura, matematicas y ciencias. en 5 puntos porcentuales.

HB3 Goal

Evaluation Data Sources: Students will increase Performance Standards status within Campus Six Weeks Tango-Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, CPALLs, MClass, and TPRI/Tejas Lee.
Los estudiantes aumentaran el estado de los Estandares de Desempeno dentro de los puntajes de la evaluacion Tango-Trends de seis semanas del campus, las tasas de fluidez de seis semanas, los puntajes de referencia del distrito y las evaluaciones estatales, incluidos STAAR, CPALL, TPRI / Tejas Lee.

Strategy 1 Details	Reviews			
Strategy 1: All PK-5 classrooms will specifically target the Texas Essential Knowledge and Skills (TEKS) to improve test scores utilizing the following strategies, programs and materials including collaborative planning and LPAC: Response to Intervention (RTI), TLI, SIOP, language enrichment, phonological awareness, math manipulatives, scientific interactive journals, Neuhaus Multisensory Grammar, Writeable. Materials include: StemScopes core kits and replenishables, STAAR formatted materials to address the Reading and Math STAAR, MClass, TPRI and CPalls tested TEKS, STAAR Master, Rise and Shine, student remedial resources, classroom readers, picture books, manipulatives and general supplies. The District will provide software resources such as EduSmart, Legends of Learning and Discovery Education. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Toner for printers will be purchased to duplicate materials as well as the use of Media Services will be utilized for other duplicating services. Special education resource and unit students will use Lexia and Teach Town licenses. Todas los salones de PK-5 se enfocaran especificamente en los Conocimientos y Habilidades Esenciales de Texas (TEKS) para mejorar los puntajes de las pruebas utilizando las siguientes estrategias, programas y materiales, incluida la planificacion colaborativa: Respuesta a la Intervencion (RTI), TLI, SIOP, enriquecimiento del lenguaje, conciencia fonologica, manipulativos matematicos, diarios cientificos interactivos, gramatica multisensorial de Neuhaus, escritura. Los materiales incluyen: kits basicos StemScopes y repuestos, materiales con formato STAAR para abordar los TEKS de	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

lectura y matematicas STAAR, MClass, TPRI y CPalls, STAAR Master, Rise and Shine, recursos de recuperacion para estudiantes, lectores de aula, libros ilustrados, manipulativos y suministros generales. El Distrito proporcionara recursos de software como EduSmart, Legends of Learning y Discovery Education.

Se comprara papel duplicado para duplicar materiales de recursos complementarios para los estudiantes. Se comprara toner para impresoras para duplicar materiales, asi como el uso de Media Services se utilizara para otros servicios de duplicacion.

Milestone's/Strategy's Expected Results/Impact: Six Weeks Report Cards, Standardized Scores,TELPAS, TPRI/ TEJAS Lee, MClass, CPalls, Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR.

Boletas de calificaciones de seis semanas, puntajes estandarizados, TELPAS, TPRI/TEJAS Lee, puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluido STAAR.

Staff Responsible for Monitoring: Principal,
Assistant Principal
Instructional Dean
Teachers

Principal,
Asistente principal
Decano de instruccion
Profesores

Title I:
2.4
 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Need Statements: Student Learning 1 - School Processes & Programs 3

Funding Sources: Copy Paper - 199 Local funds - 199-11-6396-00-143-Y-11-000-Y - $1,000, Classroom General Supplies - 199 Local funds - 199-11-639-00-143-Y-11-000-Y - $2,676, Classroom General Supplies - 162 State Compensatory - 162-11-6399-00-143-Y-30-000-Y - $13,524, General Supplies - 211 Title I-A - 211-11-6399-62-143-Y-30-0F2-Y - $13,830, Toner - 199 Local funds - 199-13-163-99-0-00-Y - $3,000, LPAC Substitutes - 163 State Bilingual - $1,000, EB Resources - 163 State Bilingual - $990, Sped. ED Toner - 166 State Special Ed. - 166-11-6399-62-143-Y-23-000-Y - $900, Supplies - 166 State Special Ed. - 166-11-6399-00-143-Y-23-OPO-Y - $600, Supplies - 166 State Special Ed. - 166-11-6399-00-143-Y-23-OPO-Y - $1,215, Supplies - 166 State Special Ed. - 166-11-6399-00-143-Y-23-OP3-Y - $935

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Implementation of RTI strategies through small group tutoring of TIER II and TIER III students in K-5 will be conducted to support academic growth and success in the academic core areas. RTI routines and focused strategy will also be incorporated within the teacher's daily lessons. Academic vocabulary, Language Enrichment, Multisensory Grammar, Fluency Readers and math manipulatives will support the curricular strategy. Professional development in Response to Interventions and time for collaboration will be provided.	**Oct**	**Jan**	**Mar**	**May**

Strategy 2: Implementation of RTI strategies through small group tutoring of TIER II and TIER III students in K-5 will be conducted to support academic growth and success in the academic core areas. RTI routines and focused strategy will also be incorporated within the teacher's daily lessons. Academic vocabulary, Language Enrichment, Multisensory Grammar, Fluency Readers and math manipulatives will support the curricular strategy. Professional development in Response to Interventions and time for collaboration will be provided.

La implementacion de estrategias RTI a traves de tutoria en grupos pequenos de estudiantes de TIER II y TIER III en K-5 se llevara a cabo para apoyar el crecimiento academico y el exito en las areas centrales de los estudiantes de TIER II y TIER III. Las rutinas RTI tambien se incorporaran dentro de las lecciones diarias del maestro. Vocabulario academico, Tango - FCRR's y materiales de intervencion de Pearson actuaran como apoyos curriculares. Se proporcionara desarrollo profesional en las intervenciones y tiempo para la colaboracion.

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

BOY, MOY, EOY, seguimiento del progreso, evaluaciones del campus, puntos de referencia del distrito, TELPAS, STAAR

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

Principal,
Asistente principal
Decano de instruccion
Comite de RTI

Title I:
2.6
 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Need Statements: Student Learning 5

Funding Sources: Tutorial - Extended Day - 162 State Compensatory - 162-11-6118-00-143-Y-30-000-Y - $5,000, Tutorial SSI - 162 State Compensatory - 162-11-6118-00-143-Y-24-SSI-Y - $5,726

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of all core areas. They will vertically plan with other grade levels to share student outcome expectations, teaching strategies and materials. Teachers and administration will need general supplies to and substitutes to facilitate the planning process. Teachers, administrators, counselors and support staff will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies to support instruction for teachers will be provided as needed. ELAR/SLAR TEKS Sharon Wells	**Oct**	**Jan**	**Mar**	**May**

Pre-Kindergarten Guidelines
Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK
TLI (Sustainability)
Response to Intervention (RTI)
CCRS (College and Career Readiness Standards)
TPRI/Tejas Lee
SIOP
Language Enrichment

Los maestros y paraprofesionales nuevos y existentes tendran la oportunidad de crecer profesionalmente a traves de una planificacion de colaboracion del campus de 3 horas cada 3 semanas en el area de lectura y estudios sociales. y planificacion designada de matematicas y ciencias dos veces por semana. Los recursos de aprendizaje incluiran EduSmart, Legends of Learning, Discovery Education Experience. Los maestros y la administracion necesitaran suministros generales y sustitutos para facilitar el proceso de planificacion.
Los maestros, administradores, consejeros y personal de apoyo tambien tendran la oportunidad de asistir y/o participar en conferencias locales/estatales, tutoria entre pares, talleres, reuniones de mantenimiento, etc. Se proporcionaran materiales y suministros para apoyar la instruccion de los maestros segun sea necesario.
TEMAS ELAR/SLAR
Pautas de Pre-Kindergarten
Centro para mejorar la preparacion de los ninos para el aprendizaje y la educacion (CIRCLE) PK
TLI (Sostenibilidad)
Respuesta a la Intervencion (RTI)
CCRS (Estandares de Preparacion Universitaria y Profesional)
TPRI/Tejas Lee
SIOP

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

Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee and MClass

Staff Responsible for Monitoring: Principal,
Assistant Principal
Instructional Dean

Principal,
Asistente principal
Decano de instruccion

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Need Statements: School Processes & Programs 2

Funding Sources: General Supplies - 211 Title I-A - 211-11-6399-62-143-Y-30-OF2 - $7,000, Professional Development Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-OF2 - $900, Substitute - 211 Title I-A - 211-11-6112-18-143-Y-30-AYP-Y - $6,000, Employee Travel - 199 Local funds - 199-13-64-11-23-143-Y-99-0-00-Y - $1,000, Employee Travel - 199 Local funds - 199-23-64-11-23-143-Y--99-0-00-Y - $2,000, Fees - 199 Local funds

- 199-13-64-97-00-143-Y-99-0-0-Y - $1,000, Substitute - 199 Local funds - 199-11-61-21-51-143-Y-11-0-00-Y - $1,000, Substitute - 199 Local funds - 199-11-61-12-18-143-Y-99-0-00-Y - $1,000

| Strategy 4 Details	Reviews			

Strategy 4: PK-5 teachers will collect student writing samples throughout the school year. Journal writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. The RACE will be the focus strategy in all grade levels and support programs.
Administration participates in review of writing journals to randomly review student progress and provide feedback to the student and teacher.
 	
Los maestros de PK-5 recolectaran muestras de escritura de los estudiantes durante el ano escolar. Se compilaran muestras de escritura para monitorear el progreso de los estudiantes para TELPAS, el progreso de los estudiantes y la alineacion del nivel de grado en todas las areas basicas.
La administracion participa en la revision de los diarios de escritura para revisar al azar el progreso de los estudiantes.
    Milestone's/Strategy's Expected Results/Impact: CPalls, MClass,TPRI/Tejas Lee
TELPAS
STAAR
 	
CPalls, MClass,TPRI/Tejas Lee
TELPAS
STAAR
    Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Dean
 	
Principal
Asistente principal
Decano de instruccion
 	
    Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
    Need Statements: Student Learning 3 - School Processes & Programs 3
    Funding Sources: General Supplies - 199 Local funds - 199-11-63-99-16-143-Y-11-0-00Y - $1,000
	Formative			**Summative**

	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
Strategy 5: Extended Day and tutorial will target our At-Risk Population in Kinder - 5th Grades. This population of students will include our 5th grade SSI students. Extended Day Students will have essential resources to support the academic focus of the daily instructional strategies and campus will provide extra duty pay for employees. Supplemental resource materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students' test scores. El dia extendido y la tutoria se enfocaran en nuestra poblacion en riesgo en Kindergarten - 5to grado. Esta poblacion de estudiantes incluira a nuestros estudiantes de SSI de quinto grado. Los estudiantes de dia extendido tendran recursos esenciales para apoyar el enfoque academico de las estrategias de instruccion diaria y el campus proporcionara pago de trabajo adicional para los empleados. Los materiales de recursos complementarios se reproduciran en el centro de medios para que cada estudiante tenga su propia copia de varios recursos para mejorar las actividades diarias del salon de clases y elevar los puntajes de los examenes de los estudiantes.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, MClass Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee, MClass **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean **Title I:** 2.5 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 - **Revision Date:** June 22, 2022 **Need Statements:** Student Learning 2 - School Processes & Programs 3 **Funding Sources:** Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-143-Y30-0-000 - $5,000 , Copy Paper - 162 State Compensatory - 162-11-6396-00-143-Y-30-000-Y - $3,693, General Supplies - 199 Local funds - 199-11-63-99-62-143-Y-11-0-00-Y - $3,000				

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to purchase supplies to improve student reading/literacy skills at all levels and all content areas and writing across the curriculum. **Data Analysis/Root Cause**: Students still need to improve to meet and improve in all content areas to meet and exceed state targets, specifically in 4th Grade STAAR Math and Reading.
Need Statement 2: Need to decrease academic achievement gaps for all sub-populations. **Data Analysis/Root Cause**: Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..
Need Statement 3: Need to improve TELPAS performance scores to meet state growth. **Data Analysis/Root Cause**: Keller students missed the growth goal set by the state by 6% points.

Student Learning
Need Statement 5: A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year.   **Data Analysis/Root Cause**: Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

School Processes & Programs
Need Statement 2: The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels.   **Data Analysis/Root Cause**: The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.
Need Statement 3: Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity.   **Data Analysis/Root Cause**: The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

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).

Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 2: Keller early childhood performance will increase by 5 percentage points over end-of-year 2024 results.

El rendimiento de la primera infancia de Keller aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2024.

> **Evaluation Data Sources:** TPRI, Tejas Lee, 3 Cheers, CPALLs, MClass and District Tango Trends Assessments.
>
> TPRI, Tejas Lee, 3 Cheers, CPALLs, Evaluaciones de Tendencias del Tango del Distrito.

Strategy 1 Details	Reviews			
Strategy 1: Pre-K3-Kinder students will utilize the districts curriculum framework to integrate a cross-curricular program to focus on social emotional, language and communication, emergent literacy, math, science, social studies,arts,and technology (3 Cheers). Progress monitoring will increase students' academic scores. Kinder and 1st grade students will participate in Dyslexia Screeners to identify students and provide immediate interventions through RTI. Los estudiantes de Pre-K3-Kinder utilizaran el marco curricular del distrito para integrar un programa transversal para enfocarse en socioemocional, lenguaje y comunicacion, alfabetizacion emergente, matematicas, ciencias, estudios sociales, musica y tecnologia (3 Cheers) (Pearson) . El seguimiento del progreso aumentara los puntajes academicos de los estudiantes. Los estudiantes de kinder y primer grado participaran en Dyslexia Screeners para identificar a los estudiantes y proporcionar intervenciones inmediatas a traves de RTI.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: CPalls/MClass/TPRI Assessments Writing Samples TELPAS Evaluaciones CPM/TPRI Muestras de escritura TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Early Childhood Teachers Principal Asistente principal Decano de instruccion Profesores de Primera Infancia **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 - **Revision Date:** June 9, 2023 **Need Statements:** Student Learning 6				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: The early childhood program including PK 3 will be provided the full day in order to better prepare all students academically. Acquisition and use of knowledge and skills including early language/ communication and early literacy will be the focus to obtain specific domain end of year outcomes. The Pre-K program will target oral language and readiness skills. The program will utilize manipulatives such as counters, flash cards, board games, readers, crayons, paints, center activities and printables to facilitate the learning process. El programa de primera infancia, incluido PK 3, se brindara el dia completo para preparar mejor academicamente a los estudiantes. El programa de Pre-K se enfocara en el lenguaje oral y las habilidades de preparacion. El programa utilizara manipulativos como contadores, tarjetas didacticas, juegos de mesa, arcilla, crayones, pinturas, actividades centrales e imprimibles para facilitar el proceso de aprendizaje. **Milestone's/Strategy's Expected Results/Impact:** MClass/CPAlls Writing Samples TELPAS Evaluaciones MClass/CPalls Muestras de escritura TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Early Childhood Teachers **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: PK-3 - Kinder teachers will vertically align the curriculum to ensure a high quality early childhood education program that targets TEA Pre-Kinder Domain Guidelines and TEKS. Alignment focus will include: oral vocabulary, phonological awareness, alphabet knowledge and mathematics. PK-3: los maestros de kinder alinearan verticalmente el plan de estudios para garantizar un programa de educacion infantil de alta calidad. El enfoque de alineacion incluira: vocabulario oral, conciencia fonologica, conocimiento del alfabeto y matematicas. **Milestone's/Strategy's Expected Results/Impact:** MClass/CPalls Assessments Writing Samples TELPAS Evaluaciones MClass y CPalls Muestras de escritura TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Early Childhood Teachers Principal Asistente principal Decano de instruccion Profesores de Primera Infancia **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Pre-Kinder - 3 year old program has a full day of school for all families (Open to all students). The campus will communicate the need for students to enroll at age 3 to help prepare them with their social -emotional, balanced literary and reading readiness skills.	**Oct**	**Jan**	**Mar**	**May**
Pre-Kinder - El programa de 3 anos tiene un dia completo de clases para todas las familias que califican (Abierto a todos los estudiantes). El campus comunicara la necesidad de que los estudiantes se inscriban a los 3 anos para ayudarlos a prepararse con sus habilidades socioemocionales, literarias y de lectura equilibradas. **Milestone's/Strategy's Expected Results/Impact:** Tasas mas altas de inscripcion en nuestros programas para la primera infancia. Datos listos para kinder **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Principal Asistente principal Decano de Instruccion **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

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

Performance Objective 2 Need Statements:

Student Learning
Need Statement 6: A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident.   **Data Analysis/Root Cause**: Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

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).
Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

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

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

Evaluation Data Sources: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee

Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee

Strategy 1 Details	Reviews			
Strategy 1: Language Arts, Math, Social Studies and Science supplemental materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK- 5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, MClass and other tests. Materials include: EduSmart, Stemscope, LJCreate replenishables, Discovery Education, Legends of Learning, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, Discover Education, STAAR Master, Rise and Shine, reading books, student remedial resources, class room globes, flags, reference materials, classroom readers, picture books, manipulatives, RACE strategy focused materials and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services. Se compraran materiales complementarios de artes del lenguaje, matematicas, estudios sociales y ciencias que se enfocan en los TEKS adoptados por el estado y complementan el plan de estudios del distrito para apoyar la iniciativa cientifica practica de nuestro campus para los grados PK-5 todos los martes. Estos materiales tambien mejoraran la educacion general y la instruccion complementaria en el salon de clases: incluida la educacion especial, ELL y Migrante. La compra mejorara STAAR, TELPAS y TPRI, CPALLS, MClass y otras pruebas. Los materiales incluyen: EduSmart, Stemscope, LJCreate replenishables, Discovery Education, Legends of Learning, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, Discover Education, STAAR Master, Rise and Shine, libros de lectura, recursos de recuperacion para estudiantes, Globos terraqueos, banderas, materiales de referencia, lectores de aula, libros ilustrados, manipulativos, materiales centrados en la estrategia RACE y suministros generales. Se comprara papel duplicado para duplicar materiales de recursos complementarios para los estudiantes. Los servicios multimedia se utilizaran para otros servicios de duplicacion. **Milestone's/Strategy's Expected Results/Impact:** Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, MClass, CPalls and TPRI/Tejas Lee Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, MClass, CPALLs y TPRI/Tejas Lee **Staff Responsible for Monitoring:** Campus Principal Assistant Principal Instructional Dean Classroom Teacher Director Asistente principal Decano de instruccion Maestro de la clase **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** School Processes & Programs 3	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.	**Oct**	**Jan**	**Mar**	**May**

The library will reward top AR students with 6 weeks prizes and awards. All perfect attendance and A - AB Honor Roll will be awarded certificates and trophies every six weeks. Masters and Meets range students will be awarded with food and prizes for every recorded benchmark in testing areas.

Todos los maestros y el personal de apoyo de PK a 5.o grado fortaleceran el rendimiento de lectura de los estudiantes, las habilidades de pensamiento critico, la fluidez, el aprecio por la literatura a traves de AR, lectura en voz alta, SSR y plataformas web. El control de la fluidez se realiza diariamente y los informes de los maestros se envian a la administracion cada 3 semanas. El bibliotecario evaluara a los estudiantes de 1deg a 5deg grado utilizando el programa Renaissance STAR para establecer los niveles AR de lectura del estudiante.

La biblioteca recompensara a los mejores estudiantes de AR con premios y reconocimientos durante 6 semanas. Toda asistencia perfecta y el cuadro de honor A - AB recibiran certificados y trofeos cada seis semanas. Los estudiantes de la gama Masters y Meets recibiran comida y premios por cada punto de referencia registrado en las areas de prueba.

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

Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee, MClass y Cpalls

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

Director
Asistente principal
Decano de instruccion
Maestro de la clase

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
Need Statements: Student Learning 5
Funding Sources: General Supplies - 211 Title I-A - 211-13-6399-00-Y-30-AYP-Y - $2,946, Awards - 199 Local funds - 199-11-64-98-00-143-Y-00-00-Y - $2,500, Awards - 211 Title I-A - 211-11-6498-00-143-Y-30-OF2 - $5,000 , Awards - 199 Local funds - 199-23-64-98-00-143-Y-99-0-00-Y - $1,000

Strategy 3 Details	Reviews			
Strategy 3: Kinder - 5th Grade Students will use a designated science lab with all hands on materials and models for science theme and unit demonstrations and experiments. Students will have a set schedule to experience and practice working in a real science lab. The expectation is for 5th grade Science STAAR scores to improve by 10 points in 2023-2024 Los estudiantes de kinder a 5.o grado utilizaran un laboratorio de ciencias designado con todos los materiales y modelos practicos para demostraciones y experimentos de temas y unidades de ciencias. Los estudiantes tendran un horario establecido para experimentar y practicar el trabajo en un laboratorio de ciencias real. La expectativa es que los puntajes de STAAR de Ciencias de quinto grado mejoren en 10 puntos en 2023-2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: The expectation is for 5th grade Science STAAR scores to improve by 10% in 2023-2024 La expectativa es que los puntajes de STAAR de Ciencias de quinto grado mejoren en un 10% en 2023-2024 **Staff Responsible for Monitoring:** Principal Asistente principal Decano **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2024 - **End Date:** May 30, 2024				

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

Performance Objective 3 Need Statements:

Student Learning
Need Statement 5: A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year. **Data Analysis/Root Cause**: Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

School Processes & Programs
Need Statement 3: Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity. **Data Analysis/Root Cause**: The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

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).

Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2023 participation.

Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanzan en Matematicas, Ciencias, Estudios Sociales, ELA, Bellas Artes y CTE en un 5 % con respecto a la participacion de 2023.

> **Evaluation Data Sources:** Regional and state competition participation numbers
>
> Numeros de participacion en competencias regionales y estatales

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: The music teacher will integrate the fine arts curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns, numbers and ranges within a musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /rhythm theory and usage of instruments, vocabulary and music history to be able to introduce varied musical instruments, and develop quality musical performance pieces.	**Oct**	**Jan**	**Mar**	**May**

El maestro de musica integrara el plan de estudios de bellas artes con actividades que incorporen todas las areas de los objetivos de STAAR, incluidas Lectura, Matematicas, Escritura y Ciencias mediante el uso de tecnologia, incluido el uso de refuerzo de los objetivos de STAAR-Matematicas y experimentar con patrones, numeros y rangos. dentro de una pieza de composicion musical. Los objetivos de STAAR y TEKS se mejoraran con diferentes actividades artisticas que incorporen reflexiones/atmosfera//teoria del ritmo y uso de instrumentos, vocabulario e historia de la musica para poder introducir instrumentos musicales variados y desarrollar piezas de interpretacion musical de calidad.

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

Estudiante promedio anual,
Presentacion y Colocacion de Piezas a Competicion,
Evaluaciones STAAR

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

Principal
Asistente principal
Decano de instruccion
Profesor de arte
Profesor de musica

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
Need Statements: Perceptions 2

Strategy 2 Details	Reviews			
Strategy 2: Students will be encouraged to participate in UIL Art, Music, Destination Imagination and Dance Team. Students will participate at the local, district and state level (placement). Students will also support community events such as parades and festivals. Materials, resources for competition will be purchased to enhance competition opportunities. Se alentara a los estudiantes a participar en el equipo de arte, musica, imaginacion y danza de UIL. Los estudiantes participaran a nivel local, distrital y estatal (ubicacion). Los estudiantes tambien apoyaran eventos comunitarios como desfiles y festivales. Se compraran materiales, recursos para la competencia para mejorar las oportunidades de competencia. **Milestone's/Strategy's Expected Results/Impact:** Student Yearly Average, STAAR Assessments, Competition Acolades Estudiante promedio anual, Evaluaciones STAAR, Premios de la competencia **Staff Responsible for Monitoring:** Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor Maestros, Subdirector, Consejeros, Director, Decano de Instruccion Patrocinador extracurricular **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Perceptions 2	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips.	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3: Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips.

Los maestros y los estudiantes tendran la oportunidad de recaudar fondos y asistir a varias oportunidades de excursiones fuera de la escuela para mejorar aun mas los objetivos de aprendizaje en el aula, hacer conexiones mundanas con entidades comunitarias externas, mientras celebran los esfuerzos bien merecidos por los estudiantes con excursiones educativas.

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

Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales que incluyen CPM, TPRI/Tejas Lee, MClass, TELPAS y STAAR.

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

Maestros, Subdirector, Consejeros, Director, Decano de Instruccion
Patrocinador extracurricular

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
Need Statements: Demographics 2
Funding Sources: Buses - 199 Local funds - 199-11-64-94-00-143-Y-11-0-00-Y - $1,500

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

Performance Objective 4 Need Statements:

Demographics
Need Statement 2: Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students.   **Data Analysis/Root Cause**: Strong recruitment efforts are need to attain and retain students at our campus.
Perceptions
Need Statement 2: Need for more teacher sponsored extracurricular activities throughout the grade levels.   **Data Analysis/Root Cause**: Funding plays an instrumental part in the teacher's decision to sponsor a club or event.

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).
Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

Performance Objective 5: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2023.

Habra un aumento del 10% de padres involucrados en actividades de participacion de padres en el campus/distrito a partir de 2023.

> **Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates
>
> Completar la Lista de Verificacion de Cumplimiento de la Participacion de los Padres del Titulo I-A, CNA del Campus y Encuesta de Padres del Titulo I, Tasas de Asistencia a las Reuniones de Padres

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

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

Completar y difundir una Politica de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito/campus con la intencion de aumentar la participacion. Asegurese de que todos los padres, estudiantes y personal participen en la Encuesta de necesidades del campus. Difundir los convenios escuela-padres-estudiantes que indiquen las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes. El enlace de padres del campus iniciara las reuniones y dara seguimiento a las invitaciones, los oradores invitados, las reservas, la obtencion de suministros y otros requisitos de la reunion.

Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.

Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.

Formativo: Documentacion del Encuentro de Padres.
Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres.

Staff Responsible for Monitoring: Principal
Parent Liaison

Principal
Enlace de padres

Title I:
4.1
 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
Need Statements: Perceptions 1
Funding Sources: Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y - $900, General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y - $900, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y - $900

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Llevar a cabo una reunion anual de Titulo I para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I. Las reuniones seran seguidas por una Encuesta de Padres Titulo I anual para evaluar la efectividad de los esfuerzos de Participacion de los Padres del Distrito y/o del Campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Meeting documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation. Formativo: Documentacion del Encuentro de Padres. Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres. **Staff Responsible for Monitoring:** Principal Parent Liaisons Principal Enlace de padres **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024	**Oct**	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation	**Formative**			**Summative**
procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities. Organice un dia de orientacion para padres para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito. Codigo de Conducta Estudiantil Pacto de Estudiante-Padre-Escuela Politica de participacion de los padres Procedimientos de operacion de emergencia Directrices y oportunidades para voluntarios.	**Oct**	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation,RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports. Formativo: Politica de Participacion de los Padres, Pacto de los Padres. Documentacion de la reunion semanal. Sumativo: resultados de STAAR, indice de asistencia, referencias de disciplina y participacion de los padres, referencias de comportamiento de RTI, referencias de enfermeria, informes de disciplina de PEIMS. **Staff Responsible for Monitoring:** Campus Administrators. Parent Liaison Administradores de Campus. Enlace de padres **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Funding Sources:** Parent Meetings - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y - $900				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year.	**Oct**	**Jan**	**Mar**	**May**

Strategy 4: Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed (Goal 1, 6,and 9 are translated into Spanish).

Los miembros del comite SBDM de Keller participan en una revision formativa de las estrategias CIP trimestralmente durante el ano. Las revisiones de las estrategias se realizan en cualquier momento que sea necesario, pero generalmente ocurren durante este proceso, ya que el SBDM analiza los datos formativos y las necesidades actuales de los maestros y los estudiantes. Durante cada revision, los miembros de SBDM analizan las estrategias en terminos de que progreso se ha logrado en la implementacion y el impacto que la estrategia esta teniendo en el rendimiento de los estudiantes. Las estrategias se pueden modificar, redirigir o descontinuar para que se aborden las necesidades del campus. El CIP de Keller esta disponible a pedido y se puede traducir al espanol si es necesario (Los objetivos 1, 6 y 9 estan traducidos al espanol).

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

RESULTADOS ESPERADOS DE SBDM
* Mejor rendimiento de los estudiantes
* Mejora de la participacion de la comunidad
* Parametros de rendicion de cuentas claramente establecidos
* Aumento de la productividad y satisfaccion del personal.
* Compromiso con la ejecucion de la planificacion
* Mayor flexibilidad a nivel de campus en la asignacion y uso de recursos
* Coordinacion de programas regulares y especiales

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

Principal,
Asistente principal
Decano de Instruccion
Miembros de SBDM

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Performance Objective 5 Need Statements:

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

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).
Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados integrales que esten preparados para el futuro, esten listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Meta de la Junta #1 y TEA Ch. 4 Objetivos 2, 4, 5, 7 y 11).

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

Implementar programas con el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles con base en la evaluacion de necesidades. La alfabetizacion se enriquecera con el uso de materiales de lectura de la biblioteca para promover y ayudar con la comprension y fluidez de lectura de los estudiantes.

Evaluation Data Sources: Accelerated Reading Percentages Report
Daily Fluency Rates

Informe de porcentajes de lectura acelerada
Tasas diarias de fluidez

Strategy 1 Details	Reviews			
Strategy 1: Library books to support social/emotional needs of all patrons; high demand books; updated books/series; language appropriate books for ELL students. comicplus ebooks, general supplies.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Libros de la biblioteca para apoyar las necesidades sociales/emocionales de todos los usuarios; libros de alta demanda; libros/series actualizados; libros apropiados en el idioma para estudiantes ELL. ebooks de comicplus, suministros generales.				
Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including CPalls, TPRI/Tejas Lee, MClass, TELPAS and STAAR.				
Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales que incluyen CPallsTPRI/Tejas Lee, MClass, TELPAS y STAAR.				
Staff Responsible for Monitoring: Librarian Dean of Instruction Bibliotecario Decano de Instruccion				

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
    Need Statements: School Processes & Programs 3
    Funding Sources: Reading Materials - 211 Title I-A - 281-6329-00-143-Y-99-OCG-Y, Reading Materials - 211 Title I-A - 197-12-6329-00-143-Y99-00, ComicPlus - 211 Title I-A - 197-12-6299-62-143-Y99-00				

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

Performance Objective 6 Need Statements:

School Processes & Programs
Need Statement 3: Instruction in all components of the balanced literacy framework and small group reading instruction are not implemented with fidelity.   **Data Analysis/Root Cause**: The campus lacks time management skills as well as the use of appropriate resources to meet the instructional needs of diverse learners.

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

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

Keller implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos. (Meta del tablero 2)

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan
Nuevo plan de energia adoptado por el distrito, actualizado Plan de renovacion de instalaciones de cinco anos

Strategy 1 Details	Reviews			
Strategy 1: Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. A year long campaign will promote energy saving procedures from staff and students by utilizing memos, posters and classroom activities to act as lessons and practice reminders. Keller promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito. Una campana de un ano de duracion promovera los procedimientos de ahorro de energia del personal y los estudiantes mediante la utilizacion de memorandos, carteles y actividades en el aula para actuar como recordatorios de lecciones y practicas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. La implementacion completa del plan de ahorro de energia del distrito resultara en una disminucion del uso de energia en comparacion con el ano anterior. **Staff Responsible for Monitoring:** Administration Custodians Administracion custodios **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Demographics 2 **Funding Sources:** Janitorial Supplies - 199 Local funds - 199-51-63-15-00-143-Y-99-0-00-Y - $3,000				

Strategy 2 Details	Reviews			
Strategy 2: In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use). Proper custodial supplies such as labeled trash cans and blue trash bags are to be used to identify recycled items. Con el fin de promover el ahorro y el reciclaje de energia, el campus implementara varias actividades, como la designacion de un dia de reciclaje, lecciones sobre la conservacion de energia y un Dia Verde (sin uso de papel). Se deben usar suministros de custodia adecuados, como botes de basura etiquetados y bolsas de basura azules, para identificar los articulos reciclados. **Milestone's/Strategy's Expected Results/Impact:** Lesson Plans Parent Meetings Recycling Pickup Calendar Planes de lecciones Reuniones de padres Calendario de Recoleccion de Reciclaje **Staff Responsible for Monitoring:** Administration Custodians Administracion custodios **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Funding Sources:** Custodial Supplies - 211 Title I-A - 211-51-00-143-Y-30-0F2-Y-30-0F2-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students. **Data Analysis/Root Cause**: Strong recruitment efforts are need to attain and retain students at our campus.

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

El Distrito garantizara el uso efectivo y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

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

Keller garantizara el uso efectivo y eficiente del 100 % de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

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

Informes fiscales para distrito, informes de auditoria interna y externa y calificaciones FIRST

Strategy 1 Details			Reviews		
Strategy 1: The campus will utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies. El campus utilizara los fondos presupuestados disponibles en base en la Evaluacion de Necesidades del Campus. El campus comprara en funcion de las necesidades abordadas en los Planes de mejora del campus. La distribucion de los fondos seguira las politicas de compras financieras.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**May**

Milestone's/Strategy's Expected Results/Impact: Budget will be utilized fully based on the calendar for each funding source.
    All items, programs and learning supports will be purchased to address campus needs.
    Staff Responsible for Monitoring: Administration
    SBDM
 	
    Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024					

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

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

El Distrito garantizara el uso efectivo y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (Meta de la Junta 3) (TEA Ch. 4, Obj. 6)

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

Keller creara y brindara reconocimientos y actividades a la facultad y al personal para mejorar la moral/clima del campus y apoyar la retencion de maestros y directores

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

Encuestas de evaluacion de necesidades del campus, encuestas de clima del distrito/campus

Strategy 1 Details	Reviews			
Strategy 1: The campus will participate in collaborative gatherings to strive to create a sense of community and enhance a positive culture and climate within the administration, faculty and staff.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El campus participara en reuniones de colaboracion para esforzarse por crear un sentido de comunidad y mejorar una cultura y un clima positivos dentro de la administracion, la facultad y el personal.				
Milestone's/Strategy's Expected Results/Impact: Faculty and staff retention. Higher percentage scores on CNA				
Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Counselor Lead Teachers				
Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

Performance Objective 1: Keller will provide Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events. Award ceremonies will be shared on Facetime for parents not able to attend.

Keller proporcionara a la Oficina de Informacion Publica articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad. Las ceremonias de premiacion se compartiran en Facetime para los padres que no puedan asistir.

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

Registros de medios con la Oficina de Informacion Publica, datos de inscripcion

Strategy 1 Details	Reviews			
Strategy 1: Keller will promote the history and origins along with current accomplishments weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
Keller promovera la historia y los origenes junto con los logros actuales semanalmente a traves del sitio web y los medios de comunicacion. El campus reconocera a los estudiantes y las actividades del campus utilizando la plataforma de redes sociales del distrito y del campus como una forma de comunicarse con nuestra comunidad y los padres. **Milestone's/Strategy's Expected Results/Impact:** Weekly social media postings Brownsville Herald submissions and publications Publicaciones semanales en redes sociales Presentaciones y publicaciones del Brownsville Herald **Staff Responsible for Monitoring:** Administration Counselors Parent Liaison Administracion Consejeros Enlace de padres **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

Strategy 2 Details	Reviews			
Strategy 2: Keller will focus on training and maintaining a welcoming reception for parents and community. The focus being on soft skills to encourage student recruitment and registration.	Formative			Summative
	Oct	Jan	Mar	May
Keller se concentrara en capacitar y mantener una recepcion acogedora para los padres y la comunidad. La atencion se centra en las habilidades blandas para fomentar el reclutamiento y registro de estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Higher recruitment and retainment of student enrollment. Mayor captacion y retencion de la matricula estudiantil. **Staff Responsible for Monitoring:** Principal Assistant Principal Office Staff **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

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

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

Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (Meta del tablero 4)

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

El Distrito continuara con el Distrito de Innovacion con el fin de ajustar el calendario escolar para comenzar a principios de agosto para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

> **Evaluation Data Sources:** School calendar showing earlier start date.
>
> Calendario escolar que muestra una fecha de inicio anterior.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will hold a Meet the Teacher Night prior to school start date.	**Formative**			**Summative**
The campus will utilize the marquee to advertise and inform parents of registration opportunities.	**Oct**	**Jan**	**Mar**	**May**
Los maestros llevaran a cabo una Noche para conocer al maestro antes de la fecha de inicio de clases. El campus utilizara la marquesina para anunciar e informar a los padres sobre las oportunidades de inscripcion. **Milestone's/Strategy's Expected Results/Impact:** Higher registration percentage. Enrollment Retainment Mayor porcentaje de registro. Conservacion de la inscripcion **Staff Responsible for Monitoring:** Principal Assistant Principal Principal Asistente principal **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Demographics 2				

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students.   **Data Analysis/Root Cause**: Strong recruitment efforts are need to attain and retain students at our campus.

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

Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2023-2024 and will not be disproportionate for any population.

Las colocaciones disciplinarias por suspension dentro de la escuela (ISS) y suspensiones fuera de la escuela (OSS) disminuiran en un 5 % para 2023-2024 y no seran desproporcionadas para ninguna poblacion.

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

Informes ISS/OSS para el distrito y el campus desglosados   por poblaciones especiales atendidas, incluidos EL, educacion especial, en riesgo y economicamente desfavorecidos, Review360 o eSchool comportamiento RtI planes e informes de monitoreo, planes para abordar el acoso escolar, la violencia adolescente y otros.

Strategy 1 Details	Reviews			
Strategy 1: Provide training for administrators and teachers:	**Formative**			**Summative**

(a)to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;
(b)assure students' rights and due process are afforded
in order to have a safe and disciplined environment conducive to student learning.
 	
Brindar capacitacion a administradores y maestros:
(a) para manejar de manera efectiva la disciplina en el salon de clases para que las suspensiones fuera de la escuela y los retiros discrecionales se utilicen como ultimo recurso;
(b) garantizar que se respeten los derechos de los estudiantes y el debido proceso
con el fin de tener un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes.
    Milestone's/Strategy's Expected Results/Impact: Administrative walkthroughs,
    TTESS
 	
    Recorridos administrativos,
    TTESS
    Staff Responsible for Monitoring: Principal
    Asistente principal
 	
Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	**Reviews**			

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development based on level of expertise and need in the following areas:	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2: Provide professional development based on level of expertise and need in the following areas:
a.)Bullying Prevention
b.)Violence/conflict resolution
c.)Recent drug use trends
d.)Resiliency/Developmental Assets
e.)Dating Violence
f.)Signs of Child Abuse
g.)Response to Intervention (RtI) Model for behavior research based interventions
to allow staff to recognize and address the issue, as a preventive measure
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.
Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors and teachers.

Proporcionar desarrollo profesional basado en el nivel de experiencia y necesidad en las siguientes areas:
a.) Prevencion de la intimidacion
b.) Violencia/resolucion de conflictos
c.)Tendencias recientes del consumo de drogas
d.)Resiliencia/Activos de desarrollo
e.)Violencia en el noviazgo
f.) Senales de abuso infantil
g.) Modelo de respuesta a la intervencion (RtI) para intervenciones basadas en la investigacion del comportamiento
para permitir que el personal reconozca y aborde el problema, como medida preventiva
Los consejeros implementaran un programa integral de asesoramiento bajo TAC 11.252 con el apoyo de organizaciones comunitarias/sin fines de lucro para abordar la salud mental actual, las tendencias relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre temas que incluyen salud mental, efectividad interpersonal/intrapersonal, salud/seguridad personal y preparacion universitaria/profesional.
Desarrollo profesional para MTSS para incluir aprendizaje socioemocional y capacitacion en atencion informada sobre traumas para administradores, consejeros y maestros.

> **Milestone's/Strategy's Expected Results/Impact:** Office Discipline Referrals, Parent-Teacher conferences, Behavior RTI referrals, PEIMS Discipline Data.
>
> Referencias de disciplina de la oficina, conferencias de padres y maestros, referencias de RTI de comportamiento, datos de disciplina de PEIMS.
>
> **Staff Responsible for Monitoring:** Principal
> Assistant Principal
> Counselors
>
> Principal
> Asistente principal
> Consejeros

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Strategy 3 Details	Reviews			
Strategy 3: Administration will ensure that campus counselors provide individual counseling and group guidance to help students cope effectively with personal, social, academic, and family concerns. Counselors will use the social emotional learning strategies to address student's issues and concerns. La administracion se asegurara de que los consejeros del campus brinden asesoramiento individual y orientacion grupal para ayudar a los estudiantes a enfrentar de manera efectiva las preocupaciones personales, sociales, academicas y familiares. Los consejeros utilizaran las estrategias de aprendizaje social y emocional para abordar los problemas y preocupaciones de los estudiantes.	Formative			Summative
	Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports. Referencias de comportamiento de RTI, referencias de disciplina de la oficina, referencias de enfermeria, informes de disciplina de PEIMS. **Staff Responsible for Monitoring:** Principal Assistant Principal Counselors Principal Asistente principal Consejeros **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

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

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

Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Cap. 4, Obj. 8)

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

Refinar e implementar todos los planes de seguridad en todo el campus para garantizar que los estudiantes esten seguros en caso de una crisis.

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

Lista de verificacion del plan de seguridad actualizada, planes de seguridad del distrito publicados, informe PEIMS de escuelas inseguras.

Strategy 1 Details	Reviews			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan. The plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 1: Campuses will develop and maintain an Emergency Operations Plan. The plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee.
The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation.
In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.

Los campus desarrollaran y mantendran un Plan de Operaciones de Emergencia. El plan debe ser de naturaleza multirriesgo. Debe ser revisado y actualizado anualmente por el comite de seguridad y proteccion del campus.
Los siguientes simulacros deben practicarse en consecuencia: simulacros de encierro (3 veces al ano), refugio en el lugar, evacuacion inversa, caida y cobertura, evacuacion.
Para prevenir, proteger, responder, recuperarse y mitigar los efectos de los incidentes, independientemente de la causa, el tamano, la ubicacion o la complejidad, para reducir la perdida de vidas y propiedades y el dano al medio ambiente.

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

Evaluaciones de seguridad del distrito, auditorias de seguridad del distrito

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

Principal
subdirectores
Seguridad del Distrito
Policia de BISD

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Strategy 2 Details	Reviews			
Strategy 2: Parent Presentations will be made periodically at campuses	**Formative**			**Summative**
Gang Awareness	**Oct**	**Jan**	**Mar**	**May**

Bullying
Dating Violence
Internet Safety
Drug, Alcohol and Tobacco Awareness
Gun Safety
Teen CERT
Truancy
EOP-Safety Procedures
to educate parents to be able to recognize the signs and symptoms related to certain offenses.
 	
Las presentaciones de los padres se realizaran periodicamente en los campus.
Conciencia de pandillas
Acoso
Violencia en el noviazgo
Seguridad de Internet
Concientizacion sobre drogas, alcohol y tabaco
seguridad de armas
CERT para adolescentes
ausentismo
EOP-Procedimientos de seguridad
educar a los padres para que sean capaces de reconocer los signos y sintomas relacionados con determinadas infracciones.
 	
    Milestone's/Strategy's Expected Results/Impact: District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.
 	
    Evaluaciones de seguridad del distrito, auditorias de seguridad del distrito, referencias de comportamiento de RTI, informes de disciplina de PEIMS.
    Staff Responsible for Monitoring: Principal,
    Assistant Principal,
    Parent Liaison,
    Counselors,
    BISD Police and Security Services
 	
    Principal,
    Asistente principal,
    enlace de padres,
    consejeros,
    Servicios de seguridad y policia de BISD
 	
    Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Keller Elementary will provide our staff with personal protective equipment in order to ensure the safety and general health of our students and employees. Items such as hand sanitizer, antibacterial wipes, masks and sanitizing spray will be purchased. Keller Elementary proporcionara a nuestro personal equipo de proteccion personal para garantizar la seguridad y la salud general de nuestros estudiantes y empleados. Se compraran articulos como desinfectante de manos, toallitas antibacterianas, mascaras y spray desinfectante. **Milestone's/Strategy's Expected Results/Impact:** Reduced student and staff absences and reduced nurse's referrals. Reduccion de las ausencias de los estudiantes y del personal y reduccion de las remisiones a enfermeras. **Staff Responsible for Monitoring:** Principal Assistant Principal Principal Asistente principal **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Demographics 2 **Funding Sources:** GLOVES - 166 State Special Ed. - 166-11-6399-00-143-Y23-OBO-Y - $500	**Oct**	**Jan**	**Mar**	**May**

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students. **Data Analysis/Root Cause**: Strong recruitment efforts are need to attain and retain students at our campus.

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

La Junta Directiva, en colaboracion con el personal del distrito, la administracion y los padres, brindara el apoyo y los recursos necesarios para lograr la excelencia educativa y la equidad. Los padres seran socios plenos de los educadores en la educacion de sus hijos. (TEA Cap. 4, Obj. 1)

Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2022-2023.

Habra un aumento del 10% de padres involucrados en actividades de participacion de padres en el campus/distrito de 2022-2023.

> **Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates
>
> Completar la Lista de Verificacion de Cumplimiento de la Participacion de los Padres del Titulo I-A, CNA del Campus y Encuesta de Padres del Titulo I, Tasas de Asistencia a las Reuniones de Padres

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's	**Oct**	**Jan**	**Mar**	**May**

Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements. Meetings will be held with optional dates and times for parents who cannot attend during the school day.

Completar y difundir una Politica de participacion de los padres para delinear como los padres participaran activamente a nivel del distrito/campus con la intencion de aumentar la participacion. Asegurese de que todos los padres, estudiantes y personal participen en la Encuesta de necesidades del campus. Difundir los convenios escuela-padres-estudiantes que indiquen las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes. El enlace de padres del campus iniciara las reuniones y dara seguimiento a las invitaciones, los oradores invitados, las reservas, la obtencion de suministros y otros requisitos de la reunion. Las reuniones se llevaran a cabo con fechas y horas opcionales para los padres que no puedan asistir durante el dia escolar.

Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.

Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.

Formativo: Documentacion del Encuentro de Padres.

Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres.
Staff Responsible for Monitoring: Principal
Parent Liaisons

Principal
Enlace de padres

Title I:
4.2
 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
Need Statements: Perceptions 1

Strategy 2 Details	Reviews			
Strategy 2: Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Llevar a cabo una reunion anual de Titulo I para informar a los padres sobre los servicios proporcionados a traves de los fondos de Titulo I. Las reuniones seran seguidas por una Encuesta de Padres Titulo I anual para evaluar la efectividad de los esfuerzos de Participacion de los Padres del Distrito y/o del Campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Meeting documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation. Formativo: Documentacion del Encuentro de Padres. Resumen: resultados de STAAR, indice de asistencia, referencias disciplinarias y participacion de los padres. **Staff Responsible for Monitoring:** Principal Parent Liaisons Principal Enlace de padres **Title I:** 4.2 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3 Details	Reviews			
Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation	Formative			Summative
procedures and District Policy.	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities. Organice un dia de orientacion para padres para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito. Codigo de Conducta Estudiantil Pacto de Estudiante-Padre-Escuela Politica de participacion de los padres Procedimientos de operacion de emergencia Directrices y oportunidades para voluntarios. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation. Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation,RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports. Formativo: Politica de Participacion de los Padres, Pacto de los Padres. Documentacion de la reunion semanal. Sumativo: resultados de STAAR, indice de asistencia, referencias de disciplina y participacion de los padres, referencias de comportamiento de RTI, referencias de enfermeria, informes de disciplina de PEIMS. **Staff Responsible for Monitoring:** Campus Administrators. Parent Liaison Administradores de Campus. Enlaces de padres **Title I:** 4.1, 4.2 - **Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** June 2, 2022				

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

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

Los miembros del comite SBDM de Keller participan en una revision formativa de las estrategias CIP trimestralmente durante el ano. Las revisiones de las estrategias se realizan en cualquier momento que sea necesario, pero generalmente ocurren durante este proceso, ya que el SBDM analiza los datos formativos y las necesidades actuales de los maestros y los estudiantes. Durante cada revision, los miembros de SBDM analizan las estrategias en terminos de que progreso se ha logrado en la implementacion y el impacto que la estrategia esta teniendo en el rendimiento de los estudiantes. Las estrategias se pueden modificar, redirigir o descontinuar para que se aborden las necesidades del campus. El CIP de Keller esta disponible a pedido y se puede traducir al espanol si es necesario.

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

RESULTADOS ESPERADOS DE SBDM
* Mejor rendimiento de los estudiantes
* Mejora de la participacion de la comunidad
* Parametros de rendicion de cuentas claramente establecidos
* Aumento de la productividad y satisfaccion del personal.
* Compromiso con la ejecucion de la planificacion
* Mayor flexibilidad a nivel de campus en la asignacion y uso de recursos
* Coordinacion de programas regulares y especiales

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

Principal,
Asistente principal
Decano de Instruccion
Miembros de SBDM

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Performance Objective 1 Need Statements:

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

Goal 7: GE,RTI, MI,EL,SE,GT,DYS

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.

El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento academico y la participacion, como lo demuestran las observaciones en el aula.

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

Informes de evaluacion y asistencia a sesiones del sistema de desarrollo profesional (PDS), datos de informes de retroalimentacion/tutorial, evaluaciones T-TESS

Strategy 1 Details	Reviews			
Strategy 1: New and existing teachers and paraprofessionals will have the opportunity to grow professionally through a full day campus collaboration planning every 6 weeks in the core areas.. Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, team -leadership building, maintenance meetings, etc. Materials and supplies will be provided as needed. Materials and supplies to support technological instruction for teachers will be provided as needed. Supplies will be geared toward facilitating the technological experience for teachers such as wireless and mobile technological equipment.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

ELAR/SLAR TEKS
Sharon Wells
Pre-Kindergarten Guidelines
Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK
TLI (Sustainability)
Response to Intervention (RTI)
CCRS (College and Career Readiness Standards)
TPRI/Tejas Lee
SIOP
Language Enrichment

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

>**Staff Responsible for Monitoring:** Principal,
>Assistant Principal
>Instructional Dean

>**Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

>**Need Statements:** School Processes & Programs 2

>**Funding Sources:** - 211 Title I-A - 211-23-6411-23-143-Y-30AYP-Y - $3,000

Strategy 2 Details	Reviews			
Strategy 2: Progress monitoring will increase students' academic scores. Kinder and 1st grade students will participate in Dyslexia Screeners to identify students and provide immediate interventions through RTI.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

El seguimiento del progreso aumentara los puntajes academicos de los estudiantes. Los estudiantes de kinder y primer grado participaran en Dyslexia Screeners para identificar a los estudiantes y proporcionar intervenciones inmediatas a traves de RTI.

>**Milestone's/Strategy's Expected Results/Impact:** Developed and At Benchmark Status on CPALLs and MClass.

>**Staff Responsible for Monitoring:** Dean of Instruction
>Assistant Principal
>Principal

>**Population:** GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

>**Need Statements:** Student Learning 4

Performance Objective 1 Need Statements:

Student Learning
Need Statement 4: Campus wide usage with six weeks data monitoring and celebrations of Accelerated Reading in 1st -5th grades.   **Data Analysis/Root Cause**: Texas Education Agency 2022 School report card shows Keller scored an "A" in the area of closing the gaps.
School Processes & Programs
Need Statement 2: The campus lacks a horizontal curriculum to align the instructional approaches and required TEKS goals for all grade levels.   **Data Analysis/Root Cause**: The campus lacks instructional support teachers to substitute a class while a classroom teacher may participate in peer observations or collaborative planning.

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps inteacher's skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2022-2023. (Future Ready Curriculum, Instruction, and Assessment)

La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como lasbrechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datoscomparables para 2022 -2023. (Plan de estudios, instruccion y evaluacion de Future Ready)

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

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

El campus aumentara la accesibilidad para todos los estudiantes en la instruccion basada en la tecnologia en todas las areas tematicas al proporcionar nuevos software y plataformas, incluidos Microsoft, Google y Apple, y hardware para la instruccion mejorada por computadora/tecnologia segun lo recomendado por las Estrategias de Innovacion y el Curriculo de Tecnologia Educativa adoptado. Los estudiantes tambien desarrollaran proyectos o productos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion y la ciudadania digital en todas las areas de contenido. Se compraran y usaran computadoras, tabletas, computadoras portatiles, proyectores, bombillas de proyectores, camaras de documentos, Cricket Silhouette, paneles/modulos de PC de 75" y licencias de software (es decir, Nearpod y STemScopes) para ayudar a los maestros y estudiantes a mejorar el desempeno academico en todos los aspectos basicos. areas incluyendo puntajes STAAR.

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

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Dean

Population: GE,RTI, MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Need Statements: School Processes & Programs 1

Funding Sources: Technology - 211 Title I-A - 211-11-6398-62-143-Y-30-0F2-Y - $24,000, Technology - 211 Title I-A - 211-11-6299-00-143-Y-30-OF2-Y, Technology - 211 Title I-A - 211-11-6299-00-143-Y-30-0F2-Y - $400

Strategy 2 Details	Reviews			
Strategy 2: Our campus will implement a Blended Learning Curriculum in all Pre-Kinder classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 2: Our campus will implement a Blended Learning Curriculum in all Pre-Kinder classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility.

Nuestro plantel implementara un plan de estudios de aprendizaje combinado en todas las aulas de prekinder. Cada estudiante obtendra un IPAD para el aprendizaje tecnologico basado en el desempeno. Este dispositivo de instruccion suplementaria se utilizara para mejorar el plan de estudios basico. Se utilizaran aplicaciones de aprendizaje e instruccion para correlacionar la instruccion con los estandares estatales. Cada dispositivo incluira una funda para iPad y un teclado para una mejor accesibilidad.

Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: CPalls, TELPAS

Staff Responsible for Monitoring: Principal
Assistant Principal
Instructional Dean
Librarian
Pre-Kindergarten Grade Teachers

Population: GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

Strategy 3 Details	Reviews			
Strategy 3: Teachers will complete an annual Future Ready Chart to evaluate the campus' technological needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Strategy 3: Teachers will complete an annual Future Ready Chart to evaluate the campus' technological needs.

Los maestros completaran una tabla anual Future Ready para evaluar las necesidades tecnologicas del campus.

Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports:

Formativo: Informes de progreso de los estudiantes, Informes de asistencia, Planes de lecciones, Informes de uso de software, Informes de seguimiento de pruebas:

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction

Population: GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

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

Performance Objective 1 Need Statements:

School Processes & Programs

Need Statement 1: The campus technology resource inventory is in need of replenishable Google Chromebooks for students and TV Panels for direct instruction   **Data Analysis/ Root Cause**: The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement. New updates in curriculum have made Panels a stapled need in every class.

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic membership and participation in aerospace, robotics, coding and technology compared to 2022-2023.
Future Ready Use of Space and Time

Aumentar las oportunidades de aprendizaje de los estudiantes en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como brindar Membresia autentica y participacion en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2022-2023.
Uso futuro listo del espacio y el tiempo

Evaluation Data Sources: Coding Participation Rosters, Maker Space Usage and Product Output

Codificacion de listas de participacion, uso de Maker Space y produccion de productos

Strategy 1 Details	Reviews			
Strategy 1: The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will provide options to learn any time of day, from home, school and/or community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El campus encontrara innovadores y pioneros entre los administradores, los estudiantes y el personal para implementar el aprendizaje personalizado que fomentara y fortalecera el aprendizaje centrado en el estudiante, los entornos de aprendizaje digital y los sistemas de gestion del aprendizaje que brindaran opciones para aprender en cualquier momento del dia, desde casa. , escuela y/o comunidad. **Milestone's/Strategy's Expected Results/Impact:** Formative: Instructional Observations and Progress Monitoring reports Summative: Decreased gaps on benchmark and state assessments Formativo: Observaciones de Instruccion y Progreso Informes de seguimiento Sumativo: Disminucion de las brechas en las evaluaciones comparativas y estatales **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado.
Infraestructura robusta preparada para el futuro

Evaluation Data Sources: Formative:
technology class schedule, classroom observations

Formativo:
horario de clases de tecnologia, observaciones en el aula

Strategy 1 Details	Reviews			

Strategy 1: Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with professional development for teachers and staff. Technology hardware should include Ipads, desktops, laptops, monitors, PC Panels, projector, printers, printer supplies, speakers and cameras.
 	
Se necesita infraestructura tecnologica y computadoras para servicios de apoyo y administracion para preparar, revisar y monitorear programas de instruccion a nivel de campus y distrito. El equipo tambien ayudara con el desarrollo profesional de los maestros y el personal. El hardware tecnologico debe incluir iPads, computadoras de escritorio, portatiles, monitores, paneles de PC, proyectores, impresoras, suministros para impresoras, parlantes y camaras.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative Results:
Instructional Observations; progress
monitoring reports
Summative Impact:
Decreased gaps on benchmarks and state assessments
    Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction
 	
    Population: GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
    Need Statements: School Processes & Programs 1
    Funding Sources: Technology - 211 Title I-A - 211-11-6398-62-Y30-OF2-Y - $20,000
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Performance Objective 3 Need Statements:

School Processes & Programs
Need Statement 1: The campus technology resource inventory is in need of replenishable Google Chromebooks for students and TV Panels for direct instruction   **Data Analysis/ Root Cause**: The campus technology inventory is quickly deemed obsolete due to constant software updates. Devices have hard use and become in need of repair or replacement. New updates in curriculum have made Panels a stapled need in every class.

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

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

Revise, actualice e implemente politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.
Privacidad y datos preparados para el futuro

Evaluation Data Sources: Formative Results:
Instructional Observations; usage
monitoring reports
Summative Impact:
Updated policies and procedures

Resultados formativos:
observaciones de instruccion; uso
informes de seguimiento
Impacto sumativo:
Politicas y procedimientos actualizados

Strategy 1 Details	Reviews			
Strategy 1: The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
El campus revisara y actualizara las politicas y los procedimientos para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Review of policy and guidelines, Revisions of procedures Resultados formativos: revision de politicas y directrices, revisiones de procedimientos **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Assigned District Technology Specialist **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

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

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

Aumentar las asociaciones comunitarias y orientadas a los negocios, y crear una base de datos de lideres con experiencia en Educacion Tecnologia que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral.
Asociaciones comunitarias preparadas para el futuro

Evaluation Data Sources: Collect listings of community based partnerships, Database of leaders in Educational Technology and campus partnership listing

Recopilar listas de asociaciones basadas en la comunidad, base de datos de lideres en tecnologia educativa y lista de asociaciones del campus

Strategy 1 Details		Reviews			
Strategy 1: The campus will develop a community out reach project to focus on new technologies within our local businesses and collaborate on a plan for presentations of workforce skills for all of our students. This includes learning new and advanced skills (hard and soft) that are in demand to be college and career ready. El campus desarrollara un proyecto de alcance comunitario para enfocarse en nuevas tecnologias dentro de nuestras empresas locales y colaborara en un plan para presentaciones de habilidades laborales para todos nuestros estudiantes. Esto incluye el aprendizaje de habilidades nuevas y avanzadas (duras y blandas) que se demandan para estar preparados para la universidad y la carrera.		**Formative**			**Summative**
		Oct	Jan	Mar	May
Milestone's/Strategy's Expected Results/Impact: Formative: Committee reports Summative: Increased list of partners for educational technology and access Formativo: Informes de comites Sumativo: Mayor lista de socios para tecnologia educativa y acceso. **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Assigned District Technology Specialist **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024					
0% No Progress	100% Accomplished	→ Continue/Modify		✕ Discontinue	

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

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

Proporcionar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia
Maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporcionar recursos tecnologicos y PD que respaldan personalizado, flexible, combinado aprendizaje en todas las areas de contenido.
Aprendizaje profesional personalizado Future Ready

> **Evaluation Data Sources:** Formative Results:
> Professional Development Reports
> Self seeking PD certifications
> Summative Impact:
> Decreased gaps on benchmarks and state assessments

Strategy 1 Details	Reviews			
Strategy 1: Teachers will participate in professional development including, but not limited to, 9 hours of educational technology professional development hours per school year in adherence with the Future Ready guidelines. The campus will include regularly scheduled grade level meetings where a focus on a technology skill will be discussed, taught and/or demonstrated to improve teacher technology. Los maestros participaran en desarollo preofesional incluyendo pero no limitado a 9 horas de tecnologia educativa por ano escolar de conformidad con las pautas de Future Ready. El plantel incluira reuniones de nivel de grado programadas regularmente donde se discutira, ensenara y/o demostrara un enfoque en una habilidad tecnologica para mejorar la tecnologia del maestro. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Professional Development Session reports Summative Results: Accumulation of PD Records for completed hours **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Student Learning 2	Formative			Summative
	Oct	Jan	Mar	May
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 6 Need Statements:

Student Learning
Need Statement 2: Need to decrease academic achievement gaps for all sub-populations.   **Data Analysis/Root Cause**: Continued gaps between sub-populations and ALL students in all content areas and other accountability indicators (refer to accountability reports)..

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

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

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente a traves de multiples presupuestos.
Preparados para el futuro: presupuesto y recursos

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.
Listado de software y plataformas disponibles con informes de uso, presupuestos distritales para licencias y software.

Strategy 1 Details	Reviews			
Strategy 1: Pre-Kinder - 5th grade students will practice technology skills with guided and independent lessons within the general education classroom. Students will use leveled technological skills to complete classroom assignments following the guidelines of the District's digital citizenship policy. In addition technology instruction will support students to increase performance in all core areas as well as standardized testing scores. Los estudiantes de Pre-Kinder - 5to grado practicaran habilidades tecnologicas con lecciones guiadas e independientes dentro del salon de clases de educacion general. Los estudiantes usaran habilidades tecnologicas niveladas para completar las tareas del salon de clases siguiendo las pautas de la politica de ciudadania digital del Distrito. Ademas, la instruccion tecnologica ayudara a los estudiantes a aumentar su desempeno en todas las areas basicas, asi como tambien en los puntajes de las pruebas estandarizadas. **Milestone's/Strategy's Expected Results/Impact:** Formative Results: Instructional Observations; progress monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
0% No Progress　　100% Accomplished　　⮕ Continue/Modify　　✖ Discontinue				

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

Performance Objective 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

Llevar a cabo la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready. Liderazgo colaborativo preparado para el futuro

Evaluation Data Sources: BISD Future Ready Framework survey results

Resultados de la encuesta de BISD Future Ready Framework

Strategy 1 Details	Reviews			
Strategy 1: Participate in district's Future Ready Framework Technology survey annually to provide district with input from the campus regarding the implementation of each Future Ready Gears targeting the development of lifelong skills.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

Participar anualmente en la encuesta tecnologica Future Ready Framework del distrito para brindarle al distrito informacion del campus sobre la implementacion de cada Future Ready Gears que se enfoca en el desarrollo de habilidades para toda la vida.
 	
    Milestone's/Strategy's Expected Results/Impact: Future Ready Framework Technology Survey
 	
    Encuesta de tecnologia Future Ready Framework
    Staff Responsible for Monitoring: Principal
    Assistant Principal
    Dean of Instruction
 	
    Population: GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

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

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

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)

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

Aumentar la tasa de asistencia general del campus al 96,8 % con un objetivo del 97,5 % para las escuelas primarias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10 % con respecto a la asistencia del ano anterior.

> **Evaluation Data Sources:** District and campus attendance rates, At-Risk Student Attendance.
>
> Tasas de asistencia del distrito y del campus, asistencia de estudiantes en riesgo.

Strategy 1 Details	Reviews			
Strategy 1: 1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plant for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**
1) Implementar objetivos de asistencia en el campus que aborden procedimientos, roles, responsabilidades y una planta escrita formal para el seguimiento/gestion incluidos en el Plan de mejora del campus. **Milestone's/Strategy's Expected Results/Impact:** Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office. Tasas de asistencia por seis semanas, planes de gestion de asistencia segun sea necesario por visitas al campus por parte de la oficina de asistencia. **Staff Responsible for Monitoring:** Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk Asistente principal Directores PEIMS Supervisor Oficinistas de asistencia Enlaces de asistencia Oficina de asistencia Oficinista de entrada de datos **Title I:** 2.5 - **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024				

Strategy 2 Details	Reviews			
Strategy 2: Parents will be informed and encouraged of the campus and district attendance policies. This includes the campus tardy policy. The tardy policy will communicate the importance of maximizing the instruction time in the classroom resulting in better student performance in campus, district and state assessments. Los padres seran informados y alentados sobre las politicas de asistencia del campus y del distrito. Esto incluye la politica de tardanzas del campus. La politica de tardanzas comunicara la importancia de maximizar el tiempo de instruccion en el salon de clases, lo que resultara en un mejor desempeno de los estudiantes en las evaluaciones del campus, el distrito y el estado. **Milestone's/Strategy's Expected Results/Impact:** Attendance rates will increase by six weeks. The expected result is to exceed the district's goal of 96% attendance. Las tasas de asistencia aumentaran en seis semanas. El resultado esperado es exceder la meta del distrito de 96% de asistencia. **Staff Responsible for Monitoring:** Principal Asst. Principals PEIMS Classroom Teacher Supervisor Attendance Liaisons Attendance Office Data Entry Clerk Asistente principal Directores PEIMS Maestro de la clase Supervisor Enlaces de asistencia Oficina de asistencia Empleado de entrada de datos **Title I:** 2.5, 4.1 - **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Demographics 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**May**

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause**: Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school. 2022-2023 school attendance rate was 91.37% while the district's expectation is 97.1%.

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

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 4 Obj. 3)

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

Todos los campus desarrollaran estrategias de prevencion e intervencion que aumenten el rendimiento de los estudiantes en riesgo en STAAR en un 10 %.

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

Informes STAAR/EOC desagregados para estudiantes en riesgo.

Strategy 1 Details	Reviews			
Strategy 1: Keller will implement tutorial during the week as well as scheduled Saturdays. The tutorial sessions will target kindergarten - 5th grades. Teachers will target low scoring TEKS to promote successful assessment outcomes. HB4545 will be implemented to give students the necessary extra hours of instruction to close the instructional achievement gap.	Formative			Summative
	Oct	Jan	Mar	May
1) La Escuela Primaria Keller implementara tutorias y estrategias de remediacion en las materias basicas para los estudiantes en riesgo de reprobar a fin de disminuir la tasa de retencion y mejorar el rendimiento de los estudiantes en 3.deg y 4.deg grado. Se implementaran tutoriales de SSI para los estudiantes de 5.o grado para cerrar la brecha de rendimiento dentro de los objetivos de TEKS y el rendimiento de STAAR. Las areas tematicas incluyen: Lectura, Escritura, Matematicas y Ciencias. Se compraran suministros generales para operar programas de dia extendido. **Milestone's/Strategy's Expected Results/Impact:** Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR,T TELPAS, TPRI/Tejas Lee, MClass. Puntajes de evaluacion de tendencias de seis semanas del campus, indices de fluidez de seis semanas, puntajes de referencia del distrito y evaluaciones estatales, incluidos STAAR, TPRI/Tejas Lee, TELPAS **Staff Responsible for Monitoring:** Principal Assistant Principal Instructional Dean Counselors Classroom Teacher Principal Asistente principal Decano de instruccion Consejeros Maestro de la clase **Title I:** 2.4, 2.5 - **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Student Learning 5 **Funding Sources:** General Supplies - 199 Local funds - 199-11-63-99-00-143-Y-99-0-00-Y - $2,000, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-143-Y-30-ASP-Y - $254				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

Performance Objective 2 Need Statements:

Student Learning
Need Statement 5: A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year. **Data Analysis/Root Cause**: Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

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

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Cap. 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 sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia y el exito de los estudiantes en su totalidad.

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

Informes STAAR/EOC desagregados para estudiantes en riesgo.

Strategy 1 Details	Reviews			

Strategy 1: School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis. Covid testing will continue at no cost at each BISD campus. The Physical Education Team - CATCH Team will provide health education to students and parents through-out the school year.
 	
La enfermera escolar brindara servicios de salud y educacion para todos los estudiantes. Se proporcionaran presentaciones durante todo el ano escolar, enfocandose en la salud general, la higiene y el cuidado de la salud oral. Los suministros para el cuidado de la salud son esenciales para brindar una atencion adecuada a los estudiantes a diario. El Equipo de Educacion Fisica - Equipo CATCH brindara educacion sobre la salud a los estudiantes y padres durante todo el ano escolar.
 	
    Milestone's/Strategy's Expected Results/Impact: Higher Attendance Rate, Campus, District and State Assessments
 	
    Mayor indice de asistencia, campus, distrito y evaluaciones estatales
    Staff Responsible for Monitoring: Principal
Assistant Principal
School Nurse
 	
Principal
Asistente principal
Enfermera de la escuela
 	
    Title I:
2.6
 - **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024
    Need Statements: Demographics 2
    Funding Sources: Health Supplies - 199 Local funds - 199-33-63-99-65-143-Y-99-0-00-Y - $500
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**May**

Strategy 2 Details	Reviews			
Strategy 2: To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Para promover y garantizar la condicion fisica, los estudiantes en los grados Pre K-5 recibiran actividad fisica de moderada a vigorosa todos los dias en educacion durante al menos 45 minutos al dia o un minimo de 135 minutos a la semana para que todos cumplan con el Proyecto de Ley del Senado 530 vigente 09/01/2007. **Milestone's/Strategy's Expected Results/Impact:** Higher Attendance Rate, Campus, District and State Assessments Mayor indice de asistencia, campus, distrito y evaluaciones estatales **Staff Responsible for Monitoring:** Principal Assistant Principal Physical Education Teachers Principal Asistente principal Profesores de Educacion Fisica **Title I:** 2.5 - **Population:** GE,RTI,MI,EL,SE,GT,DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024 **Need Statements:** Demographics 2 **Funding Sources:** Extra Duty PE - 199 Local funds - 199-11-61-21-51-143-Y-11-0-00-Y - $20, Extra Duty PE - 199 Local funds - 199-51-61-21-47-143-Y-99-0-00-Y - $700			
	Formative			**Summative**
	Oct	Jan	Mar	May

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

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Need for enrollment to increase. Enrollment at the end of 2023 school year was 540 students. **Data Analysis/Root Cause**: Strong recruitment efforts are need to attain and retain students at our campus.

State Compensatory

Budget for Keller Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 3
Brief Description of SCE Services and/or Programs

Personnel for Keller Elementary

Name	Position	FTE
Carpio, Leticia	Dyslexia Teacher	1
Garcia Gonzalez, Maria	PK Teacher	1
Renteria, Juanita	PK Teacher	1

Title I

1.1: Comprehensive Needs Assessment

Keller Elementary follows a continuous improvement cycle. This means that our campus is both continuously and periodically reviewing data to assess and re-assess progress towards meeting campus, district , state goals and performance objectives. The campus and district administration along with teachers analyze student performance on campus, mini-marks, district six weeks checkpoints, Fall and Spring Benchmarks, BOY-MOY-EOY program and early childhood assessments, and other academic data to monitor progress and revise plans as needed. These efforts are supported by interventions such as Extended Day, Tutorials, Saturday Academy, HB4545, RTI, Summit K12, Ellevation, SEL, Imagine Math/Reading be used as part of the comprehensive needs assessment. Our administrative team meets once a week with all certified teachers to review data and instructional practices to identify strenghts and weaknesses in student progress to determine changes in areas of need. Sub-populations are always a target area where Keller draws on the support staff such as Special Education, Dyslexia, Music, Physical Education Teachers. We also include Librarian and Counselors to support the needs of all students.

 Reviewed on May 16, 2022

2.1: Campus Improvement Plan developed with appropriate stakeholders

Keller Elementary follows a continuous improvement cycle. This means that our campus is both continuously and periodically reviewing data to assess and re-assess progress towards meeting campus, district , state goals and performance objectives. The campus and district administration along with teachers analyze student performance on campus, mini-marks, district six weeks checkpoints, Fall and Spring Benchmarks, BOY-MOY-EOY program and early childhood assessments, and other academic data to monitor progress and revise plans as needed. Data turn around meetings are held to review the BOY-MOY-EOY assessments and provide interventions and refferal documentation through the RTI process if needed. The stakeholders include the core curriculum/general education teacher, support staff such as Special Education, Dyslexia, Music, Physical Education Teachers. We also include Librarian and Counselors.

Reviewed on May 16, 2022

2.2: Regular monitoring and revision

The Campus Improvement Plan strategies are reviewed annually by campus stakeholders (department-teachers) and give the collaborators of the CIP recommendations and revisions to the the plan. The plan is also revised to address any changes in Federal or State law and/or guidelines. Title funds, State-Compensatory funds and campus local funds are included in plans, as appropriate. Updates to the plan are noted

by revision dates in the specific strategies or performance objectives during the current year.

SBDM Meeting Dates for 2023

September 10

November 14

May 16

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

The Campus Improvement Plan has has the major components translated into Spanish within the same document so that it is readily available to stakeholders in both languages. If requested in another language, the CIP will be translated using an online translation software and made available to the stakeholder.

2.4: Opportunities for all children to meet State standards

Keller plans for all students to meet and exceed the District and Texas standards. This is supported by district adopted high quality instructional materials (HQIM), district-wide provision of instructional resouces, and strong programmatic supports based on student needs. Most strategies to provide these opportunities are found in Goal 1.

2.5: Increased learning time and well-rounded education

Keller provides a wide variety of extended day, week, and year opportunities for students as well as programs for gifted learners via extra-curricular programs. Federal and state funding is used to provide accelerated instruction in core content area and primarily local and grant funds are used for other extended programs in areas not covered by these funds. Class schedules have been modified at most campuses to include during the school day interventions.

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

In order to address the needs of all students but most particularly the At-Risk students,Core Curriculum/General Education Teachers, support staff such as Special Education, Dyslexia, Music and Physical Education Teachers. We also include the Librarian and Counselors. The Keller fully implements many special services for struggling learners including Bilingual Education services, Special Education Services, Dyslexia programs,504 supports, and RtI for math, reading, and behavior. In addition, BISD is ensuring that all components of HB 4545 are being addressed to support students who require additional interventions due to STAAR/EOC performance challenges.

3.1: Annually evaluate the schoolwide plan

Keller annually evaluates the schoolwide plan, using data from the Campus, District and State's assessments, other student performance data, and perception data to determine if the schoolwide program has been effective in addressing the major problem areas and, in turn, increasing student achievement, particularly for the lowest-achieving students. The campus annually revises the plan,as necessary, based on student needs and the results of the evaluation to ensure continuous improvement.

4.1: Develop and distribute Parent and Family Engagement Policy

The campus Parental and Community Involvement staff provide campuses with support for reviewing and revising their Parent and Family Engagement policies and activities.The district and campus staff support the distribution of the documents and ensuring that meetings are held along with any required activities. All appropriate policy documents areprovided in English and Spanish. The district staff assist campuses in ensuring the School-Parent-Student Compact outlines how the parents, the entire school staff, students and theparents share the responsibility for improved student achievement and by what means the school and parents will build and develop a partnership to help children achieve the State'shigh standards. Keller will conduct a parent/teacher conference to review the S-P-S Compact.

SPS Development and Review- 05-14 - 05-16, 2022

Fall Distribution - 8-22-2023

4.2: Offer flexible number of parent involvement meetings

The Keller Parental Liaison along with district staff support hold regular scheduled weekly meetings along with additional meetings to provide opportunities at times outside of the regular school day. Keller provides flexible meeting times/days for Parent Education opportunities through teacher - parent conferences, meetings and parent training sessions in our Parent Center as well as the Special Services Family Center.

Parental topic meetings include but not limited to, Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students -College Readiness -Special Education processes, procedures as well as services, procedural safeguard. Drop-out, Bullying, and Violence Prevention -Health and Wellness Education -Community agencies and organizations resources. -Building Capacity through training using appropriate equipment and materials for parent and community access to resources -CCMR-Saturday Family Academy Positive Behavior Interventions and Supports Parenting Skills

5.1: Determine which students will be served by following local policy

Keller Elementary is not a Targeted Assistance School.

Title I Personnel

Name	Position	Program	FTE
Garcia, Eblen	PE Aide	211 - Federal Programs	1.0
Garcia, Melva	Library Aide	211- Federal Programs	1.0
Gonzalez, Jessica	Parent Liaison	211- Federal Programs	1.0
Simpson, Morgan	Nurse	211- Federal Programs	0.4
Vital, Gloria	Librarian	211- Federal Programs	1.0

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom General Supplies	199-11-639-00-143-Y-11-000-Y	$2,676.00
1	1	1	Toner	199-13-163-99-0-00-Y	$3,000.00
1	1	1	Copy Paper	199-11-6396-00-143-Y-11-000-Y	$1,000.00
1	1	3	Employee Travel	199-23-64-11-23-143-Y--99-0-00-Y	$2,000.00
1	1	3	Employee Travel	199-13-64-11-23-143-Y-99-0-00-Y	$1,000.00
1	1	3	Substitute	199-11-61-21-51-143-Y-11-0-00-Y	$1,000.00
1	1	3	Substitute	199-11-61-12-18-143-Y-99-0-00-Y	$1,000.00
1	1	3	Fees	199-13-64-97-00-143-Y-99-0-0-Y	$1,000.00
1	1	4	General Supplies	199-11-63-99-16-143-Y-11-0-00Y	$1,000.00
1	1	5	General Supplies	199-11-63-99-62-143-Y-11-0-00-Y	$3,000.00
1	3	2	Awards	199-11-64-98-00-143-Y-00-00-Y	$2,500.00
1	3	2	Awards	199-23-64-98-00-143-Y-99-0-00-Y	$1,000.00
1	4	3	Buses	199-11-64-94-00-143-Y-11-0-00-Y	$1,500.00
2	1	1	Janitorial Supplies	199-51-63-15-00-143-Y-99-0-00-Y	$3,000.00
9	2	1	General Supplies	199-11-63-99-00-143-Y-99-0-00-Y	$2,000.00
9	3	1	Health Supplies	199-33-63-99-65-143-Y-99-0-00-Y	$500.00
9	3	2	Extra Duty PE	199-11-61-21-51-143-Y-11-0-00-Y	$20.00
9	3	2	Extra Duty PE	199-51-61-21-47-143-Y-99-0-00-Y	$700.00
				Sub-Total	$27,896.00
				Budgeted Fund Source Amount	$27,896.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom General Supplies	162-11-6399-00-143-Y-30-000-Y	$13,524.00
1	1	2	Tutorial SSI	162-11-6118-00-143-Y-24-SSI-Y	$5,726.00
1	1	2	Tutorial - Extended Day	162-11-6118-00-143-Y-30-000-Y	$5,000.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	Copy Paper	162-11-6396-00-143-Y-30-000-Y	$3,693.00
1	1	5	Professional Extra Duty Pay	162-11-6118-00-143-Y30-0-000	$5,000.00
				Sub-Total	$32,943.00
				Budgeted Fund Source Amount	$32,943.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	LPAC Substitutes		$1,000.00
1	1	1	EB Resources		$990.00
				Sub-Total	$1,990.00
				Budgeted Fund Source Amount	$1,990.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplies	166-11-6399-00-143-Y-23-OPO-Y	$1,215.00
1	1	1	Sped. ED Toner	166-11-6399-62-143-Y-23-000-Y	$900.00
1	1	1	Supplies	166-11-6399-00-143-Y-23-OPO-Y	$600.00
1	1	1	Supplies	166-11-6399-00-143-Y-23-OP3-Y	$935.00
5	2	3	GLOVES	166-11-6399-00-143-Y23-OBO-Y	$500.00
				Sub-Total	$4,150.00
				Budgeted Fund Source Amount	$4,150.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-11-6399-62-143-Y-30-0F2-Y	$13,830.00
1	1	3	Professional Development Employee Travel	211-61-6411-00-143-Y-30-OF2	$900.00
1	1	3	General Supplies	211-11-6399-62-143-Y-30-OF2	$7,000.00
1	1	3	Substitute	211-11-6112-18-143-Y-30-AYP-Y	$6,000.00
1	3	2	Awards	211-11-6498-00-143-Y-30-OF2	$5,000.00
1	3	2	General Supplies	211-13-6399-00-Y-30-AYP-Y	$2,946.00

**211 Title I-A**					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	5	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	$900.00
1	5	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	$900.00
1	5	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	$900.00
1	5	3	Parent Meetings	211-61-6499-53-143-Y-30-0F2-Y	$900.00
1	6	1	ComicPlus	197-12-6299-62-143-Y99-00	$0.00
1	6	1	Reading Materials	197-12-6329-00-143-Y99-00	$0.00
1	6	1	Reading Materials	281-6329-00-143-Y-99-OCG-Y	$0.00
2	1	2	Custodial Supplies	211-51-00-143-Y-30-0F2-Y-30-0F2-Y	$0.00
7	1	1		211-23-6411-23-143-Y-30AYP-Y	$3,000.00
8	1	1	Technology	211-11-6299-00-143-Y-30-OF2-Y	$0.00
8	1	1	Technology	211-11-6398-62-143-Y-30-0F2-Y	$24,000.00
8	1	1	Technology	211-11-6299-00-143-Y-30-0F2-Y	$400.00
8	3	1	Technology	211-11-6398-62-Y30-OF2-Y	$20,000.00
9	2	1	Extra Duty Pay	211-11-6118-00-143-Y-30-ASP-Y	$254.00
				Sub-Total	$86,930.00
				Budgeted Fund Source Amount	$86,930.00
				+/- Difference	$0.00
**282 ESSER III Grant Funds**					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$52,089.00
				+/- Difference	$52,089.00
				Grand Total Budgeted	$205,998.00
				Grand Total Spent	$153,909.00
				+/- Difference	$52,089.00

Addendums

2021-22 Texas Academic Performance Report (TAPR)

District Name: BROWNSVILLE ISD

Campus Name: KELLER EL

Campus Number: 031901143

2022 Accountability Rating: A

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2022	76%	74%	**77%**	-	77%	-	-	-	-	-	53%	*	78%	*	77%	69%
	2021	67%	54%	**53%**	-	52%	*	-	-	-	-	0%	*	52%	57%	55%	37%
At Meets Grade Level or Above	2022	51%	46%	**51%**	-	51%	-	-	-	-	-	13%	*	49%	*	51%	39%
	2021	39%	21%	**24%**	-	24%	*	-	-	-	-	0%	*	23%	29%	20%	22%
At Masters Grade Level	2022	30%	23%	**20%**	-	20%	-	-	-	-	-	0%	*	19%	*	20%	17%
	2021	19%	7%	**8%**	-	9%	*	-	-	-	-	0%	*	10%	0%	8%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2022	71%	69%	**79%**	-	79%	-	-	-	-	-	47%	*	79%	*	79%	69%
	2021	62%	40%	**39%**	-	38%	*	-	-	-	-	0%	*	38%	43%	39%	26%
At Meets Grade Level or Above	2022	43%	40%	**55%**	-	55%	-	-	-	-	-	33%	*	54%	*	56%	50%
	2021	31%	13%	**9%**	-	9%	*	-	-	-	-	0%	*	8%	14%	8%	7%
At Masters Grade Level	2022	21%	17%	**31%**	-	31%	-	-	-	-	-	20%	*	30%	*	31%	28%
	2021	14%	4%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Grade 4 Reading																	
At Approaches Grade Level or Above	2022	77%	80%	**86%**	-	87%	*	-	-	*	-	58%	-	84%	100%	85%	87%
	2021	63%	55%	**41%**	-	40%	*	-	-	-	-	22%	-	43%	20%	35%	36%
At Meets Grade Level or Above	2022	54%	56%	**70%**	-	71%	*	-	-	*	-	33%	-	68%	89%	69%	57%
	2021	36%	27%	**24%**	-	23%	*	-	-	-	-	11%	-	26%	0%	22%	17%
At Masters Grade Level	2022	28%	26%	**37%**	-	36%	*	-	-	*	-	0%	-	35%	44%	36%	33%
	2021	17%	10%	**8%**	-	9%	*	-	-	-	-	0%	-	9%	0%	7%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2022	70%	77%	**80%**	-	81%	*	-	-	*	-	58%	-	79%	89%	79%	80%
	2021	59%	40%	**25%**	-	25%	*	-	-	-	-	20%	-	27%	0%	23%	19%
At Meets Grade Level or Above	2022	43%	50%	**46%**	-	46%	*	-	-	*	-	17%	-	40%	89%	43%	50%
	2021	36%	17%	**10%**	-	10%	*	-	-	-	-	10%	-	11%	0%	9%	5%
At Masters Grade Level	2022	23%	26%	**20%**	-	20%	*	-	-	*	-	8%	-	19%	22%	18%	20%
	2021	21%	8%	**3%**	-	3%	*	-	-	-	-	0%	-	4%	0%	4%	3%
Grade 5 Reading																	

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
At Approaches Grade Level or Above	2022	81%	81%	**82%**	-	81%	*	-	-	-	-	38%	*	83%	75%	81%	78%
	2021	73%	71%	**67%**	-	67%	-	-	-	-	-	40%	-	69%	56%	68%	66%
At Meets Grade Level or Above	2022	58%	58%	**58%**	-	57%	*	-	-	-	-	23%	*	58%	63%	58%	57%
	2021	46%	39%	**28%**	-	28%	-	-	-	-	-	0%	-	31%	11%	23%	31%
At Masters Grade Level	2022	36%	35%	**38%**	-	36%	*	-	-	-	-	15%	*	38%	38%	36%	37%
	2021	30%	24%	**14%**	-	14%	-	-	-	-	-	0%	-	16%	0%	16%	21%
Grade 5 Mathematics																	
At Approaches Grade Level or Above	2022	77%	84%	**85%**	-	85%	*	-	-	-	-	62%	*	86%	75%	84%	86%
	2021	70%	59%	**45%**	-	45%	-	-	-	-	-	*	-	49%	25%	46%	42%
At Meets Grade Level or Above	2022	48%	55%	**56%**	-	56%	*	-	-	-	-	15%	*	58%	38%	55%	61%
	2021	44%	32%	**20%**	-	20%	-	-	-	-	-	*	-	19%	25%	17%	19%
At Masters Grade Level	2022	25%	26%	**27%**	-	27%	*	-	-	-	-	8%	*	30%	0%	25%	31%
	2021	25%	14%	**5%**	-	5%	-	-	-	-	-	*	-	4%	13%	7%	4%
Grade 5 Science																	
At Approaches Grade Level or Above	2022	66%	69%	**69%**	-	69%	*	-	-	-	-	31%	*	70%	63%	69%	67%
	2021	62%	47%	**34%**	-	34%	-	-	-	-	-	*	-	36%	25%	30%	31%
At Meets Grade Level or Above	2022	38%	39%	**28%**	-	29%	*	-	-	-	-	15%	*	30%	13%	27%	24%
	2021	31%	17%	**8%**	-	8%	-	-	-	-	-	*	-	9%	0%	5%	8%
At Masters Grade Level	2022	18%	16%	**13%**	-	13%	*	-	-	-	-	8%	*	14%	0%	11%	10%
	2021	13%	6%	**2%**	-	2%	-	-	-	-	-	*	-	2%	0%	3%	4%
All Grades All Subjects																	
At Approaches Grade Level or Above	2022	74%	75%	**80%**	-	80%	100%	-	-	*	-	49%	100%	80%	80%	79%	76%
	2021	67%	59%	**42%**	-	42%	50%	-	-	-	-	15%	33%	43%	33%	40%	34%
At Meets Grade Level or Above	2022	48%	46%	**52%**	-	52%	63%	-	-	*	-	22%	100%	51%	62%	51%	48%
	2021	41%	31%	**18%**	-	18%	13%	-	-	-	-	7%	0%	19%	13%	16%	15%
At Masters Grade Level	2022	23%	20%	**26%**	-	26%	50%	-	-	*	-	9%	60%	27%	24%	25%	25%
	2021	18%	11%	**5%**	-	5%	0%	-	-	-	-	0%	0%	6%	2%	6%	5%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2022	75%	74%	**82%**	-	82%	*	-	-	*	-	50%	*	81%	86%	81%	78%
	2021	68%	63%	**53%**	-	53%	*	-	-	-	-	17%	*	54%	48%	52%	46%

	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	2022	53%	51%	**60%**	-	59%	*	-	-	*	-	23%	*	58%	76%	59%	51%
	2021	45%	38%	**25%**	-	25%	*	-	-	-	-	4%	*	26%	14%	22%	23%
At Masters Grade Level	2022	25%	22%	**32%**	-	31%	*	-	-	*	-	5%	*	31%	38%	31%	30%
	2021	18%	12%	**10%**	-	10%	*	-	-	-	-	0%	*	12%	0%	10%	11%
All Grades Mathematics																	
At Approaches Grade Level or Above	2022	72%	74%	**82%**	-	82%	*	-	-	*	-	55%	*	82%	81%	81%	79%
	2021	66%	51%	**36%**	-	36%	*	-	-	-	-	14%	*	37%	25%	36%	28%
At Meets Grade Level or Above	2022	42%	42%	**53%**	-	53%	*	-	-	*	-	23%	*	51%	67%	52%	55%
	2021	37%	21%	**13%**	-	13%	*	-	-	-	-	5%	*	12%	15%	11%	10%
At Masters Grade Level	2022	20%	20%	**26%**	-	26%	*	-	-	*	-	13%	*	27%	19%	25%	27%
	2021	18%	7%	**3%**	-	3%	*	-	-	-	-	0%	*	3%	5%	4%	2%
All Grades Science																	
At Approaches Grade Level or Above	2022	76%	76%	**69%**	-	69%	*	-	-	-	-	31%	*	70%	63%	69%	67%
	2021	71%	62%	**34%**	-	34%	-	-	-	-	-	*	-	36%	25%	30%	31%
At Meets Grade Level or Above	2022	47%	42%	**28%**	-	29%	*	-	-	-	-	15%	*	30%	13%	27%	24%
	2021	44%	31%	**8%**	-	8%	-	-	-	-	-	*	-	9%	0%	5%	8%
At Masters Grade Level	2022	21%	15%	**13%**	-	13%	*	-	-	-	-	8%	*	14%	0%	11%	10%
	2021	20%	10%	**2%**	-	2%	-	-	-	-	-	*	-	2%	0%	3%	4%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2022	36%	32%	**41%**	-	41%	-	-	-	-	-	13%	*	39%	*	41%	33%
	2021	24%	10%	**9%**	-	9%	*	-	-	-	-	0%	*	8%	14%	8%	8%
Reading and Mathematics Including EOC	2022	36%	32%	**41%**	-	41%	-	-	-	-	-	13%	*	39%	*	41%	33%
	2021	24%	10%	**9%**	-	9%	*	-	-	-	-	0%	*	8%	14%	8%	8%
Reading Including EOC	2022	51%	46%	**51%**	-	51%	-	-	-	-	-	13%	*	49%	*	51%	39%
	2021	38%	21%	**24%**	-	24%	*	-	-	-	-	0%	*	23%	29%	20%	22%
Math Including EOC	2022	43%	40%	**55%**	-	55%	-	-	-	-	-	33%	*	54%	*	56%	50%
	2021	31%	13%	**9%**	-	9%	*	-	-	-	-	0%	*	8%	14%	8%	7%
4th Graders																	
Reading and Mathematics	2022	36%	41%	**42%**	-	42%	*	-	-	*	-	17%	-	37%	78%	39%	40%
	2021	26%	13%	**8%**	-	9%	*	-	-	-	-	11%	-	9%	0%	9%	6%

	School Year	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
Reading and Mathematics Including EOC	2022	36%	41%	**42%**	-	42%	*	-	-	*	-	17%	-	37%	78%	39%	40%
	2021	26%	13%	**8%**	-	9%	*	-	-	-	-	11%	-	9%	0%	9%	6%
Reading Including EOC	2022	54%	56%	**70%**	-	71%	*	-	-	*	-	33%	-	68%	89%	69%	57%
	2021	36%	27%	**24%**	-	23%	*	-	-	-	-	11%	-	26%	0%	22%	17%
Math Including EOC	2022	43%	50%	**46%**	-	46%	*	-	-	*	-	17%	-	40%	89%	43%	50%
	2021	36%	17%	**10%**	-	10%	*	-	-	-	-	10%	-	11%	0%	9%	5%
5th Graders																	
Reading and Mathematics	2022	41%	44%	**48%**	-	48%	*	-	-	-	-	15%	*	49%	38%	47%	51%
	2021	34%	24%	**15%**	-	15%	-	-	-	-	-	*	-	15%	13%	12%	19%
Reading and Mathematics Including EOC	2022	41%	44%	**48%**	-	48%	*	-	-	-	-	15%	*	49%	38%	47%	51%
	2021	34%	24%	**15%**	-	15%	-	-	-	-	-	*	-	15%	13%	12%	19%
Reading Including EOC	2022	58%	58%	**58%**	-	57%	*	-	-	-	-	23%	*	58%	63%	58%	57%
	2021	46%	39%	**28%**	-	28%	-	-	-	-	-	0%	-	31%	11%	23%	31%
Math Including EOC	2022	48%	55%	**56%**	-	56%	*	-	-	-	-	15%	*	58%	38%	55%	61%
	2021	44%	32%	**20%**	-	20%	-	-	-	-	-	*	-	19%	25%	17%	19%
3rd - 8th Graders																	
Reading and Mathematics	2022	34%	31%	**44%**	-	44%	*	-	-	*	-	15%	*	42%	62%	43%	43%
	2021	26%	14%	**11%**	-	11%	*	-	-	-	-	5%	*	11%	10%	10%	10%
Reading and Mathematics Including EOC	2022	36%	33%	**44%**	-	44%	*	-	-	*	-	15%	*	42%	62%	43%	43%
	2021	28%	15%	**11%**	-	11%	*	-	-	-	-	5%	*	11%	10%	10%	10%
Reading Including EOC	2022	53%	51%	**60%**	-	59%	*	-	-	*	-	23%	*	58%	76%	59%	51%
	2021	41%	31%	**25%**	-	25%	*	-	-	-	-	4%	*	26%	14%	22%	23%
Math Including EOC	2022	43%	41%	**53%**	-	53%	*	-	-	*	-	23%	*	51%	67%	52%	55%
	2021	37%	20%	**13%**	-	13%	*	-	-	-	-	5%	*	12%	15%	11%	10%

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

- Indicates there are no students in the group.

Texas Education Agency
2021-22 Progress (TAPR)
KELLER EL (031901143) - BROWNSVILLE ISD - CAMERON COUNTY

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 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)
						**School Progress Domain - Academic Growth Score by Grade and Subject**											
Grade 4 ELA/Reading	2022	77	89	**92**	-	92	*	-	-	-	-	73	-	91	100	91	87
	2019	61	69	**58**	-	58	*	-	-	-	-	70	*	58	64	59	59
Grade 4 Mathematics	2022	74	91	**93**	-	93	*	-	-	-	-	90	-	92	100	92	92
	2019	65	64	**60**	-	60	*	-	-	-	-	80	*	59	71	59	51
Grade 5 ELA/Reading	2022	87	92	**98**	-	98	*	-	-	-	-	86	*	97	100	98	97
	2019	81	78	**82**	-	82	-	-	-	-	-	50	-	81	100	80	79
Grade 5 Mathematics	2022	79	94	**99**	-	99	*	-	-	-	-	100	*	100	93	99	100
	2019	83	88	**94**	-	94	-	-	-	-	-	89	-	95	88	92	92
All Grades Both Subjects	2022	74	83	**96**	-	96	100	-	-	-	-	88	*	96	98	96	95
	2019	69	69	**75**	-	75	*	-	-	-	-	71	*	75	82	74	73
All Grades ELA/Reading	2022	78	83	**95**	-	95	*	-	-	-	-	80	*	95	100	95	93
	2019	68	67	**72**	-	72	*	-	-	-	-	57	*	71	83	70	70
All Grades Mathematics	2022	69	82	**97**	-	96	*	-	-	-	-	95	*	97	96	96	97
	2019	70	71	**79**	-	79	*	-	-	-	-	86	*	79	80	77	75

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

\- Indicates there are no students in the group.

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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
STAAR Performance Rate by Subject and Performance Level
All Grades All Subjects
At Approaches Grade Level or Above	2022	74%	75%	**80%**	71%	71%	-	-	-	-	-	-	-	-	100%	84%	72%	82%
	2021	67%	59%	**42%**	23%	23%	-	-	-	-	-	-	-	-	*	51%	22%	59%
At Meets Grade Level or Above	2022	48%	46%	**52%**	37%	37%	-	-	-	-	-	-	-	-	40%	57%	38%	61%
	2021	41%	31%	**18%**	6%	6%	-	-	-	-	-	-	-	-	*	21%	5%	35%
At Masters Grade Level	2022	23%	20%	**26%**	16%	16%	-	-	-	-	-	-	-	-	0%	28%	16%	38%
	2021	18%	11%	**5%**	1%	1%	-	-	-	-	-	-	-	-	*	5%	1%	15%
All Grades ELA/Reading
At Approaches Grade Level or Above	2022	75%	74%	**82%**	72%	72%	-	-	-	-	-	-	-	-	*	86%	74%	83%
	2021	68%	63%	**53%**	37%	37%	-	-	-	-	-	-	-	-	*	62%	37%	66%
At Meets Grade Level or Above	2022	53%	51%	**60%**	39%	39%	-	-	-	-	-	-	-	-	*	69%	40%	66%
	2021	45%	38%	**25%**	10%	10%	-	-	-	-	-	-	-	-	*	27%	10%	52%
At Masters Grade Level	2022	25%	22%	**32%**	20%	20%	-	-	-	-	-	-	-	-	*	34%	21%	43%
	2021	18%	12%	**10%**	0%	0%	-	-	-	-	-	-	-	-	*	10%	0%	34%
All Grades Mathematics
At Approaches Grade Level or Above	2022	72%	74%	**82%**	77%	77%	-	-	-	-	-	-	-	-	*	84%	78%	83%
	2021	66%	51%	**36%**	15%	15%	-	-	-	-	-	-	-	-	*	45%	15%	57%
At Meets Grade Level or Above	2022	42%	42%	**53%**	43%	43%	-	-	-	-	-	-	-	-	*	51%	44%	68%
	2021	37%	21%	**13%**	3%	3%	-	-	-	-	-	-	-	-	*	16%	3%	25%
At Masters Grade Level	2022	20%	20%	**26%**	17%	17%	-	-	-	-	-	-	-	-	*	25%	18%	40%
	2021	18%	7%	**3%**	2%	2%	-	-	-	-	-	-	-	-	*	4%	2%	4%
All Grades Science
At Approaches Grade Level or Above	2022	76%	76%	**69%**	58%	58%	-	-	-	-	-	-	-	-	*	74%	59%	79%
	2021	71%	62%	**34%**	7%	7%	-	-	-	-	-	-	-	-	-	37%	7%	58%
At Meets Grade Level or Above	2022	47%	42%	**28%**	18%	18%	-	-	-	-	-	-	-	-	*	37%	18%	32%
	2021	44%	31%	**8%**	0%	0%	-	-	-	-	-	-	-	-	-	7%	0%	17%
At Masters Grade Level	2022	21%	15%	**13%**	3%	3%	-	-	-	-	-	-	-	-	*	17%	3%	21%
	2021	20%	10%	**2%**	0%	0%	-	-	-	-	-	-	-	-	-	0%	0%	8%
School Progress Domain - Academic Growth Score
All Grades Both Subjects	2022	74%	83%	**96%**	95%	95%	-	-	-	-	-	-	-	-	*	97%	96%	94%
	2019	69%	69%	**75%**	71%	71%	-	-	-	-	-	-	-	-	*		71%	
All Grades ELA/Reading	2022	78%	83%	**95%**	95%	95%	-	-	-	-	-	-	-	-	*	97%	95%	89%
	2019	68%	67%	**72%**	71%	71%	-	-	-	-	-	-	-	-	*		72%	

Due to the cancellation of spring 2020 STAAR, 2022 and 2019 School progress and STAAR progress measure 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
All Grades Mathematics	2022	69%	82%	**97%**	95%	95%	-	-	-	-	-	-	-	-	*	96%	96%	100%
	2019	70%	71%	**79%**	71%	71%	-	-	-		-	-	-		*		70%	

* 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.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EB/EL (Current & Monitored)
2022 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	99%	99%	**100%**	-	100%	100%	-	-	*	-	98%	100%	100%	100%	100%	100%
Included in Accountability	93%	93%	**95%**	-	95%	100%	-	-	*	-	93%	100%	98%	75%	95%	96%
Not Included in Accountability: Mobile	5%	3%	**3%**	-	4%	0%	-	-	*	-	5%	0%	2%	18%	3%	2%
Not Included in Accountability: Other Exclusions	1%	3%	**1%**	-	1%	0%	-	-	*	-	0%	0%	0%	7%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	0%	-	-	*	-	2%	0%	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	-	*	-	2%	0%	0%	0%	0%	0%
Reading																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	*	-	98%	*	100%	100%	100%	100%
Included in Accountability	92%	91%	**95%**	-	95%	*	-	-	*	-	93%	*	98%	75%	96%	96%
Not Included in Accountability: Mobile	5%	3%	**3%**	-	3%	*	-	-	*	-	5%	*	1%	18%	3%	2%
Not Included in Accountability: Other Exclusions	2%	5%	**1%**	-	1%	*	-	-	*	-	0%	*	0%	7%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	*	-	2%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	*	-	2%	*	0%	0%	0%	0%
Mathematics																
Assessment Participant	99%	99%	**100%**	-	100%	*	-	-	*	-	98%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	-	95%	*	-	-	*	-	93%	*	98%	75%	96%	96%
Not Included in Accountability: Mobile	5%	3%	**3%**	-	3%	*	-	-	*	-	5%	*	1%	18%	3%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	*	-	0%	*	0%	7%	1%	2%
Not Tested	1%	1%	**0%**	-	0%	*	-	-	*	-	2%	*	0%	0%	0%	0%
Absent	1%	1%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Other	0%	1%	**0%**	-	0%	*	-	-	*	-	2%	*	0%	0%	0%	0%
Science																
Assessment Participant	98%	99%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
Included in Accountability	93%	95%	**95%**	-	95%	*	-	-	-	-	93%	*	98%	73%	94%	96%
Not Included in Accountability: Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	7%	*	2%	18%	5%	2%
Not Included in Accountability: Other Exclusions	1%	1%	**1%**	-	1%	*	-	-	-	-	0%	*	0%	9%	1%	2%
Not Tested	2%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%

	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)
Absent	1%	1%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	*	0%	0%	0%	0%
2021 STAAR Participation (All Grades)																
All Tests																
Assessment Participant	88%	71%	**67%**	-	67%	100%	-	-	*	-	61%	100%	68%	59%	66%	73%
Included in Accountability	83%	67%	**65%**	-	65%	100%	-	-	*	-	59%	100%	66%	57%	64%	69%
Not Included in Accountability: Mobile	3%	1%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	1%	3%	**2%**	-	2%	0%	-	-	*	-	2%	0%	2%	2%	2%	4%
Not Tested	12%	29%	**33%**	-	33%	0%	-	-	*	-	39%	0%	32%	41%	34%	27%
Absent	2%	0%	**0%**	-	0%	0%	-	-	*	-	0%	0%	0%	0%	0%	0%
Other	10%	29%	**33%**	-	33%	0%	-	-	*	-	39%	0%	32%	41%	34%	27%
Reading																
Assessment Participant	89%	76%	**71%**	-	71%	*	-	-	*	-	68%	*	72%	66%	71%	82%
Included in Accountability	83%	68%	**66%**	-	66%	*	-	-	*	-	62%	*	67%	60%	65%	71%
Not Included in Accountability: Mobile	3%	1%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	3%	7%	**5%**	-	5%	*	-	-	*	-	5%	*	5%	6%	6%	11%
Not Tested	11%	24%	**29%**	-	29%	*	-	-	*	-	32%	*	28%	34%	29%	18%
Absent	2%	1%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Other	10%	24%	**29%**	-	29%	*	-	-	*	-	32%	*	28%	34%	29%	18%
Mathematics																
Assessment Participant	88%	67%	**65%**	-	65%	*	-	-	*	-	59%	*	66%	57%	63%	69%
Included in Accountability	84%	65%	**65%**	-	65%	*	-	-	*	-	59%	*	66%	57%	63%	69%
Not Included in Accountability: Mobile	4%	1%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Not Tested	12%	33%	**35%**	-	35%	*	-	-	*	-	41%	*	34%	43%	37%	31%
Absent	2%	0%	**0%**	-	0%	*	-	-	*	-	0%	*	0%	0%	0%	0%
Other	10%	33%	**35%**	-	35%	*	-	-	*	-	41%	*	34%	43%	37%	31%
Science																
Assessment Participant	87%	68%	**56%**	-	56%	-	-	-	-	-	29%	-	58%	44%	54%	59%
Included in Accountability	84%	66%	**56%**	-	56%	-	-	-	-	-	29%	-	58%	44%	54%	59%
Not Included in Accountability: Mobile	3%	1%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%

	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)
Not Included in Accountability: Other Exclusions	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Not Tested	13%	32%	**44%**	-	44%	-	-	-	-	-	71%	-	42%	56%	46%	41%
Absent	2%	0%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
Other	10%	32%	**44%**	-	44%	-	-	-	-	-	71%	-	42%	56%	46%	41%

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

- Indicates there are no students in the group.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Attendance Rate													
2020-21	95.0%	97.1%	**97.9%**	-	97.9%	*	-	-	*	-	97.3%	97.6%	97.9%
2019-20	98.3%	98.4%	**99.0%**	-	99.0%	*	-	-	*	-	98.5%	99.0%	99.1%
Chronic Absenteeism													
2020-21	15.0%	9.2%	**6.7%**	-	6.8%	*	-	-	*	-	6.8%	8.2%	7.0%
2019-20	6.7%	7.6%	**3.2%**	-	3.2%	*	-	-	*	-	8.1%	3.2%	1.2%
Annual Dropout Rate (Gr 7-8)													
2020-21	0.9%	0.6%	-	-	-	-	-	-	-	-	-	-	-
2019-20	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2020-21	2.4%	0.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	1.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2021													
Graduated	90.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.3%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.9%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.8%	2.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.3%	94.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.2%	98.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020													
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2020													
Graduated	92.2%	96.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	2.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.7%	96.5%	-	-	-	-	-	-	-	-	-	-	-

	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	93.8%	97.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2019													
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.9%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	92.6%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.2%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.8%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2021	90.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	90.3%	92.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2021	87.5%	-	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.0%	*	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2021	3.8%	0.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	4.3%	2.0%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EB/EL
Class of 2021	81.9%	97.0%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	83.5%	94.0%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2021	85.7%	97.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2020	87.8%	96.1%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2020-21	43.8%	4.5%	-	-	-	-	-	-	-	-	-	-	-
2019-20	38.6%	8.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2020-21	3.8%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2019-20	4.4%	1.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2020-21	80.4%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2019-20	81.8%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2020-21	84.1%	95.9%	-	-	-	-	-	-	-	-	-	-	-
2019-20	85.8%	95.4%	-	-	-	-	-	-	-	-	-	-	-

	Campus Count	Campus Percent	District Count	State Count
Graduates (2020-21 Annual Graduates)				
Total Graduates	-	-	3,032	358,842
By Ethnicity:				
African American	-	-	5	44,018
Hispanic	-	-	3,004	183,306
White	-	-	19	103,898
American Indian	-	-	0	1,195
Asian	-	-	2	18,030
Pacific Islander	-	-	1	553
Two or More Races	-	-	1	7,842
By Graduation Type:				
Minimum H.S. Program	-	-	21	934
Recommended H.S. Program/Distinguished Achievement Program	-	-	1	729
Foundation H.S. Program (No Endorsement)	-	-	102	56,281
Foundation H.S. Program (Endorsement)	-	-	15	13,582
Foundation H.S. Program (DLA)	-	-	2,893	287,316
Special Education Graduates	-	-	298	31,028
Economically Disadvantaged Graduates	-	-	2,562	184,225
Emergent Bilingual (EB)/English Learner (EL) Graduates	-	-	435	32,809
At-Risk Graduates	-	-	1,728	155,884
CTE Completers	-	-	1,955	99,076

There is no data for this campus.

There is no data for this campus.

There is no data for this campus.

Student Information	Membership				Enrollment			
	Campus				Campus			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	522	100.0%	38,412	5,402,928	522	100.0%	38,448	5,427,370
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.1%	0.4%
Pre-Kindergarten	67	12.8%	6.5%	4.1%	67	12.8%	6.5%	4.1%
Pre-Kindergarten: 3-year Old	17	3.3%	2.0%	0.6%	17	3.3%	2.0%	0.6%
Pre-Kindergarten: 4-year Old	50	9.6%	4.5%	3.5%	50	9.6%	4.5%	3.5%
Kindergarten	68	13.0%	5.6%	6.8%	68	13.0%	5.6%	6.8%
Grade 1	64	12.3%	6.7%	7.1%	64	12.3%	6.7%	7.1%
Grade 2	80	15.3%	6.2%	7.1%	80	15.3%	6.2%	7.1%
Grade 3	75	14.4%	6.6%	7.1%	75	14.4%	6.5%	7.1%
Grade 4	74	14.2%	6.7%	7.1%	74	14.2%	6.7%	7.1%
Grade 5	94	18.0%	7.0%	7.2%	94	18.0%	7.0%	7.2%
Grade 6	0	0.0%	6.8%	7.4%	0	0.0%	6.8%	7.4%
Grade 7	0	0.0%	7.4%	7.7%	0	0.0%	7.4%	7.7%
Grade 8	0	0.0%	7.4%	7.9%	0	0.0%	7.4%	7.8%
Grade 9	0	0.0%	9.1%	8.8%	0	0.0%	9.1%	8.8%
Grade 10	0	0.0%	7.8%	7.6%	0	0.0%	7.8%	7.5%
Grade 11	0	0.0%	8.0%	7.2%	0	0.0%	8.0%	7.2%
Grade 12	0	0.0%	8.1%	6.7%	0	0.0%	8.1%	6.7%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.8%	0	0.0%	0.1%	12.8%
Hispanic	514	98.5%	98.5%	52.8%	514	98.5%	98.5%	52.7%
White	5	1.0%	1.1%	26.3%	5	1.0%	1.1%	26.3%
American Indian	0	0.0%	0.0%	0.3%	0	0.0%	0.0%	0.3%
Asian	0	0.0%	0.2%	4.8%	0	0.0%	0.2%	4.8%
Pacific Islander	3	0.6%	0.0%	0.2%	3	0.6%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.9%	0	0.0%	0.0%	2.9%
Sex:								
Female	246	47.1%	48.7%	48.9%	246	47.1%	48.7%	48.8%
Male	276	52.9%	51.3%	51.1%	276	52.9%	51.3%	51.2%
Economically Disadvantaged	504	96.6%	89.5%	60.7%	504	96.6%	89.5%	60.6%
Non-Educationally Disadvantaged	18	3.4%	10.5%	39.3%	18	3.4%	10.5%	39.4%
Section 504 Students	30	5.7%	9.3%	7.4%	30	5.7%	9.3%	7.4%
EB Students/EL	202	38.7%	38.0%	21.7%	202	38.7%	37.9%	21.7%
Students w/ Disciplinary Placements (2020-21)	0	0.0%	0.0%	0.6%				

	Membership				Enrollment			
	Campus				Campus			
Student Information	Count	Percent	District	State	Count	Percent	District	State
Students w/ Dyslexia	35	6.7%	7.0%	5.0%	35	6.7%	7.0%	5.0%
Foster Care	0	0.0%	0.3%	0.3%	0	0.0%	0.3%	0.3%
Homeless	2	0.4%	2.6%	1.1%	2	0.4%	2.6%	1.1%
Immigrant	2	0.4%	1.0%	2.0%	2	0.4%	1.0%	2.0%
Migrant	4	0.8%	1.1%	0.3%	4	0.8%	1.1%	0.3%
Title I	522	100.0%	99.9%	64.3%	522	100.0%	99.9%	64.3%
Military Connected	0	0.0%	0.6%	3.3%	0	0.0%	0.6%	3.3%
At-Risk	417	79.9%	76.1%	53.5%	417	79.9%	76.0%	53.5%
Students by Instructional Program:								
Bilingual/ESL Education	197	37.7%	37.5%	21.9%	197	37.7%	37.5%	21.8%
Career and Technical Education	0	0.0%	29.2%	25.8%				
Career and Technical Education (9-12 grades only)	0	0.0%	82.7%	71.0%				
Gifted and Talented Education	31	5.9%	10.6%	8.0%	31	5.9%	10.6%	8.0%
Special Education	72	13.8%	15.0%	11.6%	72	13.8%	15.0%	11.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	72							
By Type of Primary Disability								
Students with Intellectual Disabilities	29	40.3%	56.7%	43.0%				
Students with Physical Disabilities	14	19.4%	11.2%	20.8%				
Students with Autism	15	20.8%	11.8%	14.7%				
Students with Behavioral Disabilities	**	**	18.8%	20.0%				
Students with Non-Categorical Early Childhood	*	*	1.5%	1.5%				
Mobility (2020-21):								
Total Mobile Students	25	6.0%	12.4%	13.6%				
By Ethnicity:								
African American	0	0.0%	0.0%	2.5%				
Hispanic	25	6.0%	12.0%	6.6%				
White	0	0.0%	0.3%	3.5%				
American Indian	0	0.0%	0.0%	0.1%				
Asian	0	0.0%	0.0%	0.3%				
Pacific Islander	0	0.0%	0.0%	0.0%				
Two or More Races	0	0.0%	0.0%	0.5%				
Count and Percent of Special Ed Students who are Mobile	6	8.2%	15.3%	15.7%				
Count and Percent of EB Students/EL who are Mobile	13	9.2%	16.0%	12.1%				
Count and Percent of Econ Dis Students who are Mobile	21	6.5%	12.8%	15.0%				
Student Attrition (2020-21):								
Total Student Attrition	53	12.0%	17.6%	18.9%				

Student Information	--Non-Special Education Rates--			---Special Education Rates---		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.2%	1.9%	0.0%	2.4%	5.2%
Grade 1	0.0%	6.9%	2.9%	0.0%	6.6%	4.2%
Grade 2	0.0%	3.6%	1.7%	0.0%	2.5%	2.2%
Grade 3	1.6%	3.0%	1.0%	0.0%	0.9%	1.0%
Grade 4	1.4%	1.6%	0.7%	0.0%	0.7%	0.7%
Grade 5	0.0%	0.8%	0.5%	0.0%	0.6%	0.7%
Grade 6	-	2.8%	0.6%	-	3.0%	0.6%
Grade 7	-	6.3%	0.7%	-	6.0%	0.7%
Grade 8	-	4.3%	0.6%	-	2.5%	0.8%
Grade 9	-	16.3%	10.5%	-	26.4%	14.1%

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

Class Size Information	Campus	District	State
Elementary:			
Kindergarten	18.0	17.5	18.7
Grade 1	18.8	16.6	18.7
Grade 2	15.8	15.2	18.6
Grade 3	16.3	15.0	18.7
Grade 4	16.8	14.0	18.8
Grade 5	17.1	15.4	20.2
Grade 6	-	18.1	19.2
Secondary:			
English/Language Arts	-	16.3	16.3
Foreign Languages	-	15.5	18.4
Mathematics	-	17.9	17.5
Science	-	18.0	18.5
Social Studies	-	17.3	19.1

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Total Staff	54.4	100.0%	100.0%	100.0%
Professional Staff:	40.4	74.3%	56.3%	64.1%
Teachers	32.2	59.2%	43.4%	49.3%
Professional Support	5.2	9.5%	10.1%	10.7%
Campus Administration (School Leadership)	3.0	5.5%	2.6%	2.9%
Educational Aides:	14.0	25.7%	11.6%	11.1%
Librarians and Counselors (Headcount):				
Full-time Librarians	1.0	n/a	56.0	4,194.0
Part-time Librarians	0.0	n/a	2.0	607.0
Full-time Counselors	2.0	n/a	143.0	13,550.0
Part-time Counselors	0.0	n/a	7.0	1,176.0
Total Minority Staff:	52.3	96.2%	94.6%	52.1%
Teachers by Ethnicity:				
African American	0.0	0.0%	0.2%	11.2%
Hispanic	29.2	90.7%	91.9%	28.9%
White	2.0	6.2%	7.4%	56.4%
American Indian	1.0	3.1%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.9%
Pacific Islander	0.0	0.0%	0.3%	0.1%
Two or More Races	0.0	0.0%	0.0%	1.2%
Teachers by Sex:				
Males	3.2	9.9%	31.5%	24.1%
Females	29.0	90.1%	68.5%	75.9%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.6%	1.4%
Bachelors	28.0	86.9%	78.9%	72.6%
Masters	4.2	13.1%	19.0%	25.2%
Doctorate	0.0	0.0%	0.5%	0.8%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	3.5%	7.9%
1-5 Years Experience	1.0	3.1%	11.6%	26.7%
6-10 Years Experience	5.0	15.5%	14.5%	20.6%
11-20 Years Experience	19.2	59.5%	42.6%	28.6%
21-30 Years Experience	5.0	15.7%	22.5%	13.2%
Over 30 Years Experience	2.0	6.2%	5.3%	2.9%

Staff Information	--------- Campus ---------		District	State
	Count/Average	Percent	District	State
Number of Students per Teacher	16.2	n/a	14.4	14.6

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	1.0	10.1	6.3
Average Years Experience of Principals with District	1.0	9.3	5.4
Average Years Experience of Assistant Principals	15.0	9.8	5.5
Average Years Experience of Assistant Principals with District	14.0	9.7	4.8
Average Years Experience of Teachers:	16.2	15.5	11.1
Average Years Experience of Teachers with District:	14.7	14.8	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$56,343	$51,054
1-5 Years Experience	$48,825	$54,759	$54,577
6-10 Years Experience	$65,787	$56,671	$57,746
11-20 Years Experience	$57,395	$61,043	$61,377
21-30 Years Experience	$74,625	$67,995	$65,949
Over 30 Years Experience	$140,065	$74,873	$71,111
Average Actual Salaries (regular duties only):			
Teachers	$66,260	$61,814	$58,887
Professional Support	$69,235	$76,265	$69,505
Campus Administration (School Leadership)	$82,785	$91,159	$84,990
Instructional Staff Percent:	n/a	59.1%	64.9%
Contracted Instructional Staff (not incl. above):	0.0	0.0	2,113.6

Program Information	----- Campus -----		District	State
	Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	1.7	5.3%	2.4%	6.2%
Career and Technical Education	0.0	0.0%	5.9%	5.2%
Compensatory Education	0.0	0.0%	0.4%	3.0%
Gifted and Talented Education	0.4	1.3%	2.5%	1.7%
Regular Education	27.4	84.9%	77.2%	70.8%
Special Education	2.7	8.5%	11.3%	9.6%
Other	0.0	0.0%	0.2%	3.5%

\-   Indicates there is no data for the item.

*   Indicates results are masked due to small numbers.

**   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 2020-21 Financial Actual Report
   (To open link in a new window, press the "Ctrl" key and click on the link.)

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 46% in 2018-2019 to 49% by August 2024.

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

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	46%	67%	44%	41%	25%	46%	46%
2021	46%	67%	44%	41%	25%	46%	46%
2022	47%	68%	45%	42%	26%	47%	47%
2023	48%	69%	46%	43%	27%	48%	48%
2024	49%	70%	47%	44%	28%	49%	49%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 56% in 2018-2019 to 59% by August 2024.

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

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	56%	56%	54%	53%	31%	46%	46%
2021	56%	56%	54%	53%	31%	46%	46%
2022	57%	57%	55%	54%	32%	47%	47%
2023	58%	58%	56%	55%	33%	48%	48%
2024	59%	59%	57%	56%	34%	49%	49%

Minimum size criteria set to 25 or more students.

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67% for the Class of 2018 to 71% by August 2024 for the Class of 2023.

Yearly Target Goals

2020	2021	2022	2023	2024
Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
68%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

		Hispanic	White	Special Ed	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020	69%	90%	68%	68%	56%	70%	55%
	2021	69%	90%	68%	68%	56%	70%	55%
	2022	70%	91%	69%	69%	57%	71%	56%
	2023	71%	92%	70%	70%	58%	72%	57%
	2024	72%	93%	71%	71%	59%	73%	58%

CCMR Progress Measure 1

The percentage of BISD graduates that meet the criteria for TSI (and for 2021 and beyond, the TSI-2*) will increase from 45% for the Class of 2018 to 49% by 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021*)	2023 (Class of 2022)	2024 (Class of 2023)
46%	46%	47%	48%	49%

CCMR Progress Measure 2

The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% for the Class of 2018 to 23% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
20%	20%	21%	22%	23%

CCMR Progress Measure 3

The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% for the Class of 2018 to 28% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
25%*	25%	26%	27%	28%

*Due to increase in available certificates and certifications qualifying students for this measure.