

**Brownsville Independent School District**  
**Breeden Elementary**  
**2023-2024 Campus Improvement Plan**



**Board Approval Date:** November 14, 2023  
**Public Presentation Date:** November 7, 2023

# Mission Statement

**Daniel Breeden Elementary is committed to the development of each child's academic, social and physical skills needed to become a productive citizen in our ever changing technological and global society.**

## Vision

**All Daniel Breeden Elementary students will exceed the minimum academic standards to become college ready.**

## BISD and Texas Goals

**Brownsville Independent School District, rich in culture will graduate students who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.**

**We believe that:**

**Everyone in our community has inherent values, talents, and strengths.**

**High expectations, perseverance and a strong work ethic are essential in fostering higher achievement and success.**

**Students are our number one resource.**

**Academic success nurtures lifelong learning.**

**Everyone flourishes in a safe and healthy educational environment.**

**The success of each student, educator and family is vital for the future growth and sustainability of our community.**

**The community and families share responsibility for the development and mentoring of our students.**

### THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of

knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

### **THE STATE OF TEXAS PUBLIC EDUCATION GOALS**

GOAL #1: The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

GOAL #2: The students in the public education system will demonstrate exemplary performance in the understanding of mathematics.

GOAL #3: The students in the public education system will demonstrate exemplary performance in the understanding of science.

GOAL #4: The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

### **THE STATE OF TEXAS PUBLIC EDUCATION CHAPTER 4 OBJECTIVES**

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

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

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

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

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

Objective #6: Qualified and highly effective personnel will be recruited, developed, and retained.

Objective #7: The state's students will demonstrate exemplary performance in the comparison to national and international standards.

Objective #8: School campuses will maintain a safe and disciplined environment conducive to student learning.

Objective #9: Educators will keep abreast of the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning.

Objective #10: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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

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# Comprehensive Needs Assessment

Revised/Approved: May 4, 2023

## Needs Assessment Overview

### Needs Assessment Overview Summary

Breeden Elementary School is named for Daniel Breeden, the longest serving principal of Hanna High School. Breeden's career with Brownsville ISD began in 1957 as a math and social studies teacher at Cummings Intermediate School. He went on to serve as an associate principal at Brownsville High School under the late Dr. Arnulfo Oliveira. In 1974, Breeden became principal of the newly named Hanna High School. He remained at Hanna until his retirement in 1986 after completing 29 years of service to the district. Breeden was known and respected by thousands of former students and colleagues as an outstanding educator as well as a man of patience, understanding and consideration. Currently, Carla Gonzalez, serves as the Principal of Breeden Elementary. Breeden Elementary is located in Brownsville, Texas and is one of thirty-seven elementary schools in BISD. The campus opened in 2012 and has a student population of approximately 629 students in grades ranging from Prekindergarten 3 through 5th Grade. According to the PEIMS Data Review of our campus profile, 98.8% of the student population is Hispanic and 83.2 % are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 40% classified as Limited English Proficient and a majority is English/Spanish bilingual. The students of Breeden Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts: Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology). The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Bilingual/ESL, and Title 1 Part A. All students are required to meet the passing standard that comprise the State of Texas Assessments of Academic Readiness (STAAR). The current staff at Breeden Elementary School is comprised of 67.2 faculty members, 3 campus administrators, and 2 counselors. Breeden Elementary School staff is diverse with 97.2% Hispanic, and 2.8 % Caucasian. The teaching staff is also 18.1% male and 81.9% female. Breeden Elementary School's most recent campus initiatives include the following: Ninety percent of the students in third, fourth, and fifth will demonstrate mastery of the Readiness and Supporting Standards through the use of the state adopted curriculum an supplementary materials and achieve\_ BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities. BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o en la provisión de servicios, programas o actividades Dr. Rene Gutierrez Superintendent of Schools

# Demographics

## Demographics Summary

The student population at Breeden Elementary School is approximately Pending as of PEIMS (August 14, 2023) and serves students in grades Pre Kinder through Fifth Grade. According to the 2021-2022 Texas Academic Performance Report (TAPR) report of our campus profile, student population includes: Hispanic 99.4%, White 1.5%, Asian .2%, African American .3%, Economically disadvantaged 81.4%, Limited English Proficient (LEP) 27.94%, At-Risk 64.14%, Migrant .53%, Gifted and Talented 5.62%, Special Education 22.85%. Enrollment numbers have shown an increase over the past year due to "open enrollment" at the Elementary level, however due to the pandemic we have seen a decrease in numbers. The mobility rate from home campus to neighboring campus or within the district is high. A total of 365 students were identified as at-risk with the highest number being identified under the LEP category. Based on the 2023 Summer School data, the retention rate was high in the 1st grade level. Attendance Percentage for the 2022-23 school year was 94.15%. Currently, the average class size is 22:1 for K-4th grade. PK and-5th grade average size is above 25:1. The academic instructional line for students is Garcia, Oliveria, and Vela Middle Schools and Rivera and Hanna Early College High Schools. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher/parent conferences, and interventions for all at-risk students.

- \* 25% or more Advanced Academic Performance in Reading, Math, Science and Writing

- \* Increase technology literacy

- \* Decrease the number of discipline referrals to the office (0-5 per grade level)

- \* Increase safety awareness/procedures

- \* Increase parental involvement

- \* Maintain TOP AR Reader Campus at BISD status

- \* Educate and increase "wellness" awareness Breeden Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as: Breeden Pre-Kinder-5th Gr. Transitional Progress

- \* Choir

- \* Parental Involvement: Family Learning Weekly & Event Activities

- \* Spelling Bee

- \* UIL

- \* Science Fair

- \* DI

- \* STAR & Accelerated Reader

\* Tutorials: (Federal, ESSAR & State Comp.)

•Afterschool and Saturday Academy

\*Ukelelee

\* UIL

\* Extended Day Program

\*Tclass tutorial

School Namesake: Breeden Elementary School Colors: Navy Blue, Orange and Yellow School Mascot: Barracuda School Song: Barracuda by Heart

### **Demographics Strengths**

1. Attendance Rate 94.15%
2. Effective and efficient use of budgeted funds
3. Communication procedures between home and school on students attendance
4. Strong Pre-Kinder and Kinder programs that provide foundation learning experiences
5. LE student placement into the Bilingual Program within the 20 day period
6. Stage 0 in the PBMAS (Performance Based Monitoring Analysis System) Report of Bilingual Education
7. Immediate identification and enrollment of homeless and unaccompanied youth
8. TIER II Interventions for Migrant, LEP and At-Risk students
9. After-school/Saturday Tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED Ed. students
10. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies

### **Need Statements Identifying Demographics Needs**

**Need Statement 1 (Prioritized):** Increase student and teachers attendance to help improve school climate. **Data Analysis/Root Cause:** Current yearly attendance (94.15% for 2023) percentage is 3.35% points lower than the 2022.

**Need Statement 2:** Increase supports for student and family access to physical and mental health. **Data Analysis/Root Cause:** The need to help due to lack of educational opportunities due to COVID-19.



# Student Learning

## Student Learning Summary

Critical to the academic success of Breeden Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting state's student expectation and TEKS mastery. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/TEJAS LEE, Mclass, Ccpals beginning, middle, and end of year, end of unit tests, and district/campus progress monitoring assessments. Administrators and teachers look at students' scores and break down the test objectives to identify strengths and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses. If needed, teachers plan for intervention instruction. The Data Team (Administration and Grade Level Teachers) meet throughout the year to disaggregate assessment data and discuss campus needs.

### 2021-2022 STAAR Summary of 3<sup>rd</sup> -5<sup>th</sup> Grades

STAAR Test	All Students	Economically Disadvantaged	Title I Part A	Migrant	LEP	Bilingual	Special Education	Gifted and Talented	At-Risk
3 <sup>rd</sup> Reading	82%	82%	72%	0	83%	83%	58%	100%	723%
3 <sup>rd</sup> Math	66%	62%	62%	0	62%	62%	46%	100%	62%
4 <sup>th</sup> Reading	86%	66%	66%	0	89%	89%	53%	100%	66%
4 <sup>th</sup> Math	90%	89%	89%	0	87%	87%	71%	88%	89%
5 <sup>th</sup> Reading	85%	85%	86%	0	84%	84%	67%	100%	86%
5 <sup>th</sup> Math	90%	89%	90%	0	86%	86%	75%	100%	90%
5 <sup>th</sup> Science	78%	76%	78%	0	75%	75%	67%	100%	78%

All scores were found in eduphoria

### 2021-2022 TELPAS Summary (Composite Rating):

Listening, Speaking, Reading, Writing	Kindergarten	1 <sup>st</sup> Grade	2 <sup>nd</sup> Grade	3 <sup>rd</sup> Grade	4 <sup>th</sup> Grade	5 <sup>th</sup> Grade
Beginning	6	0	5	9	4	0
Intermediate	19	0	47	0	19	20
Advanced	58	17	42	82	65	45
Advanced High	16	83	5	9	12	34

### 2021-2022 Pre-Kinder Cpals English Results (BOY/MOY/EOY): BISD Target: 70% Three Year Old

C-palls	PRE-KINDERGARTEN 3			
	BOY	MOY	EOY	GAP
Phonological Awareness Screen	10%	88%	83%	+3%
Rapid Letter Naming	5%	64%	83%	+3%
Rapid Vocabulary Naming	65%	50%	58%	-22%

2021-2022 Pre-Kinder Cpals English Results (BOY/MOY/EOY): BISS Target: 70% Four Yer Old

C-palls	PRE-KINDERGARTEN 4			
	BOY	MOY	EOY	GAP
Phonological Awareness Screen	31%	89%	87%	+7%
Rapid Letter Naming	49%	93%	95%	+15%
Rapid Vocabulary Naming	58%	80%	82%	+2%

2021-2022 TPRI Data English Results (BOY/MOY/EOY): BISS Target: 70%

TPRI					Kinder				1st Grade				2nd Grade			
					BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
Phonological Awareness									17%	42%	67%	-13%				
Phonics									21%	49%	69%	-11 %	4%	13%	30%	-50%
Listening Comprehension																
Word Reading									6%	20%	34%	-48%	20%	38%	58%	-22%
Fluency									20%	26%	28%	-52 %	39%	47%	52%	-28%
Reading Comprehension									5%	18%	20%	-60 %	31%	42%	61%	-19%

Full TAPR report will be found in the addendum.

### Student Learning Strengths

1. STAAR Reading, Math, Science Scores for all students
2. Progress Monitoring Assessments (Campus and District)and State test results (STAAR, TELPAS) are use to improve instruction
3. horizontal Alignment Meetings and Discussion to increase Reading, Math, and Science scores in all grade levels

4. Provide tutorials and summer school to students that are demonstrating a need to improve in Reading, Math and Science
5. Provide TIER II Interventions to students that are demonstrating a need to improve in Reading
6. Teachers consistently hold high academic expectations for all students
7. Strong Progress Monitoring Assessments
8. TELPAS/AMAO Progress and Attainment
9. Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement
10. Co-curricular and extra cufficular activities such as science fair, UIL, coding, and fine arts are offered at Breeden to help keep students engaged and to have experiences beyond the classroom.
11. Expansion of the early childhood area

### **Need Statements Identifying Student Learning Needs**

**Need Statement 1 (Prioritized):** Additional instructional materials and supplies that supports daily explicit academic instruction. **Data Analysis/Root Cause:** Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies. All budgets are lower than the previous year.

**Need Statement 2 (Prioritized):** Increase Phonological Awareness, Rapid Vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics percentages in the TPRI/Tejas LEE assessments to meet the District's goal of 70%. **Data Analysis/Root Cause:** Implementation of Phonological Awareness, Rapid vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics with Fidelity

**Need Statement 3 (Prioritized):** Support all students that are demonstrating the need of academic help through TIER II/III interventions, extended day enrichment, tutorials and summer school to meet the state's Performance Safeguards. **Data Analysis/Root Cause:** Implementation of focused explicit instruction with fidelity during TIERII/II interventions and tutorials to close the gap between all demographic groups to meet the needs of the state's performance tests.

# School Processes & Programs

## School Processes & Programs Summary

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

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

Curriculum, Instruction and Assessment are supported by various technology programs: Math Prodigy, Eduphoria, Imagine learning, TANGO, and other programs provided to students through our Library and computer rotations.

In the Spring 2022-2023 Staff CNA Survey, the teachers noted the following: that students moving into Middle School prepared with adequate knowledge and skill to succeed, that the instructional activities used in the classroom allowed students to use critical thinking and problem-solving strategies and encouraged active student participation, students are given opportunities to demonstrate their learning, effectively educate students in the areas of: Language Arts, Math, Science, Fine Arts, Health/PE, and Technology. Teachers strongly believe that students are effectively supported through the other various programs to meet the academic needs of diverse student populations: Special Education, Bilingual Education, Migrant Education, Gifted/Talented and Compensatory Services. Our campus does a great job in implementing the District Instructional Frameworks in the classroom, provided innovative interesting academic instruction, programs, and projects that motivate students to learn, and received Professional Development that provided the knowledge, skills, and strategies necessary to improve instruction. With the new English Language Arts Textbook adoption, teachers have expressed the need for additional Professional Development in Language Arts. Teachers are also satisfied with the way counselors address the various needs of our students, including classroom presentations and overall teachers feel safe and secure at Breeden Elementary.

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

Breeden Elementary as a whole is equipped with wireless internet access where all stakeholders have access to such technology. Our campus maintains the current use of technology in the classrooms, across the campus, and two computer labs. These items include desktop computers, laptops, printers, scanners, digital cameras, ELMOs, projectors, Smart Boards, mimio pads, mobis, and IPADs. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS. Instructional programs such as Accelerated Reader, Math Prodigy, Brain Pop, Living with Science are available to students. Breeden requires all teachers to be proficient in the area of technology that includes Teacher Access Center (TAC), Tango, and Eduphoria Aware/T-TESS. Teachers are also able to integrate technology to support instruction and learning through Pearson Realize Language Arts, Math, Science, and Social Studies. Additional resources are used to support the various content core areas. Each year, teachers are required to complete the STAR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. 3rd and 5th Grade classrooms have been provided with COWs through state compensatory funds. Pre-Kinder -2nd grade students and teachers have access to iPads and tablets, a district-wide initiative. All programs are monitored by the campus TST and Administration for usage.

## **School Processes & Programs Strengths**

### **Instructional and Curricular Strengths:**

1. Knowledge of TEKS and State Assessment Requirements and Expectations
2. Implement all district and campus goals and objectives
3. The library maintains an adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
4. Participation in music and theater arts to introduce students to performance experiences
5. Support interventions through after-school tutorials and summer school
6. Professional Staff Development that provides the knowledge, skills and strategies necessary to improve instruction
7. Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)
8. Knowledge of Technology: AWARE, TANGO, I-Pods (TPRI/TEJAS Lee), iStation, Living with Science, Learning A-Z, Accelerated Reader
9. Access to various resources: Motivational Math, Reading, Writing, Science; GPS, STAAR Master, Kamico Reading/Math/Science
10. Computer access for students in all classrooms

### **Organizational and Administrative Strengths:**

1. Administrator Guided Meetings
2. Able to change and reorganize systems to accommodate students' needs
3. Horizontal meetings are held every every Thursday to enhance the instructional methods necessary to build the academic rigor for Campus, District and State Assessments
4. On-going student monitoring (RtI's)
5. Lesson Plans every two weeks (Friday)
6. Weekly Grade Level Meeting to discuss weekly objectives and student data (Tuesdays)
7. Six-weeks collaboration time between SPED/Dyslexia/Speech/Resource/Inclusion teachers to coordinate with general education teachers
8. Weekly Guidance/Counseling Presentations that include safety-related issue
9. Web-based software programs: Living with Science, Math Prodigy, Mentoring Minds. Pearson Realize (ELAR, Social Studies, Math, and Science), Brainpop, Edusmart
10. TST on campus to support campus teachers

## Need Statements Identifying School Processes & Programs Needs

**Need Statement 1 (Prioritized):** Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum. **Data Analysis/Root Cause:** Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies

**Need Statement 2 (Prioritized):** Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause:** In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.

**Need Statement 3 (Prioritized):** Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 64% that is 25% points lower than 2022 (89%)

**Need Statement 4 (Prioritized):** Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction. **Data Analysis/Root Cause:** Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.

# Perceptions

## Perceptions Summary

### Culture and Climate:

The campus critically analyzes the school culture and climate to ensure that students are being provided with a safe and disciplined environment conducive to student learning. Through grade level meeting, Administrators and teachers meet to discuss matters related to providing a positive school culture and climate for everyone. Grade level SBDM representatives bring issues and concerns to the grade level meetings. Campus long range plans, policies and procedures, and safety issues are communicated to all students, parents and community members. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education.

No drug and alcohol use among students has been reported. Anti-drug, anti-violence, and anti-bullying presentations are offered through our Guidance Department (counselors) and continued monitoring empower students to report bullying. All visitors must report to the front office and sign in and one security officer is assigned to our campus to monitor suspicious behavior and conducts routine checks for campus security. Discipline and classroom management is recorded on eSchool TAC Discipline Referral data management program to enhance classroom learning and document discipline and monitor student behavior. Students are aware of the academic and behavioral expectations at Breeden Elementary.

Students are encourage to participate in clubs such as choir, after school sports, UIL, Science Fair, Destination Imagination, Chess, Spelling Bee, and Coding. Breeden's school website features students, parents, and staff recognition accomplishments, events, and activities.

2022-2023 Student CNA Survey was accomplished, however, most of our students feel that they are learning important things in school and look forward to coming to school each day, feel that if they get sick or hurt at school, the school nurse or someone else is readily available to help, feel safe at school, and upon request, when seeking emotional help, the counselors are readily available to them.

The 2022-2023 Staff CNA Survey indicated that (1) teachers feel that the campus is safe and secure, (2) that drugs, tobacco and weapons have no place and not a problem in our campus, (3) that maintaining students discipline is not a problem in our campus, (4) Teachers indicated that they are satisfied with the way counselors address students needs in the following areas: Planning classes for students, Counseling students with personal problems, Providing teachers with help on how to deal with students academic or personal problems, and providing students with career/vocational orientation through workshops, presentations, or speakers, (5) feel that there is an atmosphere of trust and mutual respect between administration and staff at our campus, (6) feel that teachers are involved in the decision making process of important educational issues at our campus, (7) that our campus is kept clean and well maintained, (8) resspoded "yes" to "during teacher preparation days, time is spent strictly for classroom/instructional preparation purposes, (9) that the student code of conduct is applied consistently and fairly among students, and (10) agreed that the anti-violence, anti-drug, and anti-bullying programs are effective.

### Values and Beliefs:

Breeden Elementary is committed to involving parents and community members in the students' education. The parent liaison compiles data on parental participation attendance and meeting agendas from the parent bi-weekly meetings. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

The Site Based Decision making Committe (SBDM) has two parent representatives, two business representative and two community members that are nominated by the school adminisration and parent liasion. Parents are also given the opportunity to become "parent volunteers" at our school. Bi-weekly meetings are set up by campus parent liaison where parents obtain iniformation and strategies that impact student learning. A campus calendar of family engagement events and activities was followed by each grade level, giving the opportunity for parents to attend different activities throughout the year.

Communication to parents is made via school messenger, school website, social media, flyers and on-going parent conferences. Teachers also use Class Dojo to communicate to parents of important events, student behavior, class projects, and activities. All teachers are required to keep a parent communication log to document all contact with parents.

Parents completed the 2022-23 Parent CNA Survey which indicated the following: (1) "The quality of instruction in my child's school is good" and that the "regular education program at my child's school does a good job of educating students", (2) "My child is taught the appropriate subject at school" and the teachers in my child's school expect my child to do his/her very best", (3) Parents indicated that they are very satisfied with how teachers work with them to improve the educational experience of each child, the availability of materials/supplies, technology resources, and the variety of Fine Arts activities available at school...Several indicated that they did not know if the special education, bilingual/ESL and migrant programs did a good job of educating students, (4) They feel welcomed at our campus, stated that they are encouraged to be involved at school and that they were able to attend school activities, (5) Parents stated that the school is cleaned, well maintained, and a safe place for their children, (6) School Administration, school counselor, teachers, and school nurse are readily available to take concerns, assist, and care for their children, and (7) Parents stated that they would like for the school to offer more extra-curriculum activities and more parental involvement.

After thorough review of all surveys, the SBDM met and finalized the revisions to the Campus Improvement Plan on May 4 2023.

## **Perceptions Strengths**

### **School Culture and Climate Strengths:**

1. Grade Level, Faculty, and SBDM Meetings with School Administration (Principal, Dean of Instruction, and Assistant-Principal)
2. Parental Involvement Meetings
3. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, and Diagnostician
4. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
5. Promote healthy, physically, and emotionally students with physical fitness and nutrition activities and participation in the CATCH program
6. Student participation in UIL, Extended Day, and extra-curricular after-school activities (Choir, DI, Chess, UIL, Science Fair, Spelling Bee, Sports, and Coding)
7. Six Weeks Award Ceremonies
8. Meet the Teacher Night
9. eSchools TAC Discipline Referral Process Plans and Documentation
10. College Awareness Day (every Thursday) to emphasize Higher Education

### **Values and Beliefs Strengths:**

1. Parent Center/Parent Liaison
2. Bi-Weekly Meetings with Parents
3. Parent representation on the following committees: LPAC, SBDM, CIP, Parent/Family Engagement Policy, School/Parent/Student Compact, Title I Policy
4. Parents invited to six week/EOY award ceremonies
5. Parents work on instructional materials for teachers
6. Administration and teacher readily available to parents (parent conferences)
7. Most of the Parent are knowledgeable of the different programs and services provided by this campus
8. Regular communication with parents through weekly folders of student work/homework and worksheets containing activities students and families can do together, Class Dojo, parent communication log
9. School participation in different community functions throughout the school year
10. School website update continuously with information for parents and families



## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Promote extra-curricular activities and increase the number of staff volunteers to help out with extra-curricular activities. **Data Analysis/Root Cause:** Lack of staff volunteers due to already time consumed after-school Extended Day Program and Tutorials.

**Need Statement 2 (Prioritized):** Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings. Parental meeting will provide refreshments and use supplies for presentations and activities. **Data Analysis/Root Cause:** Lack of parent interest at campus bi-weekly meetings due to continuing pandemic.

**Need Statement 3:** Increase the number of parent volunteers and parents taking the Parent Survey. **Data Analysis/Root Cause:** Majority are working parents and busy with family responsibilities.

# Priority Need Statements

**Need Statement 1:** Additional instructional materials and supplies that supports daily explicit academic instruction.

**Data Analysis/Root Cause 1:** Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies. All budgets are lower than the previous year.

**Need Statement 1 Areas:** Student Learning

**Need Statement 2:** Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically.

**Data Analysis/Root Cause 2:** Current at-risk percentage 64% that is 25% points lower than 2022 (89%)

**Need Statement 2 Areas:** School Processes & Programs

**Need Statement 3:** Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner)

**Data Analysis/Root Cause 3:** In keeping with the demand of technology, Breedon Elementary is continuously upgrading its infrastructural demand.

**Need Statement 3 Areas:** School Processes & Programs

**Need Statement 4:** Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction.

**Data Analysis/Root Cause 4:** Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.

**Need Statement 4 Areas:** School Processes & Programs

**Need Statement 5:** Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings. Parental meeting will provide refreshments and use supplies for presentations and activities.

**Data Analysis/Root Cause 5:** Lack of parent interest at campus bi-weekly meetings due to continuing pandemic.

**Need Statement 5 Areas:** Perceptions

**Need Statement 6:** Increase Phonological Awareness, Rapid Vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics percentages in the TPRI/Tejas LEE assessments to meet the District's goal of 70%.

**Data Analysis/Root Cause 6:** Implementation of Phonological Awareness, Rapid vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics with Fidelity

**Need Statement 6 Areas:** Student Learning

**Need Statement 7:** Support all students that are demonstrating the need of academic help through TIER II/III interventions, extended day enrichment, tutorials and summer school to meet the state's Performance Safeguards.

**Data Analysis/Root Cause 7:** Implementation of focused explicit instruction with fidelity during TIERII/II interventions and tutorials to close the gap between all demographic groups to meet the needs of the state's performance tests.

**Need Statement 7 Areas:** Student Learning

**Need Statement 8:** Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum.

**Data Analysis/Root Cause 8:** Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies

**Need Statement 8 Areas:** School Processes & Programs

**Need Statement 9:** Promote extra-curricular activities and increase the number of staff volunteers to help out with extra-curricular activities.

**Data Analysis/Root Cause 9:** Lack of staff volunteers due to already time consumed after-school Extended Day Program and Tutorials.

**Need Statement 9 Areas:** Perceptions

**Need Statement 10:** Increase student and teachers attendance to help improve school climate.

**Data Analysis/Root Cause 10:** Current yearly attendance (94.15% for 2023) percentage is 3.35% points lower than the 2022.

**Need Statement 10 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- Campus goals
- Performance Objectives with summative review (prior year)
- Planning and decision making committee(s) meeting data

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Closing the Gaps Domain
- Federal Report Card and accountability data

## Student Data: Assessments

- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- STAAR Emergent Bilingual (EB) progress measure data
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data
- Grades that measure student performance based on the TEKS

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Emergent Bilingual (EB) /non-EB data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender etc.
- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Professional development needs assessment data

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Community surveys and/or other feedback

### **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data

# Goals

Revised/Approved: May 4, 2023


**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 recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).



**Performance Objective 1:** Breeden performance for all students in grades 3rd -5th grade will exceed the 2023 STAAR percent in Meets Grade Level and Masters Grade Level performance in reading, mathematics and science 3 percentage points.

El desempeño de Breeden para todos los estudiantes en los grados 3.or 5. deg superara el porcentaje de STAAR de 2023 en el desempeño de Cumple con el nivel de grado y el nivel de grado de maestria en lectura, escritura, matematicas y ciencias 3 puntos porcentuales.

**Evaluation Data Sources:** STAAR Performance Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> ELAR: Focus on strategies for literacy: Fluency, Reading Comprehension, Phonics, Academic Vocabulary, Words Reading and Rapid Vocabulary Naming instructional routines through the use of Reading Readiness (PK/K), Esperanza and Language Enrichment (1st/2nd) so that students are developed and successful at EOY as measured by C-PALLS, MClass , TPRI/Tejas Lee assessments and K-12 Summitt</p> <p>ELAR: Enfoque en estrategias para la alfabetización: fluidez, comprensión de lectura, fonética, vocabulario académico, lectura de palabras y vocabulario rápido. Nombrar rutinas de instrucción mediante el uso de la preparación para la lectura (PK / K), Esperanza y el enriquecimiento del lenguaje (1 deg / 2 deg) para que los estudiantes se desarrollan y tienen éxito en EOY según las evaluaciones C-PALLS, MClass y TPRI / Tejas Lee</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Evidence usage of BISD curriculum and initiatives, Reading Fluency Charts, District Frameworks, Novel Reading and Content Area Journals</p> <p>Summative: 70% of our students will be successful at EOY as measured by the BOY/MOY/EOY C-PALLS, MClass and TPRI/TJL Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Classroom Teachers</p> <p><b>Population:</b> Pre-Kinder to 2nd Grade Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> ELAR: (1) Provide Emergent Bilingual students daily reading strategies through EB instruction to support student transition into English by increasing oral language skills to develop listening, speaking, reading and writing proficiency in English to improve student achievement. (2) Remain pro-active in keeping parental denials at a minimum. (3) The LPAC Committee will meet to assess the language proficiency and assessment of the English Learners, provide Spanish books in the library.</p> <p>ELAR: (1) Proporcionar a los estudiantes bilingues emergentes estrategias diarias de lectura a traves de la instruccion eb para apoyar la transicion de los estudiantes al ingles mediante el aumento de las habilidades del lenguaje oral para desarrollar el dominio de la escucha, el habla, la lectura y la escritura en ingles para mejorar el rendimiento estudiantil.(2) Mantengase proactivo para mantener las denegaciones de los padres al minimo. (3) El Comite LPAC se reunira para evaluar el dominio del idioma y la evaluacion de los estudiantes de ingles.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: SIOP Training, 6-hours of on-going Bilingual Training, Bilingual Clerk checks on every new registrant, LPAC Chair informs parents of the benefits of staying in the Emergent Bilingual Program, LPAC reviews of data</p> <p>Summative: LPAC EOY Documentation, 2023 PBMAS Report</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Chairperson; Bilingual Classroom Teachers; Bilingual Clerk</p> <p><b>Title I:</b> 2.4 - <b>Population:</b> Emergent Bilingual Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024 <b>Need Statements:</b> Student Learning 2 <b>Funding Sources:</b> LPAC - 163 State Bilingual - 163-11-6112-00-144-Y-25-000-Y - \$690</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> ELAR/Writing: Pre-Kinder -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions and submit one monthly sample to Administration for review.</p> <p>ELAR / Escritura: Los estudiantes de Pre-Kinder a 5. to grado escribiran composiciones semanales a lo largo del plan de estudios para mejorar las habilidades de escritura, producir productos basados en su capacidad para aumentar la comunicacion escrita efectiva, analizar pasajes y editar la gramatica y las convenciones, mantener un portafolio de escritura. de sus composiciones y enviar una muestra mensual a la Administracion para su revision.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring</p> <p>Summative: Writing Portfolios</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Classroom Teachers</p> <p><b>Title I:</b> 2.4 - <b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Math: Continue to implement an integrated challenging, standard-based, inquiry centered math curriculum in order to increase students conceptual knowledge at their appropriate grade level and to address critical thinking skills. (Sharon Wells)</p> <p>Matematicas: Continuar implementando un plan de estudios matematico integrado, desafiante, basado en estandares y centrado en la investigacion para aumentar el conocimiento conceptual de los estudiantes en su nivel de grado apropiado y para abordar las habilidades de pensamiento critico. (Sharon Wells)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs, Lesson Plans, District Framework , Progress Monitoring Assessments</p> <p>Summative: STAAR Math Results, checkpoints, Progress Reports, Report Card Grades</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Classroom Teachers</p> <p><b>Title I:</b> 2.4 - <b>Population:</b> Al Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Science: PK-5th grade students will integrate science skills such as safety, inferences, tools and scientific methods during science instruction. Students in 3rd -5th grade will learn the scientific process through the creation of science fair projects. 5th grade students will attend the Science Lab on a weekly basis for instruction in the areas of Life, Physical, Earth, and Nature of Science objectives. Devote 45 minutes per day to standards-based, inquiry-centered science instruction (K-5), (80% of instructional time to classroom/field investigations in K-1st), (60% of instructional time to classroom/field investigations in 2nd -3rd), (50% of instructional time to classroom/field investigations in 4th -5th) to ensure ample opportunity for descriptive, comparative, and experimental investigations outlined in the Science TEKS. 3rd-5th Grade students will participate in the campus and district's Annual Science Fair to increase student awareness of Science Technology, Engineering and Mathematics Concepts building a pathway for STEM and college/career readiness.</p> <p>Ciencias: Los estudiantes de PK a 5o grado integraran habilidades cientificas como seguridad, inferencias, herramientas y metodos cientificos durante la instruccion cientifica. Los estudiantes de 3o a 5o grado aprenderan el proceso cientifico a traves de la creacion de proyectos de feria de ciencias. Los estudiantes de quinto grado asistirán al Laboratorio de Ciencias semanalmente para recibir instruccion en las areas de objetivos de Vida, Fisica, Tierra y Naturaleza de las Ciencias. Dedique 45 minutos al día a la instruccion de ciencias centrada en la investigacion y basada en los estandares (K-5), (80% del tiempo de instruccion a investigaciones de campo / aula en K-1er), (60% del tiempo de instruccion a investigaciones de campo / aula en 2do -3do), (50% del tiempo de instruccion para investigaciones de campo / salon de clase en 4 to -5 to) para asegurar una amplia oportunidad para investigaciones descriptivas, comparativas y experimentales descritas en los TEKS de Ciencias. Los estudiantes de 3 to 5 to grado participaran en la Feria Anual de Ciencias del campus y del distrito para aumentar la conciencia de los estudiantes sobre los conceptos de ciencia, tecnologia, ingenieria y matematicas, creando un camino para STEM y la preparacion universitaria / profesional.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs, District Framework, Lesson Plans, Progress Reports, Report Card Grades, Science Fair Projects</p> <p>Summative: STAAR Science Results, checkpoints, Science Progress Monitoring Results, Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Classroom Teachers</p> <p><b>Title I:</b> 2.4 - <b>Population:</b> All Students (3rd-5th Grade student participants in Science Fair) - <b>Start Date:</b> June 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Social Studies: The campus will organize civic activities such as but not limited to: (1) School assemblies, classroom patriotic celebrations and projects that students will build in order to be introduces to community, state, and national heritage, (2) Celebrate El Dia del Nino to increase self-awareness (PK-1st ), (3) Participate in Kids Voting USA to learn about being an active citizen by exercising their right and privilege to vote, (4) Celebrate National Hispanic Heritage Month to increase awareness of the Hispanic culture and heritage.</p> <p>Estudios sociales: el campus organizara actividades civicas como, entre otras, las siguientes: (1) Asambleas escolares, celebraciones patrioticas en el aula y proyectos que los estudiantes construiran para ser introducidos al patrimonio comunitario, estatal y nacional, (2) Celebrar El Dia del Nino para aumentar la conciencia de si mismos (PK-1), (3 ) Participar en Kids Voting USA para aprender a ser un ciudadano activo ejerciendo su derecho y privilegio de votar, (4) Celebrar el Mes Nacional de la Herencia Hispana para aumentar la conciencia de la cultura y herencia hispana.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: District Framework, Lesson Plans, Walkthroughs</p> <p>Summative: Assemblies, Celebrations, Projects, Kids Voting USA, Career Day Presenters, College Awareness Presentations, Parade Participation</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Classroom Teachers</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	<p>N/A</p>			
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Supplemental research-based instructional materials, resources, toner, supplies, scanners will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff development. Purchase consumable supplies, Reading Novels, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards. supplements to core curriculum resources for the purpose of mitigating the effects of COVID Learning Loss; Materials: Studies Weekly, Social Studies School Service, Neuhaus, Heggerty, Writable, Lone Star, Imagine Learning Reading, Imagine Learning Math, School Readiness Kits, Stemsscopes, edusmart, Legends of Learning, Drops in a Bucket and Discovery Education.</p> <p>Sse compraran materiales de instruccion, recursos, toner, suministros y escaneres complementarios basados en la investigacion para respaldar la implementacion de la instruccion y el desarrollo del personal interno del liderazgo del campus, los consejeros, el bibliotecario y el maestro. Compre suministros consumibles, materiales de lectura, escritura, matematicas y ciencias para uso en el salon de clases para complementar el plan de estudios basico para que los estudiantes puedan dominar y demostrar mejoras en STAAR, TEKS, preparacion y estandares de apoyo. suplementos a los recursos del plan de estudios basico con el fin de mitigar los efectos de la perdida de aprendizaje de COVID; Materiales: Studies Weekly, Social Studies School Service, Nehause, Heggerty, wrtible, Lone Star, Imagine Learning Reading, Imagine Learning Math, Kits de preparacion escolar.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Use of instructional materials (hands-on practice)</p> <p>Summative: STAAR, TELPAS, TPRI/Tejas LEE, C-PM, Mclass, Campus PMAs Results, Progress Reports, Report Card Grade</p>	Formative			Summative
	Oct	Jan	Mar	May






**Staff Responsible for Monitoring:** Dean of Instruction;  
School Secretary

**Population:** All Students - **Start Date:** August 14, 2023 - **End Date:** June 7, 2024

**Need Statements:** Student Learning 1

**Funding Sources:** General Supplies-Instruction - 211 Title I-A - 211-11-6399-00-144-Y-30-0F2-Y - \$7,002, Copy Paper - 199 Local funds - 199-11-6396-00-144-Y-11-000-Y - \$2,500, General Supplies - 199 Local funds - 199-11-6399-16-144-Y-11-000-Y - \$2,500, General Supplies-PE - 199 Local funds - 199-11-6399-51-144-Y-11-000-Y - \$1,000, General Supplies-Instructional Materials/Supplies and STAAR Materials - 162 State Compensatory - 162-11-6399-00-144-Y-30-000-Y - \$8,089, Supplemental Materials/Supplies to Support Reading, Math, Writing, and Science Instruction - 263 Title III-A Bilingual - 263-11-6399-00-144-Y-25-000-Y - \$1,590, General Supplies-SPED Life Skills - 166 State Special Ed. - 166-11-6399-00-144-Y-23-0P1-Y - \$1,000, SPED General Supplies-Toner - 166 State Special Ed. - 166-11-6399-62-144-Y-23-000-Y - \$1,500, General Supplies-Library - 211 Title I-A - 211-12-6399-00-144-Y-30-0F2-Y - \$500, Instructional Supplies - 163 State Bilingual - 163-11-6399-00-144-Y-25-000-Y--000-Y - \$900, General Supplies-Guidance and Counseling - 211 Title I-A - 211-31-6399-00-144-Y-30-0F2-Y - \$500, General Supplies-Health Services - 211 Title I-A - 211-33-6399-00-144-Y-30-0F2-Y - \$500, General Supplies-SPED PPCD - 166 State Special Ed. - 166-11-6399-00-144-Y-23-0P3-Y - \$1,000, General Supplies-SPED Gloves - 166 State Special Ed. - 166-11-6399-00-144-Y-23-0P4-Y - \$1,500, Xerox copier overage for printing colored copies - 199 Local funds - 199-23-6399-00-144-Y-99-000-Y - \$500, Toner - 199 Local funds - 199-23-6399-65-144-y-99-000-y - \$1,000, general supplies - 199 Local funds - 199-23-6398-00-144-y-99000y - \$1,000, general supplies-equipment - 166 State Special Ed. - 166-11-6399-00-144-y-23-0B0-y - \$1,000, Supplies - equipment - 166 State Special Ed. - 166-11-6398-62-144-y-23-OP2-Y - \$500, general supplies - 211 Title I-A - 211-11-6399-16-144-y-30-0F2-y - \$2,000, copy paper - 211 Title I-A - 211-11-6396-0-144-y-30-0F2-y - \$2,500

N/A

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Monitor the implementation of the 3 Tier response to intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus teachers on the required documentation and interventions based on identified needs every six week.</p> <p>Monitorear la implementacion del Modelo de respuesta a intervencion de 3 niveles en las aulas de PK-5 para matematicas, lectura y comportamiento con capacitacion adicional proporcionada a los maestros del campus sobre la documentacion requerida e intervenciones basadas en las necesidades identificadas cada seis semanas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results/impact: PDS sessions, agendas and evaluations, RTI plan progress monitoring reports, classroom observations re[port Summative: Improved STAAR scores, TIER 2 and 3 supports from the first semester to the second semester</p> <p><b>Staff Responsible for Monitoring:</b> Teachers RTI coordinator</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Need Statements:**

Student Learning
<p><b>Need Statement 1:</b> Additional instructional materials and supplies that supports daily explicit academic instruction. <b>Data Analysis/Root Cause:</b> Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies. All budgets are lower than the previous year.</p> <p><b>Need Statement 2:</b> Increase Phonological Awareness, Rapid Vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics percentages in the TPRI/Tejas LEE assessments to meet the District's goal of 70%. <b>Data Analysis/Root Cause:</b> Implementation of Phonological Awareness, Rapid vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics with Fidelity</p>

**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 recibirán oportunidades educativas que producirán graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

**Performance Objective 2:** Breeden early childhood will increase by 5 percentage points over end-of-year 2023 results.

El preescolar de Breeden aumentará en 5 puntos porcentuales con respecto a los resultados de fin de año 2021.

**Evaluation Data Sources:** TPRI, Tejas Lee, MCLASS, Three Cheers for Pre-K, CPALS

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Support Early Childhood Education in order to increase early literacy and student school readiness for high quality 3 year old program. PK3 para-professional will support teacher with small group instruction as needed.</p> <p>Apoyar la educación de pre escolar con el fin de aumentar la alfabetización temprana y la preparación escolar de los estudiantes para un programa de alta calidad para niños de 3 años. El paraprofesional de PK3 apoyará al maestro con instrucción en grupos pequeños según sea necesario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BOY and MOY Cpals Test, Three Cheers for Pre-K , Student Screening Assessments, Walk-throughs, Lesson Plans (tango trends)</p> <p>Summative: EOY Cpals and Three Cheers for PK! results, Purchase Orders (tango trends)</p> <p><b>Staff Responsible for Monitoring:</b> PK-3 Teacher and Paraprofessional</p> <p><b>Population:</b> PK3-year old students as of September 1st - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically. Screening all Kinder and first grade students in order to meet the needs of HB 1886.</p> <p>Continuar expandiendo el programa de Pre-Kinder y Kinder para proporcionar experiencias de aprendizaje basicas con el fin de preparar mejor academicamente a los estudiantes en riesgo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS Master Schedule</p> <p>Summative Impact: Improved EOY Cpals and Three cheers for PREK, Mclass, TPRI/Tejas LEE, Attendance Rate and Retention Rate, screening from Mclass and TPRI for HB 1886</p> <p><b>Staff Responsible for Monitoring:</b> PK/K Teachers and Paraprofessionals</p> <p><b>Population:</b> Pre-Kinder and Kinder Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
	N/A			



No Progress



Accomplished



Continue/Modify



Discontinue


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

Los estudiantes de BISD recibirán oportunidades educativas que producirán graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).


**Performance Objective 3:** 80% of Breeden Migrant students will be on grade level within 2 years and 70% will be at Meets on all STAAR assessments.


El 80% de los estudiantes Breeden Migrant estarán a nivel de grado dentro de 2 años y el 70% estará en Meets en todas las evaluaciones STAAR.

**Evaluation Data Sources:** PBMAS Report, STAAR Assessments for Migrant students, Migrant Program Participation Reports

Strategy 1 Details	Reviews			
<p><b>Strategy 1: Priority for Service (PFS) migrant students will</b></p> <p>(1) Receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed;</p> <p>(2) Receive interventions as needed in order to comply with their academic success;</p> <p>(3) Receive grade appropriate school supplies to provide them with the necessary tools to complete their classroom and homework;</p> <p>(4) Have an equal opportunity to attend Extended Day tutorial sessions and District summer school program to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Los estudiantes migrantes de Prioridad para el servicio (PFS)</p> <p>(1) Recibir servicios de apoyo suplementarios antes que otros estudiantes migrantes para asegurar que se aborden los requisitos delineados por la Seccion 1304 (d) de NCLB;</p> <p>(2) Recibir intervenciones segun sea necesario para cumplir con su exito academico;</p> <p>(3) Recibir utiles escolares apropiados para su grado para proporcionarles las herramientas necesarias para completar su salon de clases y tareas;</p> <p>(4) Tener la misma oportunidad de asistir a las sesiones de tutoria de dia extendido y al programa de la escuela de verano del distrito para garantizar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes de verano.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Report, Supplemental Support Services to PFS migrant students (priority) and Completed PFS Reports on a Six Weeks basis, Eligibility List, Migrant survey</p> <p>Summative: Completed PFS Monitoring Tool. Requisitions, Sign-in sheets from students receiving school supplies, Increased Promotion Rates, Summer School Project Smart Student List and participation, on-time graduation rates</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal, Dean of Instruction Classroom Teachers who have the migrant students</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue




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


Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados completos que están preparados para el futuro, están preparados para la universidad / carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).


**Performance Objective 4:** Breeden will increase the number of students in co-curricular and extra-curricular activities, advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 5% over 2022-2023 participation.

Breeden aumentará la cantidad de estudiantes en actividades cocurriculares y extracurriculares, avanzando en los programas de matemáticas, ciencias, estudios sociales, ELA y bellas artes en un 5% con respecto a la participación de 2022-2023.

**Evaluation Data Sources:** District, Regional and State competition participation numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Students will be provided opportunities to work on spontaneous, creative activities, aligned to literacy, in order to support their understanding of various genres, develop critical thinking, multi-tasking skills, teamwork by participating in Chess, Coding, and UIL extra-curricular activities. Teacher sponsors and coaches will be provided with professional development and materials to promote participation in Chess, Coding, and UIL.</p> <p>Los estudiantes tendrán la oportunidad de trabajar en actividades creativas y espontáneas, alineadas con la alfabetización, con el fin de apoyar su comprensión de varios géneros, desarrollar el pensamiento crítico, habilidades multitarea, trabajo en equipo al participar en actividades extracurriculares de ajedrez, codificación y UIL. Los maestros patrocinadores y entrenadores recibirán desarrollo profesional y materiales para promover la participación en Ajedrez, Codificación y UIL.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Participation of Sponsored Events, Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative: Students Work Projects and increase participation in Chess, UIL, Coding and increase in these areas</p> <p><b>Staff Responsible for Monitoring:</b> Teacher Sponsors; UIL Coordinator Chess coach coding sponsor</p> <p><b>Title I:</b> 2.5 - <b>Population:</b> PK-5th Grade Students and Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Students will be given the opportunity to participate in co-curricular activities such as:</p> <ul style="list-style-type: none"> <li>(1) Honors Choir (5th grade) to build a foundation in music (once approval is given to elementary)</li> <li>(2) Ukulele guitar (3rd-5th grade) as a means to introduce them to large ensemble performance experience (including purchasing new equipment)</li> <li>(3) UIL Music Memory and Art (4th-5th grade) to develop aural listening skills and expose them to art history</li> <li>(4) Spelling Bee Competition</li> <li>(5) Science Fair (3rd-5th)</li> <li>(6) Battle of the Books (3rd-5th grade)</li> </ul> <p>Los estudiantes tendran la oportunidad de participar en actividades co-curriculares como:</p> <ul style="list-style-type: none"> <li>(1) Coro de honores (5to grado) para construir una base en la musica (una vez que se de la aprobacion a la escuela primaria)</li> <li>(2) Guitarra de ukelele (3 deg a 5 deg grado) como un medio para presentarles la experiencia de interpretacion de un gran conjunto (incluida la compra de equipo nuevo)</li> <li>(3) UIL Music Memory and Art (4to-5to grado) para desarrollar habilidades auditivas y exponerlos a la historia del arte</li> <li>(4) Concurso de ortografia</li> <li>(5) Feria de Ciencias (3o a 5o)</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Music Rotation Schedule, Lesson Plans, Classroom Observations, Practice Schedule, Participation Lists, Spelling Bee results</p> <p>Summative: UIL Music Memory/Art performance ratings, Increase Spelling Bee level of competition beyond the district and regional levels, Science Fair participant list and results</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher UIL Coordinator Spelling Bee Sponsor</p> <p><b>Title I:</b> 2.5 - <b>Population:</b> Students participating in co-curricular activities - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024 <b>Need Statements:</b> Perceptions 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

**Performance Objective 4 Need Statements:**

Perceptions
<p><b>Need Statement 1:</b> Promote extra-curricular activities and increase the number of staff volunteers to help out with extra-curricular activities. <b>Data Analysis/Root Cause:</b> Lack of staff volunteers due to already time consumed after-school Extended Day Program and Tutorials.</p>



**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)






La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energia para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 2)

**Performance Objective 1:** Breeden Elementary will implement an energy savings plan; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling maintenance and/or improvement work orders for at least 20% of the instructional facility annually over the next 5 years.

Breeden Elementary implementara un plan de ahorro de energia; mantener y actualizar las instalaciones actuales para proporcionar un entorno de aprendizaje saludable y positivo mediante la programacion de ordenes de trabajo de mantenimiento y/o mejora para al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos.

**Evaluation Data Sources:** Monthly and annual comparison of energy usage and EOY number of work orders completed.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden will be kept clean and well maintained to ensure that students are being provided with a safe and disciplined environment conducive to student learning.</p> <p>Population: Custodial Staff, All Students and Staff at Breeden Elementary</p> <p>Breeden se mantendra limpio y bien mantenido para garantizar que los estudiantes reciban un entorno seguro y disciplinado que conduzca al aprendizaje de los estudiantes.</p> <p>Poblacion: personal de conserjeria, todos los estudiantes y personal de la escuela primaria Breeden</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily maintenance of Campus, Administrative inspections</p> <p>Summative: Well-maintained campus, Head Custodian reports</p> <p><b>Staff Responsible for Monitoring:</b> Custodial Staff</p> <p><b>Population:</b> Custodial Staff, all Students and Staff at Breeden Elementary - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Custodial Supplies/Maintenance - 199 Local funds - 199-51-6315-00-144-Y-99-000-Y - \$4,815, Overtime-Paraprofessionals - 199 Local funds - 199-23-6121-08-144-Y-99-000-Y - \$200, Custodial Equipment-Maintenance/Operations - 199 Local funds - 199-51-6319-00-144-Y-99-000-Y - \$200, Custodial Overtime-Head Custodian - 199 Local funds - 199-51-6121-47-144-Y-99-000-Y - \$250</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Breeden Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy saving plan.</p> <p>Population: Campus Facility</p> <p>La Primaria Breeden promovera deliberadamente actividades de ahorro de energia en el plantel para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p>Poblacion: Instalaciones del campus</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Savings energy will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p> <p><b>Staff Responsible for Monitoring:</b> Campus Head Custodian</p> <p><b>Population:</b> Campus Facility - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Breeden Elementary will create and implement a systematic approach to the upgrade or improvement of facilities to include prioritizing based on safety and needs of the district.</p> <p>Breeden Elementary creara e implementara un enfoque sistematico para la actualizacion o mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades del distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Prioritization of work order submitted to Facilities and Maintenance Department</p> <p>Summative: EOY number of work orders submitted and completed</p> <p><b>Staff Responsible for Monitoring:</b> Campus Head Custodian</p> <p><b>Population:</b> Campus Facility - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**Performance Objective 1 Need Statements:**

Demographics
<p><b>Need Statement 1:</b> Increase student and teachers attendance to help improve school climate. <b>Data Analysis/Root Cause:</b> Current yearly attendance (94.15% for 2023) percentage is 3.35% points lower than the 2022.</p>






**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 eficaz 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:** Breeden Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all its stakeholders.

Breeden Elementary garantizara el uso eficaz y eficiente del 100 % de los fondos presupuestados disponibles para satisfacer las necesidades de todas las partes interesadas.

**Evaluation Data Sources:** Monthly expenditure reports.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden Elementary will effectively and efficiently use 100% of its available budgeted funds to meet the needs of all its state holders.</p> <p>Breeden Elementary utilizara de manera eficaz y eficiente el 100 % de sus fondos presupuestados disponibles para satisfacer las necesidades de todos los titulares estatales.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: monthly expenditure reports</p> <p>Summative: Funding reports will indicate all funds were expended based on prioritized needs, SBDM and Grade Level meeting to discuss budgets</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction SBDM Committee</p> <p><b>Population:</b> Breeden Stakeholders - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


**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 eficaz 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:** Breeden Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

La Escuela Primaria Breeden creara y brindara reconocimiento y actividades para el cuerpo docente y el personal para mejorar la moral/el clima del campus y apoyar la retencion de maestros y directores.

**Evaluation Data Sources:** Campus Needs Assessment Survey.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Create employee incentives and recognition to improve campus morale and climate. Promote teachers to enroll in Master of Education cohorts/programs.</p> <p>Crear incentivos y reconocimiento para los empleados para mejorar la moral y el clima del campus. Promover que los maestros se inscriban en cohortes/programas de Maestria en Educacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Appreciation Week Activities, Thanksgiving and Christmas Luncheons, Snacks during Grade Level Meetings, Planning Days</p> <p>Summative: Retaining 100% of Breeden Teachers, Number of Teachers with Master degrees</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Highly Qualified Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Teacher incentives - 199 Local funds - 199-23-6498-00-144-y-99000y - \$3,000, Teacher food - 199 Local funds - 199-23-6499-53-144-y-99000y - \$2,912</p>	Formative			Summative
	Oct	Jan	Mar	May
	<div style="display: flex; justify-content: space-between;"> <div style="text-align: center;">  <p>15%</p> </div> <div style="width: 200px; height: 200px;"></div> <div style="width: 200px; height: 200px;"></div> <div style="width: 200px; height: 200px;"></div> </div>			

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

**Performance Objective 2 Need Statements:**

Demographics
<p><b>Need Statement 1:</b> Increase student and teachers attendance to help improve school climate. <b>Data Analysis/Root Cause:</b> Current yearly attendance (94.15% for 2023) percentage is 3.35% points lower than the 2022.</p>






**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:** Breeden Elementary will provide the BISD Public Information Office with feature articles, student recognitions, co-/extra-curricular activities, and parent/community events.

Breeden Elementary proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimientos para estudiantes, actividades cocurriculares/extracurriculares y eventos para padres/comunidad.

**Evaluation Data Sources:** Media for facebook from a variety of activities on campus, enrollment data, and an updated campus website for 23-24 school year

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden Elementary will... Promote its history and origins along with current weekly accomplishments such as feature articles, students, parents, and staff recognition and accomplishments , co-/extra-curricular activities, and parent/community events and activities through its continuously updated school website.</p> <p>Breeden Elementary... Promover su historia y origenes junto con los logros semanales actuales, como articulos destacados, reconocimiento y logros de los estudiantes, los padres y el personal, actividades cocurriculares/extracurriculares y eventos y actividades para padres/comunidad a traves de su sitio web escolar actualizado continuamente.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs, library read alouds</p> <p>Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases</p> <p><b>Staff Responsible for Monitoring:</b> Campus PIO Counselors Parent Liaison</p> <p><b>Population:</b> Students, Parents, and Staff Stakeholder - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p style="text-align: center;">  No Progress                Accomplished                Continue/Modify                Discontinue         </p>				




**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:** Breeden Elementary will follow the District of Innovation to support opportunities for more learning time prior to assessments.

La Primaria Breeden seguira al Distrito de Innovacion para apoyar las oportunidades de mas tiempo de aprendizaje antes de las evaluaciones.

**Evaluation Data Sources:** Follow District approved 2022-2023 calendar (address changes to calendar due to COVID-19)

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden Elementary will promote our District of Innovation through our school website by featuring students, parents, and staff recognitions, accomplishments, events, and activities.</p> <p>La Escuela Primaria Breeden promovera nuestro Distrito de Innovacion a traves de nuestro sitio web escolar presentando reconocimientos, logros, eventos y actividades de estudiantes, padres y personal.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs, Parent Monthly Newsletter</p> <p>Summative Impact: Continuously updating campus website, annual compilation of articles, presentations, and showcases</p> <p><b>Staff Responsible for Monitoring:</b> Campus PIO</p> <p><b>Population:</b> Students, Parents, and Staff Stakeholders - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress
 Accomplished
 Continue/Modify
 Discontinue


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


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 2023-24 school year 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 el ano escolar 2023-24 y no seran desproporcionadas para ninguna poblacion.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All staff will be provided professional development on discipline and classroom management to enhance classroom learning and document discipline and monitor behavior RtI plans.</p> <p>Todo el personal recibira desarrollo profesional sobre disciplina y manejo del salon de clases para mejorar el aprendizaje en el salon de clases y documentar la disciplina y monitorear los planes de comportamiento de RtI.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-in Sheets, Agenda, a safe and disciplined school environment conducive to student learning</p> <p>Summative: TAC/eSchools and PEIMS Discipline Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal</p> <p><b>Population:</b> Administration, Faculty/Staff, Counselors, and Para-Professionals - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations.</p> <p>Las intervenciones y apoyos para el comportamiento positivo (PBIS, por sus siglas en ingles) y los niveles de RtI de comportamiento se implementaran con mayor fidelidad para mejorar el comportamiento de los estudiantes con un seguimiento cercano de las ubicaciones de ISS/OSS para poblaciones especiales.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5%, immediate parent notification of discipline concerns</p> <p>Summative Impact: Weekly TAC/eSchool Reports, Communication Logs</p> <p><b>Staff Responsible for Monitoring:</b> Campus RtI/PEIMS Administrator, All Teachers</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 14, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <ul style="list-style-type: none"> <li>Bullying/Harassment,</li> <li>Dating Violence,</li> <li>Guardian Internet Safety,</li> <li>Drug, Alcohol and Tobacco Awareness, Suicide prevention, Personal Safety, Academic Achievement, Mental Health and Wellness, Social-Emotional Learning, College and Career PLanning</li> <li>Pre-Teen Community Emergency Response Team (CERT), and Truancy</li> </ul> <p>Los consejeros y las organizaciones comunitarias/sin fines de lucro abordaran las tendencias actuales relacionadas con la seguridad y la resolucion de conflictos a traves de presentaciones con estudiantes, padres, profesores y personal del campus sobre:</p> <ul style="list-style-type: none"> <li>Intimidacion/Acoso,</li> <li>violencia en el noviazgo,</li> <li>guardian de seguridad en internet,</li> <li>Concientizacion sobre drogas, alcohol y tabaco, prevencion del suicidio, seguridad personal, rendimiento academico, salud mental y bienestar, aprendizaje socioemocional, planificacion universitaria y profesional</li> <li>Equipo de respuesta a emergencias de la comunidad de preadolescentes (CERT) y absentismo escolar</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Population:</b> All Students and Parents/Guardians - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Campus Counselors will implement a comprehensive counseling program under TAC 11.252 with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal/intra-personal effectiveness, personal health/safety and college/career readiness.</p> <p>Los consejeros del campus 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 los temas que incluyen salud mental. , efectividad interpersonal/intrapersonal, salud/seguridad personal y preparacion universitaria/profesional.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Results/Impact Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: Decrease in the number of students discipline incidents compared to prior school year</p> <p><b>Population:</b> all students, faculty and staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue


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






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 the district to ensure students are safe in the event of a crisis.

Refinar e implementar todos los planes de seguridad en todo el distrito 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.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Maintain, review and update an Emergency Operations Plan in order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents in order to reduce the loss of life and property and harm to the environment. An EOP team will maintain safety of everyone on campus. All stake holders will be trained on the emergency operation of the school.</p> <p>Mantener, revisar y actualizar un Plan de Operaciones de Emergencia para prevenir, proteger, responder, recuperarse y mitigar los efectos de los incidentes para reducir la perdida de vidas y propiedades y el dano al medio ambiente. Un equipo de EOP mantendra la seguridad de todos en el campus. Todos los interesados seran capacitados en la operacion de emergencia de la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Practice Drills, Training on the Emergency Operation of the school by Safety Coordinator, Security Guard on Campus, Staff ID Cards, Visitors must show ID and Sign-in when visiting, Safe School, Sign-in Sheets, Agendas, Office Visitor Sign-in Sheets</p> <p>Summative: Practice Drills and Real-Life Situations</p> <p><b>Staff Responsible for Monitoring:</b> EOP Campus Team</p> <p><b>Population:</b> All Students, Campus Staff and Faculty, Counselors, Administration, and Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Breeden will conduct Active Shooter or other hazardous lock down drills at least twice per semester (EOP PLAN).</p> <p>Breeden llevara a cabo simulacros de tirador activo u otros simulacros de encierro peligrosos al menos dos veces por semestre (EOP PLAN).</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Practice drill reports</p> <p>Summative Impact: Two practice drills per semester</p> <p><b>Staff Responsible for Monitoring:</b> Security Services Campus Administration</p> <p><b>Population:</b> All Students and Staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				


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

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




**Performance Objective 1:** There will be a 5% increase of parents involved in campus/district parental involvement activities from 2022--2023 to 2023-2024.



Habra un aumento del 5% de padres involucrados en las actividades de participacion de los padres del campus / distrito desde 2022-2023 hasta 2023-2024.


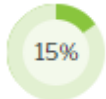




**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Parent Liaison will provide bi-weekly meetings and home visits for the purpose of educating parents with current information that address issues and expectations that impact academic and attendance needs of children.</p> <p>El enlace de padres proporcionara reuniones quincenales y visitas domiciliarias con el proposito de educar a los padres con informacion actual que aborde los problemas y expectativas que afectan las necesidades academicas y de asistencia de los ninos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Log, Bi-weekly Meeting Sign-in Sheets, Agendas</p> <p>Summative: Title I-A Compliance Checklist, Binder Documentation,</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Title I:</b> 4.2 - <b>Population:</b> Parent and Family Engagement - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Perceptions 2</p> <p><b>Funding Sources:</b> Mileage for Parent Liaison/Home Visits - 211 Title I-A - 211-61-6411-00-144-Y-30-Of2-Y - \$900 , Miscellaneous Operations/Parents - 211 Title I-A - 211-61-6499-53-144-Y-30-0F2-Y - \$900, General Supplies for Parent Center - 211 Title I-A - 211-61-6399-00-144-Y-30-F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	May
		 10%		



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct the following annual Title I-A required activities:</p> <p>Review, Revise and Disseminate a Parental Involvement Policy that delineate how parents will be actively involved at the district/campus level.</p> <p>Review, Revise and Disseminate a School-Parent-Student Compact indicating group responsibilities to ensure student achievement.</p> <p>Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Conduct an annual Title I Parent Survey to evaluate the effectiveness of the District/Campus Parental Involvement Programs.</p> <p>Lleve a cabo las siguientes actividades anuales requeridas por el Titulo I-A:</p> <p>Revisar, revisar y difundir una politica de participacion de los padres que delinee como los padres participaran activamente a nivel del distrito / campus.</p> <p>Revisar, revisar y difundir un pacto entre la escuela, los padres y los estudiantes que indique las responsabilidades del grupo para garantizar el rendimiento de los estudiantes.</p> <p>Llevar a cabo una reunion anual del Titulo I para informar a los padres de los servicios prestados a traves de los fondos del Titulo I.</p> <p>Llevar a cabo una encuesta anual para padres de Titulo I para evaluar la eficacia de los programas de participacion de los padres del distrito / campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Meeting, Sign-in Sheets, Agendas, Campus/ District Parental Involvement Policy, School-Parent-Student Compact Forms, Title I Survey , Campus Website</p> <p>Summative: Title I-A Compliance Checklist, Parental Involvement Policy, Returned signed compact forms to be place in student PRC folders, Composite of EOY Survey</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison</p> <p><b>Title I:</b> 4.1 - <b>Population:</b> Parents and Family Engagement - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Campus Improvement Plan, Parent/Family Engagement Policy, School-Parent-Student Compact, LPAC and SBDM committees.</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres participaran en la revision y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: plan de mejora del campus, politica de participacion de padres y familias, pacto entre padres y estudiantes, comites LPAC y SBDM.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-in Sheets, Agendas, Minutes of Meetings, PI Policy, SPS Compact</p> <p>Summative: Parent Participation, Composite of Meeting Minutes, Title I-A Compliance Checklist</p> <p><b>Staff Responsible for Monitoring:</b> LPAC/SBDM Chairpersons, Parent Liaison</p> <p><b>Title I:</b> 4.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide parent educational opportunities through community resources, agencies partnership resources, parent conferences, fairs, district support group meetings and parent training sessions to disseminate information about public services, referrals to agencies that address the needs of children, effective teaching strategies and literacy, college readiness, Health and Wellness education, drop-out and Violence Prevention, technology, and Special Education processes and procedures.</p> <p>Brindar oportunidades educativas para padres a traves de recursos comunitarios, recursos de asociaciones de agencias, conferencias de padres, ferias, reuniones de grupos de apoyo del distrito y sesiones de capacitacion para padres para difundir informacion sobre servicios publicos, referencias a agencias que abordan las necesidades de los ninos, estrategias de ensenanza y alfabetizacion efectivas, preparacion para la universidad , Educacion sobre salud y bienestar, desercion y prevencion de la violencia, tecnologia y procesos y procedimientos de educacion especial.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: Parent Trainer Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets</p> <p>Summative Impact: Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison ; Invited Presenters</p> <p><b>Title I:</b> 4.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Breeden will follow the BISD Early Childhood Family Engagement Plan to better prepare PK-3, PK-4 students academically.</p> <p>Breeden seguira el Plan de participacion familiar de la primera infancia de BISD para preparar mejor a los estudiantes de PK-3, PK-4 academicamente.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results: parent meeting agendas, sign-in sheets</p> <p>Summative Impact: Increase parent participation and attendance to meetings</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Pre-Kinder Staff &amp; Parents</p> <p><b>Population:</b> Pre-Kinder Staff and Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Parents of migrant students will be provided information on how to access resources and strategies in the areas of reading and math to academically support their children more effectively, especially for literacy.</p> <p>Los padres de los estudiantes migrantes recibiran informacion sobre como acceder a recursos y estrategias en las areas de lectura y matematicas para apoyar academicamente a sus hijos de manera mas efectiva, especialmente para la alfabetizacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pre- and Post-Parent Surveys</p> <p>Summative: EOY Assessment Results Increased Promotion Rate</p> <p><b>Staff Responsible for Monitoring:</b> District Migrant Coordinator Parent Liaison</p> <p><b>Population:</b> PFS and Migrant Students and Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Need Statements:**

Perceptions
<p><b>Need Statement 2:</b> Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings. Parental meeting will provide refreshments and use supplies for presentations and activities. <b>Data Analysis/Root Cause:</b> Lack of parent interest at campus bi-weekly meetings due to continuing pandemic.</p>


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

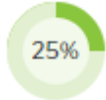
Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (TEA Cap. 4 Obj. 9)


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



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







Strategy 1 Details	Reviews			
<p><b>Strategy 1: Professional Development:</b> Teachers and Administration will attend in-district and out-district conferences and professional development to acquire the latest, most up-to-date Reading, Writing, Math (Sharon Wells for all Math teachers 2nd-5th), Science,( Stemsscopes, Legends of Learning, Discover Education, Edusmart, Forethought), Imagine Learning, Circle training and Lenguaje y Lectures, and Technology research-based reform strategies and best practices that supports explicit instruction, lesson design, and classroom organization to improve student learning and academic performance. (subs for ARDS for improving instructional needs)</p> <p>Desarrollo profesional: los maestros y la administracion asistiran a conferencias y desarrollo profesional dentro y fuera del distrito para adquirir las ultimas y mas actualizadas lectura, escritura, matematicas (Sharon Wells para todos los maestros de matematicas de 2deg a 5deg), ciencias, Stemsscopes, Legends of Learning, Discover Education, Edusmart, Forethought), Imagine Learning, Circle training y Lenguaje y Lectures, y estrategias de reforma y mejores practicas basadas en la investigacion de tecnologia que respaldan la instruccion explicita, el diseno de lecciones y la organizacion del aula para mejorar el aprendizaje de los estudiantes y desempeno academico. (sustitutos de ARDS para mejorar las necesidades de instruccion)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Walkthroughs, Sign-in Sheets, Workshops, Conferences, Agendas, Evaluations, Sharon Wells training for all math teachers, Mclass Training and HB 4545 training.</p> <p>Summative Impact: EOY Assessment Results</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers</p> <p><b>Population:</b> Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> School Processes &amp; Programs 1, 2, 4</p> <p><b>Funding Sources:</b> Professional Development: Teacher Substitutes/Planning Days - 199 Local funds - 199-11-6112-18-144-Y-11-000-Y - \$3,000, Extra Duty pay professional - 162 State Compensatory - 162-11-6399-62-144-y-30-000, professional services - 211 Title I-A - 211-13-6291-0-144-y-30-0F2 - \$4,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Professional Development, Alignment and Planning Meetings: Hold vertical and horizontal alignment meetings to (1) Share teaching practices and strategies in order to facilitate students transition from PK-5th grade (2) Increase the level of rigor in lessons and instruction (3) Plan and align high quality instruction, and (4) Analyze Progress Monitoring Assessment Data to plan curriculum that pertains to the TEKS, Reporting Categories, Readiness and Supporting Standards.</p> <p>Reuniones de planificacion, alineacion y desarrollo profesional: celebrar reuniones de alineacion vertical y horizontal para (1) compartir practicas y estrategias de ensenanza para facilitar la transicion de los estudiantes de PK a 5.deg grado (2) aumentar el nivel de rigor en las lecciones y la instruccion (3) planificar y alinear la instruccion de alta calidad, y (4) analizar los datos de la evaluacion de seguimiento del progreso para planificar el curriculo que pertenece a los TEKS, las categorias de informes, la preparacion y los estandares de apoyo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Sign-in Sheets, Agendas, BOY, MOY, EOY Data Analysis results</p> <p>Summative Impact: Progress Monitoring Reports</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Classroom Teachers</p> <p><b>Population:</b> Teachers/Every other Six Weeks and end of BOY/MOY/EOY Progress Monitoring Assessment Results - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Professional Development: Enhance implementation of instructional strategies including: Response to Intervention (RtI), Sheltered Instruction (SIOP), Sharon Wells (grades 2-5) , Summit K12, Imagine Learning Math and Reading, lead4ward, Tango Trends, differentiated instruction, Lexia Reading for SE studnets in resrouce classes and Unique Learning software/news to you in Life Skills units, common instructional framework (CIF), reading comprehension cognitive strategy routines, Science ( Stemsopes, Legends of Learning, Discover Education, Edusmart) Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Desarrollo profesional: Mejorar la implementacion de estrategias educativas que incluyen: Respuesta a la intervencion (RtI), Instruccion protegida (SIOP), Sharon Wells (grados 2-5) Summit K12, Imagine Learning Math and Reading, lead4ward, Tango Trends, instruccion diferenciada , lectura Lexia para estudiantes SE en clases de recursos y software de aprendizaje unico en unidades de habilidades para la vida, marco de instruccion comun (CIF), rutinas de estrategia cognitiva de comprension de lectura, ciencia (Stemsopes, Legends of Learning, Discover Education, Edusmart) Protocolos de la iniciativa de alfabetizacion de Texas que incluyen habilidades linguisticas que aumentan el dominio de escuchar/hablar y leer/escribir en todas las areas de contenido.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Walkthroughs, Lesson Plans</p> <p>Summative Impact: STAAR Performance Results, and usage reports</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction; Campus Teachers</p> <p><b>Population:</b> Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Enhance the knowledge to teachers on the provision of services of at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate on: (1) Identification of at-risk students via state and local criteria, (2) Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and (3) Budget and Program Compliance</p> <p>Mejorar el conocimiento de los maestros sobre la provision de servicios de estudiantes en riesgo para mejorar el rendimiento academico, la tasa de graduacion, la tasa de finalizacion y disminuir la tasa de retencion y la tasa de desercion en: (1) Identificacion de estudiantes en riesgo a traves del estado y criterios locales, (2) Identificacion e inscripcion inmediata de ninos sin hogar y jovenes no acompanados a traves de la Ley McKinney-Vento, y (3) Cumplimiento del presupuesto y el programa</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Verified Homeless and Unaccompanied Youth Enrollment, eSchoolPLUS At-Risk Progress Report,</p> <p>Summative Impact: Decrease At-Risk Retention</p> <p><b>Staff Responsible for Monitoring:</b> Campus PIEM Administrator; Data-Entry Clerk</p> <p><b>Population:</b> Teachers on At-Risk population - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Professional Development for MTSS to include social emotional learning and trauma informed care training for administrators, counselors and teachers.</p> <p>Desarrollo profesional para MTSS para incluir aprendizaje socioemocional y capacitacion en atencion informada sobre traumas para administradores, consejeros y maestros.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Sign-in Sheets, Agendas, BOY, MOY, EOY Data Analysis results</p> <p>Summative Impact: Progress Monitoring Reports</p> <p><b>Staff Responsible for Monitoring:</b> Breeden adm</p> <p><b>Population:</b> all students faculty and staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				



Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Breeden will train staff on child sexual abuse, sex-trafficking, and other maltreatment of children. Breeden shall provide a child abuse anti-victimization program that includes presentations to students and campus staff. (Policy FFG)</p> <p>Breeden capacitara al personal sobre el abuso sexual infantil, el trafico sexual y otros malos tratos a los ninos. Breeden proporcionara un programa contra la victimizacion por abuso infantil que incluye presentaciones para los estudiantes y el personal del campus. (Politica FFG)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records Summative: end of the year report trainings</p> <p><b>Population:</b> All faculty and staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Breeden will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB)</p> <p>Breeden tendra un equipo de evaluacion de amenazas capacitado que desarrollara un programa escolar seguro y de apoyo de conformidad con TEA. El equipo brindara orientacion a los estudiantes y empleados de la escuela sobre el reconocimiento de comportamientos daninos, amenazantes o violentos que pueden representar una amenaza para la escuela de la comunidad o el individuo y apoyara al distrito en la implementacion del plan de operaciones de emergencia de riesgos multiples del distrito. (Politica FFB)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: training records Summative: end of the year report EOP</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Campus threat assessment team leaders</p> <p><b>Population:</b> all staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Performance Objective 1 Need Statements:**

School Processes & Programs
<p><b>Need Statement 1:</b> Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum. <b>Data Analysis/Root Cause:</b> Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies</p> <p><b>Need Statement 2:</b> Upgrade infrastructural technology (increase software, on-line websites, and computer accessibly to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) <b>Data Analysis/Root Cause:</b> In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.</p>

## School Processes & Programs

**Need Statement 4:** Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction. **Data Analysis/Root Cause:** Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.


**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)


La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 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 las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2022-2023. (Plan de estudios, instruccion y evaluacion de Future Ready)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Pre-Kinder to 5th grade students will have access to technology during daily Classroom Instruction, Library and Computer weekly rotations to address technology skills in order to complete classroom assignments that promote critical thinking skills, and develop projects that foster creativity, innovation, communication, fluency, and digital citizenship. In addition technology instruction will support students to increase standardized testing scores in reading, math, science, and writing and increase English proficiency among LEP students. (Breedon will purchase technology devices in order to achieve this goal. Including but not limited to chrome books, ipads, computers, web camera and installation) (standard one for administrators computers to achieve to receive high-quality education)</p> <p>Los estudiantes de prekindergarten a quinto grado tendrán acceso a la tecnología durante la instrucción diaria en el aula, la biblioteca y las rotaciones semanales de computadoras para abordar las habilidades tecnológicas a fin de completar las tareas del aula que promuevan las habilidades de pensamiento crítico y desarrollen proyectos que fomenten la creatividad, la innovación, la comunicación y la fluidez. y ciudadanía digital. Además, la instrucción tecnológica ayudará a los estudiantes a aumentar los puntajes de las pruebas estandarizadas en lectura, matemáticas, ciencias y escritura y aumentará el dominio del inglés entre los estudiantes LEP. (Breedon comprará dispositivos tecnológicos para lograr este objetivo. Incluyendo, entre otros, Chromebooks, iPads, computadoras, cámaras web e instalación) (estándar para que las computadoras de los administradores logren recibir una educación de alta calidad)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Library/Computer Rotation Schedules, Classroom Projects, Student Competitions</p> <p>Summative: Students will be able to apply computer literacy strategies and skills that will help them with online assessments, science fair projects, classroom projects, use of internet, Accelerated Reader, Testing Skills support</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Campus TST</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Model and support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility/ modification needs of students. Specific settings include but are not limited to:</p> <ol style="list-style-type: none"> <li>1. Computer labs</li> <li>2. interactive tablets</li> <li>3. Sensors/Interface Technology</li> <li>4. Interactive whiteboards</li> <li>5. Document cameras</li> <li>6. Student response systems</li> </ol> <p>Modelar y apoyar la integracion de la tecnologia educativa en la entrega de instruccion para reforzar, diferenciar, evaluar y satisfacer las necesidades de accesibilidad/modificacion de los estudiantes. Los ajustes especificos incluyen pero no se limitan a:</p> <ol style="list-style-type: none"> <li>1. Laboratorios de computacion</li> <li>2. tabletas interactivas</li> <li>3. Sensores/tecnologia de interfaz</li> <li>4. Pizarras interactivas</li> <li>5. Camaras de documentos</li> <li>6. Sistemas de respuesta de los estudiantes</li> </ol> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Classroom Observations</p> <p>Summative Impact: Delivery of Explicit Instruction</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Campus TST,</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> School Processes &amp; Programs 1, 2</p> <p><b>Funding Sources:</b> Equipment supplies - 211 Title I-A - 211-11-6399-62-144-y-30-0F2 - \$4,000, equipment under 5000 - 199 Local funds - 199-23-6398-65-144-y-99-000-y - \$2,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress    
  Accomplished    
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**Performance Objective 1 Need Statements:**

School Processes & Programs
<p><b>Need Statement 1:</b> Additional innovative resources and instructional supplies and materials will be purchased to strengthen the rigor of the curriculum. <b>Data Analysis/Root Cause:</b> Due to local Fund 199 being expended, other monies from other funds need to be utilize for the purchases of additional instructional materials and supplies</p>

## School Processes & Programs


**Need Statement 2:** Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause:** In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.


**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)


La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 4 Obj. 10)


**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology.


Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como proporcionar pasantias para estudiantes autenticas integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> With the help of the Coding Sponsor, 3rd - 5th grade students will participate in an after-school club to learn coding and "hour of Code" The focus of this initiative will be on the lasting benefits of building the following skills sets: Logical Thinking, Problem Solving, Persistence, Collaboration and communication.</p> <p>Con la ayuda del Patrocinador de codificacion, los estudiantes de 3.o a 5.o grado participaran en un club extracurricular para aprender codificacion y "hora de codificacion". El enfoque de esta iniciativa estara en los beneficios duraderos de desarrollar los siguientes conjuntos de habilidades: Pensamiento logico , Resolucion de problemas, Persistencia, Colaboracion y comunicacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Club Rosters, Payroll Forms</p> <p>Summative: After school Coding Participation List, Coding Projects, Student Competition, BISD EOY Coding Participation, Hour of Code participation lists, Summer School "Girls can Code" participation</p> <p><b>Staff Responsible for Monitoring:</b> Coding Sponsor Coding Teachers</p> <p><b>Population:</b> Coding Students and Sponsors - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

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**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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden will use a scorecard, provided by the district, for successful investment in devices and other technology prior to implementation insuring it aligns with our action plan.</p> <p>Breeden utilizara una tarjeta de puntuacion, proporcionada por el distrito, para la inversion exitosa en dispositivos y otra tecnologia antes de la implementacion, asegurandose de que se alinee con nuestro plan de accion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: device purchase reports device implementation report</p> <p>Summative: successful purchasing of devices or technology implementation reports of usage</p> <p><b>Staff Responsible for Monitoring:</b> Dean, Campus TST</p> <p><b>Population:</b> all students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> equipment - 162 State Compensatory - 162-11-6398-62-144-y-30-000-y - \$5,212</p>	Formative			Summative
	Oct	Jan	Mar	May
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**Performance Objective 3 Need Statements:**

School Processes & Programs
<p><b>Need Statement 2:</b> Upgrade infrastructural technology (increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) <b>Data Analysis/Root Cause:</b> In keeping with the demand of technology, Breeden Elementary is continuously upgrading its infrastructural demand.</p>








**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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 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






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy and security.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parents informative meetings Policy and guideline revisions Parent Survey</p> <p>Summative results: Updated policies</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p><b>Population:</b> All students and programs - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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)

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 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 tecnologia educativa 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


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden will increase community partnership, focusing on innovation add strategic planning that will enhance the technology aspect of our campus</p> <p>Breeden aumentara la asociacion comunitaria, centrandose en la innovacion, agregara una planificacion estrategica que mejorara el aspecto tecnologico de nuestro campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Reports Summative Reports: Increased list of partners for educational technology</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration</p> <p><b>Population:</b> Breeden stakeholders - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
<p>  No Progress                 Accomplished                 Continue/Modify                 Discontinue         </p>				

**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)

La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 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

Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y 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 proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido. Aprendizaje profesional personalizado Future Ready


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As per BISD, teachers will participate in a minimum of 12 hours of technology professional development to better prepare and assist with the integration of technology into the subject areas. A TST (technology support teacher) will support campus in the integration of technology into instruction.</p> <p>Segun BISD, los maestros participaran en un minimo de 12 horas de desarrollo profesional tecnologico para prepararse mejor y ayudar con la integracion de la tecnologia en las materias. Un TST (maestro de apoyo tecnologico) apoyara al campus en la integracion de la tecnologia en la instruccion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily use of Technology, , eSchool for on-line grading and attendance, technology such as Excel, Microsoft Word, PowerPoint, Publisher, Eduphoria, Aware, and Outlook, Professional Development System evaluations, Administrative Walkthroughs, Certificates of Completion of Training, TST schedule, Software usage reports</p> <p>Summative: eSchool Program Reports, T-TESS evaluations, StarChart Survey, Campus Technology Training records from PDS, EOY application Management reports</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teacher, TST</p> <p><b>Population:</b> All Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
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<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**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)


La tecnología se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 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 en multiples presupuestos. Preparados para el futuro: presupuesto y recursos

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Educational programs, software (education Galaxy and K -12 summit, Stemscoptes and Edusmart) and technology supplies (including printers and computers) will be used to help our students be academically successful in meeting the rigor of the state assessments in reading, writing, math and science.</p> <p>Writable digital  Imagine Learning Instructional Software  Imagine License Subscriptions/Hatch  Ignite by Hatch  Ready Rosie by SAVVAS for PK  Legends of learning software  Discovery Education Experience</p> <p>Se utilizaran programas educativos, software (educacion Galaxy y K-12 Summit, Stemscoptes y Edusmart) y suministros tecnologicos (incluidas impresoras y computadoras) para ayudar a nuestros estudiantes a tener exito academico en el cumplimiento del rigor de las evaluaciones estatales en lectura, escritura, matematicas. y la ciencia.</p> <p>digital grabable  Imagine el software educativo de aprendizaje  Suscripciones a licencias Imagine/Hatch  Encender por Hatch  Ready Rosie de SAVVAS para PK  Leyendas del software de aprendizaje.  Experiencia educativa de descubrimiento</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Student Usage Reports</p> <p>Summative Impact:  Increase in Technology Literacy usage</p> <p><b>Staff Responsible for Monitoring:</b> Classroom Teachers, Campus TST</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify


 Discontinue


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


La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (TEA Cap. 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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden will us technology surveys conducted for addressing technology access and learning loss preparing for the 2023-2024 school year. This will help set new technology goals, and develop the plan of action for our campus.</p> <p>Breeden realizara encuestas tecnologicas para abordar el acceso a la tecnologia y la perdida de aprendizaje en preparacion para el ano escolar 2023-2024. Esto ayudara a establecer nuevos objetivos tecnologicos y desarrollar el plan de accion para nuestro campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Agendas and sign in sheets BOY Survey results</p> <p>Summative Results: Agendas Sign in sheets EOY Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration TST</p> <p><b>Population:</b> Breeden stakeholders - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue


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



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

**Performance Objective 1:** Increase Breeden's attendance rate to 98% and improve At-Risk Student Attendance Rate by 5% over prior year attendance.







Aumentar la tasa de asistencia de Breeden al 98% y mejorar la tasa de asistencia de estudiantes en riesgo en un 5% con respecto a la asistencia del ano anterior.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Breeden will implement district and state attendance goals that address procedures, roles, and responsibilities of staff involved in working with campus attendance and providing daily updates of attendance to stake holders.</p> <p>Breeden implementara las metas de asistencia del distrito y del estado que abordan los procedimientos, roles y responsabilidades del personal involucrado en el trabajo con la asistencia al campus y brindando actualizaciones diarias de la asistencia a las partes interesadas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily Attendance Reports, Six Weeks and EOY Perfect Attendance Certificates and Trophies, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan</p> <p>Summative: TAPR Report, Campus Percent Weekly Reports, PEIMS Attendance Percentage Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk</p> <p><b>Population:</b> Campus Staff, Parent Liaison, Attendance Personnel - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Demographics 1</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> To better support student achievement and improve student attendance, campus Parent Liaison will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Para apoyar mejor el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, el enlace de padres del campus sera proactivo al monitorear la asistencia de los estudiantes a traves de informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia, no cartas de credito y / o notificaciones de la corte segun sea necesario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: PEIMS Districts and Campus Attendance Percentage Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus PEIM Supervisor (Asst. Principal), Parent Liaison, Office Personnel, Data-Entry Clerk</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> At the end of every six weeks, students will be rewarded with a perfect attendance certificate and pencils for their perfect attendance. At the end of the year, students will be recognized for their overall attendance achievement.</p> <p>Al final de cada seis semanas, los estudiantes seran recompensados con un certificado de asistencia perfecta y cupones de restaurante por su asistencia perfecta. Al final del ano, los estudiantes seran reconocidos por su logro general de asistencia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Perfect Attendance Reports, ADA Report, Report Card Attendance Record, Perfect Attendance Lists, Daily announce Classrooms with Perfect Attendance</p> <p>Summative: EOY Award Ceremonies, Perfect Attendance, a Celebration, Field Trips, TAPR Report, Yearly ADA Report</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Population:</b> All Students: End of every Six Weeks and EOY Award Ceremonies - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Awards, Trophies, Ribbons, Certificates - 211 Title I-A - 211-11-6498-00-144-Y-30-0F2-Y - \$3,000, EOY Award Ceremony for 5th Grade - 199 Local funds - 199-11-6269-00-144-Y-00-000-Y - \$1,650, Transportation for Field Trips, Jump Rope for Heart, District Field Day - 199 Local funds - 199-11-6494-00-144-Y-11-000-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Para reducir el ausentismo de los estudiantes, el personal del campus sera proactivo al monitorear la asistencia de los estudiantes y, despues de la tercera ausencia del estudiante, comenzara las Medidas preventivas de absentismo escolar (TPM), que incluye la emision de un "Plan de asistencia del estudiante" para los padres y el estudiante durante las conferencias de padres celebradas en la escuela para prevenir mas ausencias de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents (TPM)</p> <p>Summative Impact: PEIMS attendance data shows increase</p> <p><b>Staff Responsible for Monitoring:</b> All Campus Staff Parent Liaison</p> <p><b>Population:</b> All Students with Absenteeism - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Monitor the implementation of the 3 Tier response to intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus teachers on the required documentation and interventions based on identified needs every six week.</p> <p>Monitorear la implementacion del Modelo de respuesta a intervencion de 3 niveles en las aulas de PK-5 para matematicas, lectura y comportamiento con capacitacion adicional proporcionada a los maestros del campus sobre la documentacion requerida e intervenciones basadas en las necesidades identificadas cada seis semanas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative results/impact: PDS sessions, agendas and evaluations, RTI plan progress monitoring reports, classroom observations report Summative: Improved STAAR scores, TIER 2 and 3 supports from the first semester to the second semester</p> <p><b>Staff Responsible for Monitoring:</b> Teachers RTI coordinator</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> All students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024 <b>Need Statements:</b> Student Learning 3 - School Processes &amp; Programs 3</p>	Formative			Summative
	Oct	Jan	Mar	May
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Performance Objective 1 Need Statements:**

### Demographics

**Need Statement 1:** Increase student and teachers attendance to help improve school climate. **Data Analysis/Root Cause:** Current yearly attendance (94.15% for 2023) percentage is 3.35% points lower than the 2022.

### Student Learning

**Need Statement 3:** Support all students that are demonstrating the need of academic help through TIER II/III interventions, extended day enrichment, tutorials and summer school to meet the state's Performance Safeguards. **Data Analysis/Root Cause:** Implementation of focused explicit instruction with fidelity during TIERII/II interventions and tutorials to close the gap between all demographic groups to meet the needs of the state's performance tests.

### School Processes & Programs

**Need Statement 3:** Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 64% that is 25% points lower than 2022 (89%)


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



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


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


Breeden desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.


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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week for tutorial and everyday for extended day in order to decrease retention rates and improve student achievement, due to pandemic learning loss. (including transportation for the programs afterschool)</p> <p>Instruccion acelerada: Se proporcionaran a los estudiantes tutorias de intervencion basadas en la investigacion y estrategias de remediacion en el plan de estudios basico durante el dia y / o la semana extendidos al menos dos veces por semana para tutorias y todos los dias durante el dia extendido con el fin de disminuir las tasas de retencion y mejorar el rendimiento estudiantil. debido a la perdida de aprendizaje por pandemia.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eSchool Plus generated Tutorial Schedule, Walkthroughs, Tutorial Lesson Plans, Tutorial Attendance Report, Student Progress Reports, PMA Scores</p> <p>Summative: EOY/MOY/EOY Assessment Results, Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction, Classroom Teachers</p> <p><b>Title I:</b> 2.5, 2.6 - <b>Population:</b> At-Risk Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Extra Duty Pay (Teacher Retirement, Social Security, Medicare for Paraprofessional) - 211 Title I-A - 211-11-6121-00-144-y-30-ASP - \$4,842, Professional Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-144-Y-24-SSI-Y - \$5,110, Employee Benefits (Teacher Retirement, Social Security, Medicare) - 211 Title I-A - \$1,236, Prof Extra duty - 162 State Compensatory - 162-11-6118-00-144-y-30-000 - \$10,424, professional extra duty pay - 211 Title I-A - 211-11-6118-00-144-y-30-ASP-y - \$4,842, Tclass supplies - 282 ESSER III Grant Funds - 282-11-6399--00-144-y-99-TCL-2 - \$3,676.75, Tutorial/extended day - 282 ESSER III Grant Funds - 282-11-6118-00-144-Y-99.TLC-2.. - \$37,461.25</p>	Formative			Summative
	Oct	Jan	Mar	May
				


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention and dropout rates.</p> <p>Proporcionar instruccion basada en computadora en el plan de estudios basico y dispositivos asistidos por adaptacion para mejorar el rendimiento y la asistencia de los estudiantes en riesgo y disminuir las tasas de retencion y desercion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans</p> <p>Summative Impact: Assessment Results, Increase Attendance and Decrease Retention, and Dropout Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus TST Classroom Teachers</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> At-Risk Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Migrant students will have equal opportunity to attend extended day tutorials, summer school and migrant enrichment programs so that timely interventions are provided to ensure promotion and on-time graduation. First grade migrant students will be monitored closely to ensure successful grade level completion and ultimately secure promotion to Second grade.</p> <p>Los estudiantes migrantes tendran la misma oportunidad de asistir a tutorias de dia extendido, escuela de verano y programas de enriquecimiento para migrantes para que se brinden intervenciones oportunas para garantizar la promocion y la graduacion a tiempo. Los estudiantes migrantes de primer grado seran monitoreados de cerca para garantizar la finalizacion exitosa del nivel de grado y, en ultima instancia, asegurar la promocion al segundo grado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: BOY/MOY/EOY Assessment Results, Report Card Grades, PFS Monitoring Tool</p> <p>Summative Impact: Increase Promotion Rates, STAAR Performance</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction Assistant Principal</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> Migrant Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Jan</b>	<b>Mar</b>	<b>May</b>
				


Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Complementar el programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion (segun sea necesario) para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion y reducir la tasa de retencion y la tasa de desercion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: eSchoolPLUS Master Schedule, Dyslexia Teacher Lesson Plans and Classroom Observations,</p> <p>Summative Impact: BOY/MOY/EOY Assessment Results, Decrease Retention Rate compared to prior year</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration; Dyslexia Teachers</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> At-Risk Dyslexic Students and 504 students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Immediate identification and enrollment of homeless and unaccompanied youth and promote awareness throughout our campus regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and unaccompanied youth. (Full protection of the McKinney-Vento Act)</p> <p>Identificación e inscripción inmediata de jóvenes sin hogar y no acompañados y promover la conciencia en todo nuestro campus con respecto a la disponibilidad de servicios relacionados con personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades académicas, sociales, emocionales y físicas de los jóvenes identificados sin hogar y no acompañados. (Protección total de la Ley McKinney-Vento)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Homeless and Unaccompanied Youth Identification Criteria as defined by the McKinney-Vento Act, Campus Registration Packet, Homeless List provided by the Homeless Youth Project Office, Parent Conference Logs at the Homeless Youth Project Office. Student Progress Reports</p> <p>Summative Impact: BOY/MOY/EOY Assessment Results, Attendance/Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, Office Personnel, Data-Entry Clerk</p> <p><b>Title I:</b> 2.6</p> <p>- <b>Population:</b> At-Risk Homeless Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Deans of instruction to conduct regular research based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, and decrease the retention rates.</p> <p>Los decanos de instruccion llevaran a cabo sesiones regulares de desarrollo profesional basadas en la investigacion con el fin de capacitar y retener personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de graduacion y la tasa de graduacion de los estudiantes en riesgo y disminuiran las tasas de retencion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: PDS sessions attendance Teacher lesson plans Classroom observations</p> <p>Summative Reports: Increased STAAR At-risk retention</p> <p><b>Staff Responsible for Monitoring:</b> State comp Principal</p> <p><b>Population:</b> All students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p> <p><b>Need Statements:</b> School Processes &amp; Programs 4</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Need Statements:**

Student Learning
<p><b>Need Statement 3:</b> Support all students that are demonstrating the need of academic help through TIER II/III interventions, extended day enrichment, tutorials and summer school to meet the state's Performance Safeguards. <b>Data Analysis/Root Cause:</b> Implementation of focused explicit instruction with fidelity during TIERII/II interventions and tutorials to close the gap between all demographic groups to meet the needs of the state's performance tests.</p>
School Processes & Programs
<p><b>Need Statement 4:</b> Additional targeted Professional Development to meet the needs of the campus and TOT sessions/Peer Observations amongst grade levels to strengthen the delivery of instruction. <b>Data Analysis/Root Cause:</b> Lack of after-school time for Professional Development, campus resorts to TOT sessions, Saturday and during school hours Professional Development and Peer Observations.</p>


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

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


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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> To promote physically and emotionally healthy students 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 30 minutes a day or a minimum of 135 minutes a week. Campus will use the Parenting and Paternity Awareness curriculum (PAPA), Coordinated Approach to Child Health (CATCH) and other indicators recommended by the School Health Advisory Committee (SHAC). (Compliance: Senate Bill 530)</p> <p>Para promover la salud fisica y emocional de los estudiantes y asegurar la aptitud fisica: los estudiantes de los grados Pre K-5 recibiran una actividad fisica de moderada a vigorosa todos los dias en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana. El campus utilizara el plan de estudios de Concientizacion sobre la crianza y la paternidad (PAPA), el Enfoque coordinado para la salud infantil (CATCH) y otros indicadores recomendados por el Comite Asesor de Salud Escolar (SHAC). (Cumplimiento: Proyecto de Ley del Senado 530)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Physical Activities, Classroom Observations</p> <p>Summative: Fitness Assessment Data, Health School Index Assessment Tool results, Jump Rope for Heart Participation rosters, Field Day participation, Community Physical Fitness Activity participation</p> <p><b>Staff Responsible for Monitoring:</b> Physical Education Teachers</p> <p><b>Population:</b> All Students/Daily - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Campus School Nurse will assist in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance. Nurse will also monitor daily health issues, notify parents of any emergencies and co-plan with coaching staff on puberty, dental and CATCH presentations.</p> <p>La enfermera de la escuela del campus ayudara en la planificacion y ejecucion del programa de salud general a nivel del campus, en un esfuerzo por mejorar la salud general de los estudiantes, lo que aumenta la asistencia y el rendimiento academico de los estudiantes. La enfermera tambien supervisara los problemas de salud diarios, notificara a los padres sobre cualquier emergencia y planificara conjuntamente con el personal de entrenamiento las presentaciones de pubertad, dentales y CATCH.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Monthly reports, UTRGV Mobile Unit providing clinical services to students</p> <p>Summative Impact: Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p> <p><b>Population:</b> Campus Nurse and Physical Education Staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 7, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

 No Progress     
  Accomplished     
  Continue/Modify     
  Discontinue

# Title I

## 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after thorough review of multiple data sources and meetings with teachers/staff members and parents...Finalized on May 16, 2023 (SBDM Meeting).

- (1) Student/Parent/Staff Surveys (BISD ARE Department provided results to campus)
- (2) Use of data from academic assessments (STAAR/TELPAS/TPRI & Tejas LEE/Mclass)
- (3) Data Analysis Meetings (BOY/MOY/EOY TPRI/TEJAS LEE, Mclass, Benchmark Results)...record of dates, agendas, sign-in sheets with Campus Administration
- (4) 5th Grade 1st and only administration of the Reading and Math STAAR results
- (5) Number of students failing per six weeks and ultimately attending summer school based on report card grade (six weeks failing reports)
- (6) Number of students on RtI's and students accepted into the Dyslexia and SPED Programs
- (7) Formal and informal communication with parents (conferences via Class Dojo and communication logs)

The above allowed to strengthen the core academic program by constantly planning targeted skills, routines and developing quality interventions to meet the educational needs of all students.

La Evaluación integral de necesidades (CNA) se desarrolló, revisó y revisó después de una revisión exhaustiva de múltiples fuentes de datos y reuniones con maestros/miembros del personal y padres... Finalizó el 16 de Mayo de 2023 (reunión de SBDM).

- (1) Encuestas de estudiantes/padres/personal (el departamento ARE de BISD proporcionó los resultados al campus)
- (2) Uso de datos de evaluaciones académicas (STAAR/TELPAS/TPRI & Tejas LEE)
- (3) Reuniones de análisis de datos (BOY/MOY/EOY TPRI/TEJAS LEE, Mclass, Benchmark Results)... registro de fechas, agendas, hojas de registro con la Administración del Campus
- (4) 5.º grado 1.º y única administración de los resultados de STAAR de Lectura y Matemáticas
- (5) Número de estudiantes que reprobaron cada seis semanas y que finalmente asistieron a la escuela de verano según la calificación de la boleta de calificaciones (informes de reprobación de seis semanas)
- (6) Número de estudiantes en RtI y estudiantes aceptados en los programas de dislexia y SPED

(7) Comunicación formal e informal con los padres (conferencias a través de Class Dojo y registros de comunicación)

Lo anterior permitió fortalecer el programa académico básico mediante la constante planificación de habilidades específicas, rutinas y el desarrollo de intervenciones de calidad para satisfacer las necesidades educativas de todos los estudiantes.

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The following stakeholders addressed the needs of the Campus Improvement Plan on May 16, 2023:

- Principal
- Assistant Principal
- Dean of Instruction
- Parent Liaison
- SBDM Parents (2)
- SBDM Business Representatives (2)
- SBDM Community Representatives (2)
- Campus SPDM
- PK-5th Grade Lead Teachers
- Curriculum and Instruction District Personnel

All agreed that the CIP goals would include strategies that addressed the following:

- opportunities for all students to meet the challenging State academic standards
- strengthen the academic program
- increase the amount and quality of learning time
- provide an enrichment and accelerated curriculum (extended day program/tutorials)
- address the needs of all students, especially the At-Risk child

Las siguientes partes interesadas abordaron las necesidades del Plan de mejora del campus el 16 de Mayo de 2023:

Principal  
Asistente principal  
Decano de Instrucción  
Enlace de padres  
Padres SBDM (2)  
Representantes de Negocios SBDM (2)  
Representantes de la comunidad SBDM (2)  
Campus SPDM  
Maestros principales de PK-5to grado  
Currículo e Instrucción Personal del Distrito

Todos acordaron que las metas del CIP incluirían estrategias que abordaran lo siguiente:

oportunidades para que todos los estudiantes cumplan con los desafiantes estándares académicos estatales

fortalecer el programa académico  
aumentar la cantidad y la calidad del tiempo de aprendizaje  
proporcionar un plan de estudios acelerado y de enriquecimiento (programa de día extendido/tutorías)  
abordar las necesidades de todos los estudiantes, especialmente del niño en riesgo

## 2.2: Regular monitoring and revision

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents.

Monitored Dates: October 5, 2022, December 14, 2022, January 25, 2023, March 8, 2023, May 10, 2023

El CNA/CIP será monitoreado y revisado trimestralmente a lo largo del año por el Comité SBDM, maestros de nivel de grado y padres.

Fechas monitoreadas: 5 de octubre de 2022, 14 de diciembre de 2022, 25 de enero de 2023, 8 de marzo de 2023, 10 de mayo de 2023

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

The CIP will be made available to the parents and the community via the schools's website and discussions during bi-weekly parent meetings. Upon request, campus Parent Liaison will also make the CIP (hard copy) available to parents and community members and when possible help translate information in Spanish to the non-English speaking parents.

El CIP se pondrá a disposición de los padres y la comunidad a través del sitio web de las escuelas y las discusiones durante las reuniones de padres quincenales. Previa solicitud, el enlace de padres del campus también pondrá a disposición de los padres y miembros de la comunidad el CIP (copia impresa) y, cuando sea posible, ayudará a traducir la información en español para los padres que no hablan inglés.

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

Multiple opportunities will be given to all students to meet the State standards through...

- Early Childhood Education to increase early literacy and school readiness
- Focused critical thinking skill and strategies for Literacy: fluency, academic vocabulary, and comprehension through the use of Reading Readiness, Esperanza, Language Enrichment, and TLI routines
- Writing skills to increase effective written communication
- Provide Bilingual students with oral language skills to develop listening, speaking, reading, and writing proficiency in English
- Tools and scientific methods during Science instruction that includes field and experimental investigations
- Supplemental research-based instructional materials available to all student
- Research-based accelerated instruction to decrease retention rates and improve student achievement
- Language and literacy interventions for all Dyslexia students
- Use of technology for all students (projects, research, intervention programs)
- Provide migrant students and their parents with information on how to access resources and strategies

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

The Campus Improvement Plan contains instructional strategies in English Language Arts/Writing, Mathematics, Social Studies and Science that strengthen the academic program. Music, Theater Arts, Arts, and extra-curricular activities (UIL, Destination Imagination, Chess, Stock Market Games, Coding, Spelling BEE) provide opportunities to work on spontaneous, creative, logical thinking, problem solving, persistence, collaboration, and communication activities aligned to literacy to support understanding of various genres, develop critical thinking, multi-tasking skills and teamwork. Accelerated Instruction: Research-based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement. The goal is to increase learning time and a well-rounded education through an enriched and accelerated curriculum for all students.

El Plan de Mejoramiento del Campus contiene estrategias de instrucción en Artes del Lenguaje Inglés/Escritura, Matemáticas, Estudios Sociales y Ciencias que fortalecen el programa académico. La música, las artes escénicas, las artes y las actividades extracurriculares (UIL, Destination Imagination, Chess, Stock Market Games, Coding, Spelling BEE) brindan oportunidades para trabajar en el pensamiento lógico, creativo y espontáneo, la resolución de problemas, la persistencia, la colaboración y la comunicación. actividades alineadas con la alfabetización para apoyar la comprensión de varios géneros, desarrollar el pensamiento crítico, habilidades multitarea y trabajo en equipo. Instrucción acelerada: se proporcionarán tutorías de intervención basadas en investigaciones y estrategias de remediación a los estudiantes en el plan de estudios básico durante el día y/o la semana extendidos al menos dos veces por semana para disminuir las tasas de retención y mejorar el rendimiento de los estudiantes. El objetivo es aumentar el tiempo de aprendizaje y una educación integral a través de un plan de estudios enriquecido y acelerado para todos los estudiantes.

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

The CIP addresses the needs of all student in the school, but particularly the needs of those at risk of not meeting the challenging State academic standards by providing them with research-based intervention tutorials and remediation strategies in the foundation curriculum during daily TIER II time, extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.

El CIP aborda las necesidades de todos los estudiantes en la escuela, pero particularmente las necesidades de aquellos en riesgo de no cumplir con los desafiantes estándares académicos del Estado al brindarles tutorías de intervención basadas en investigaciones y estrategias de remediación en el plan de estudios básico durante el tiempo diario de TIER II, jornada y/o semana extendida al menos dos veces por semana para disminuir las tasas de retención y mejorar el rendimiento estudiantil.

## **3.1: Annually evaluate the schoolwide plan**

The school wide plan is evaluated through our SBDM committee during our SBDM meeting. We look at each goals, objective and strategy in order to assure completion and on track through out the year.

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

The campus will develop and distribute to parents and family members of participating students a written parent and family engagement policy, agreed on jointly by parents. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. An Annual Title I-A meeting will be convene at a convenient time to inform parents of services and activities provided through Title I funds. Continuously involve parents in the planning, review, and improvement of programs under Title I-A, including the Parent and Family Engagement Policy. Spring meeting took place March 24, 2023

El campus desarrollará y distribuirá a los padres y familiares de los estudiantes participantes una política escrita de participación de los padres y la familia, acordada conjuntamente por los padres. La política se pondrá a disposición de la comunidad local y se actualizará periódicamente para satisfacer las necesidades cambiantes de los padres y la escuela. Se convocará una reunión anual del Título I-A en un momento conveniente para informar a los padres sobre los servicios y actividades proporcionados a través de los fondos del Título I. Involucrar continuamente a los padres en la planificación, revisión y mejora de los programas bajo el Título I-A, incluida la Política de participación de los padres y la familia. La reunión de primavera tuvo lugar el 24 de marzo de 2023

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

Parents will be offered flexible number of dates and times to participate in meetings including the biweekly meetings on Tuesdays throughout the school year to provide them information on.

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

A los padres se les ofrecerá un número flexible de fechas y horas para participar en las reuniones, incluidas las reuniones quincenales los martes durante todo el año escolar para brindarles información.

- (1) Actividades y financiación requeridas por el Título IA (múltiples horas y fechas, y durante la Casa Abierta de otoño/primavera)
- (2) Política de participación de los padres que delinea cómo los padres pueden participar activamente a nivel del distrito/campus,
- (3) Acuerdo entre la escuela, los padres y el estudiante que indica la responsabilidad del grupo para garantizar el logro del estudiante,
- (4) Una reunión anual de Título I para informar a los padres sobre los servicios proporcionados a través de los fondos de Título I,
- (5) Descripción y explicación del plan de estudios que se usa en la escuela, las formas de evaluación académica que se usan para medir el progreso de los estudiantes y los niveles de logro de los exigentes estándares académicos estatales.
- (6) Capacitación en alfabetización y tecnología para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento de sus hijos.

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

NA

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elizabeth Salazar	Nurse	211-33-6119-00-144-Y300F2	.40
Guillermo Vega	Parent Liaison	211-61-6129-00-144-Y300F2	1
Juan Ochoa	Library Aide	211-12-6129-06-144-Y300F2	1
Leticia Molina	Attendance Clerk	211-23-6129-00-144-Y240f2	1
Sandra Castillo	Dyslexia Aide	211-11-6129-06-144-Y300K6	1
Victoria Villaneuva	Librarian	211-12-6119-00-144-Y300F2	1



# 2023-2024 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Petra Torres	Principal
Non-classroom Professional	Jenna Gutierrez (Y1)	music
Parent	Angela Ramos (Y2)	Parent
Parent	Martha Martinez (Y2)	Parent
Business Representative	Jorge Aboytes (6)	Business Representative
Community Representative	Roberto Castanon	Community Representative
Classroom Teacher	Sergio Novelo (Y1)	5th Grade Teacher
Classroom Teacher	Frank Castillo (Y2)	SPED Teacher
Classroom Teacher	Laura Shio (Y1)	2nd Grade Teacher
Meeting Facilitator	Loretta Dickinson (Y3)	Dean of Instruction
Community Representative	Laura Carpio	Community Representative
Business Representative	Beth Salinas	Business Representative
District-level Professional	Granado Roxanne (Yr1)	District-Level Professional
Classroom Teacher	Brenda Ramirez (Y1)	3rd grade teacher
Classroom Teacher	Blanco Novelo (Y2)	1st Grade Teacher
Classroom Teacher	Ana Barrera (Y2)	Pre-KinderTeacher
Paraprofessional	Norma Torres (Y1)	secretary
Classroom Teacher	Vaness Bennett (Y1)	4th grade teacher
Classroom Teacher	Monica Sanchez(Y1)	Kinder Teacher
Meeting Facilitator	Vanessa Cisneros	assistant principal