

# Brownsville Independent School District

## Russell Elementary

### 2020-2021 Campus Improvement Plan

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

**Distinction Designations:**

Top 25 Percent: Comparative Closing the Gaps  
Postsecondary Readiness



**Board Approval Date:** November 4, 2020

# Mission Statement

Russell Elementary School, rich in cultural heritage, will produce well educated graduates 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.

## Vision

Learners Today, Leaders Tomorrow

## Value Statement

To respect and integrate the needs of future generations.

CIP members recognize that their work has cumulative and long-term implications. When addressing campus needs, CIP members acknowledge the future needs of students.

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# Comprehensive Needs Assessment

Revised/Approved: May 1, 2020

## Needs Assessment Overview

Emaline B. Russell Elementary, nestled among the trees on the west side of Brownsville, Texas, is a well-known and established elementary school. Originally named West Brownsville Elementary, the school opened its doors in 1916. The school was renamed in honor of Emaline B. Russell, long-time teacher and principal of West Brownsville Elementary. Although the faces, buildings, and surrounding community have changed, the mission of Russell Elementary has remained constant throughout its 104-year history: **ACADEMIC EXCELLENCE.**

The faculty and staff proudly serve approximately 663 students in grades Three-Year-Old through Fifth grade. The shared vision at Russell Elementary is “Learners Today, Leaders Tomorrow.” All of the academic activities center on our beliefs and values regarding the purpose of our school. We strive to determine our areas in need of change and improvement and seek solutions to address those concerns. Collectively, the faculty and staff develop clear mental images of our solutions.

In order to achieve our goal of academic success, we plan for and provide all the necessary resources. Russell Elementary is fortunate to have an experienced and versatile faculty and staff. All teachers are provided with the proper teaching materials, equipment, and the latest technology. The size of the campus provides enough space for the students to freely move about and at the same time feel safe. Funds are readily accessible and utilized effectively to provide a high quality education for our students.

Russell Elementary invests in professional learning. If students are expected to learn at high levels, teachers are expected to teach at high levels. Through carefully-planned professional development, teachers develop new understandings and an eye for doing things in new ways. The best form of professional development is when we model and demonstrate.

To make certain the students are on the path to academic success, the teachers consistently check on progress. Teachers continuously assess and monitor by carefully collecting, analyzing, interpreting, and using data. Afterwards, adjustments are made to the instructional program in order for our students to achieve at the highest level.

In order to achieve academic excellence, Russell Elementary strives to nurture positive relationships among all staff, students, parents, and community. Vince Lombardi once said, “The achievements of an organization are the results of the combined efforts of each individual.” At Russell Elementary each individual is committed to the goal of “Academic Excellence.”

# Demographics

## Demographics Summary

Demographics refers to the characteristics of the school and helps us understand who we are currently working with and how we implement strategies, initiatives, programs and services to meet their needs.

Russell Elementary is home to 663 students. As reported on the 2018-2019 TAPR the school employed 39 teachers, 5 professional support staff, 3 administrators, 14 educational aids for a total staff count of 61. The student population includes; Hispanic 99.1%, Economically Disadvantaged 94.7%, English Language Learner (ELL) 54.4%, At-Risk 74.4%, Gifted and Talented 7.2%, Special Education 10.7%. The attendance rate is 96.3% for all students.

## Demographics Strengths

Russell Elementary has maintained its student population and attendance rate.

## Need Statements Identifying Demographics Needs

**Need Statement 1 (Prioritized):** Decrease the number of students retained in a grade level through monitoring and RtI assistance. **Data Analysis/Root Cause:** Retention rates have increased in 1st and 4th grade.

**Need Statement 2:** Increase the number of students meeting the exit criteria from the Bilingual Program by consistently implementing the District Bilingual Program. **Data Analysis/Root Cause:** Even though the percentage of students exiting the Bilingual program has increased, the campus still has a low number of students exiting.

**Need Statement 3:** Provide incentives for A & A/B Honor Roll and Perfect Attendance as to create a culture of high expectations among the learning community. **Data Analysis/Root Cause:** The school's attendance rate of 96.3% is below the District's goal of 97.5%.

# Student Learning

## Student Learning Summary

Student achievement data refers to the annual and longitudinal reviews from varied sources of formal and informal data. This data provides insights about the degree to which students are acquiring the knowledge and skills expected for each grade level.

	Math	Reading	Science	Writing
3 <sup>rd</sup> Grade	85%	77%	---	---
4 <sup>th</sup> Grade	80%	80%	---	82%
5 <sup>th</sup> Grade	94%	85%	75%	---

## Student Learning Strengths

Increase in 5th grade reading and math scores.

Increase in 5th grade special education reading and math scores.

## Need Statements Identifying Student Learning Needs

**Need Statement 1 (Prioritized):** Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. **Data Analysis/Root Cause:** Campus scores are below District Scores.

**Need Statement 2 (Prioritized):** Increase the percentage of students meeting the passing standard on STAAR by providing a well-rounded education through hands-on field experiences. **Data Analysis/Root Cause:** Campus scores are below District scores.

# School Processes & Programs

## School Processes & Programs Summary

Staff Quality, Recruitment, and Retention refers to the school's level of high-quality, highly-effective staff. This area is also focused on assessing the effect of recruitment and retention strategies on staffing patterns. Russell Elementary has a total staff of 61. The campus has 77% Professional Staff and 23% Educational Aides. The staff is comprised of 93.5% minorities. The average number of students per teacher is 17. The average years of experience is 17.1. The campus has a low turnover rate. Teachers are provided with staff development on the latest research-based strategies. Teachers are also provided with resources such as teaching materials, funds for extended day learning, and technology.

The curriculum collectively describes the teaching, learning, and assessment materials and resources available for a given grade level. These are aligned with the TEKS and incorporate instruction and assessment processes. All classroom teachers follow the district's curriculum frameworks. The teachers utilize research-based instructional strategies as provided through the curriculum department. Assessment in all grade levels is correlated to the student expectations.

School Context and Organization refers to the processes, structures, decision-making, and overall leadership aspects of the organization, including how these areas address quality teaching and learning. The entire learning community hold high expectations for all of its members. The administration, teachers and students are held to the highest level of accountability. Everyone on the campus is expected to work as a team to increase student achievement.

In technology we model and apply digital tools and resources for students and staff to advance teaching and learning, and connect to real-world experiences, including post-secondary opportunities. Staff members are equipped with an LCD projector, Elmo, and computers in the classroom. Teachers use programs such as Pearson Realize, Prodigy Math, Think Central, Living With Science, Study Island, Mind Play, and Education Galaxy to supplement instruction. Teachers are provided with staff development and other resources to increase the use of technology in the classroom.

## School Processes & Programs Strengths

The school's average faculty level of experience is higher than the District and State average.

All members of the staff are certified as highly qualified.

Professional development is provided by campus administration and curriculum specialists.

Fluency checks, CBAs, District Benchmark, and other formative tools drive decision making. A data wall is also utilized as a campus-wide tool for monitoring students' growth in core/assessed areas (grades 3-5).

Students feel safe and trust adults at school.

The school meets the needs of the diverse student population.

Teachers are equipped with elmos, projectors and computers in their classroom.

Students are also able to utilize Kindles, Nooks, iPads, and Laptops.



## **Need Statements Identifying School Processes & Programs Needs**

**Need Statement 1 (Prioritized):** Improve the RtI process and make it more efficient. Assist struggling students through an effective RtI process. **Data Analysis/Root Cause:** Failure rates increased in 1st and 4th grade.

**Need Statement 2:** Conference with teachers regarding data reviews in order to evaluate student progress. **Data Analysis/Root Cause:** Campus STAAR scores are lower than District's scores.

**Need Statement 3:** Build teacher capacity by providing professional development in the assessed curriculum of the content areas. **Data Analysis/Root Cause:** Campus STAAR scores are lower than the District's scores.

**Need Statement 4 (Prioritized):** Provide students, teachers, and other staff members with computers, iPads, tablets, interactive panels, and other equipment and software to integrate technology into daily lessons and address other campus technology needs. **Data Analysis/Root Cause:** Campus needs to reach advance level on STaR.

# Perceptions

## Perceptions Summary

School culture refers to the organization's values, beliefs, transitions, and customs which shape the personality and climate of the organization. It determines how parents, community, staff, and students feel about the school and affects how people interact within the system. The results of the survey given in the Spring of 2019 provided feedback regarding improving classroom management and technology. Adjustments have been made and implemented based on the input provided by the faculty/staff.

Family and Community Involvement refers to how these stakeholders are informed, invested and involved as partners in supporting the school to maintain high expectations and high achievement for all students. Our campus conducts weekly meetings to inform the parents about topics such as community resources, state assessments, and monitoring student progress. Parents are regularly invited to visit the school through various parental involvement activities that include meet the teacher, open house, reading to their child, participating in walks, and eating lunch in the cafeteria. Parents are also kept informed of school activities through newsletters, school messenger and campus website.

## Perceptions Strengths

The students feel that teachers help them do their best.

The students feel they are learning important things at school.

Parents feel the that the regular education program at school does a good job at educating students.

Parents feel that the information provided by the campus is important to them..

## Need Statements Identifying Perceptions Needs

**Need Statement 1 (Prioritized):** Assist struggling students by implementing small group instruction in the classroom. **Data Analysis/Root Cause:** Campus STAAR scores are lower than the District's scores.

**Need Statement 2:** Provide incentives for A & A/B Honor Roll and Perfect Attendance as to create a culture of high expectations among the learning community. **Data Analysis/Root Cause:** The school's attendance rate of 96.3% is below the District's goal of 97.5%.

# Priority Need Statements

**Need Statement 1:** Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial.

**Data Analysis/Root Cause 1:** Campus scores are below District Scores.

**Need Statement 1 Areas:** Student Learning

**Need Statement 2:** Decrease the number of students retained in a grade level through monitoring and RtI assistance.

**Data Analysis/Root Cause 2:** Retention rates have increased in 1st and 4th grade.

**Need Statement 2 Areas:** Demographics

**Need Statement 3:** Improve the RtI process and make it more efficient. Assist struggling students through an effective RtI process.

**Data Analysis/Root Cause 3:** Failure rates increased in 1st and 4th grade.

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

**Need Statement 4:** Assist struggling students by implementing small group instruction in the classroom.

**Data Analysis/Root Cause 4:** Campus STAAR scores are lower than the District's scores.

**Need Statement 4 Areas:** Perceptions

**Need Statement 5:** Provide students, teachers, and other staff members with computers, iPads, tablets, interactive panels, and other equipment and software to integrate technology into daily lessons and address other campus technology needs.

**Data Analysis/Root Cause 5:** Campus needs to reach advance level on STaR.

**Need Statement 5 Areas:** School Processes & Programs

**Need Statement 6:** Increase the percentage of students meeting the passing standard on STAAR by providing a well-rounded education through hands-on field experiences.

**Data Analysis/Root Cause 6:** Campus scores are below District scores.

**Need Statement 6 Areas:** Student Learning

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations

## **Student Data: Assessments**

- 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 Success Initiative (SSI) data for Grades 5 and 8

## **Student Data: Student Groups**

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Student surveys and/or other feedback

## **Employee Data**

- Staff surveys and/or other feedback
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

## **Parent/Community Data**

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




# Goals







Revised/Approved: May 1, 2020




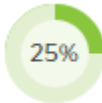


**Goal 1:** Students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).







**Performance Objective 1:** Student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

**Evaluation Data Sources:** STAAR/EOC performance reports







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Practice reading fluency on a daily basis in order to increase reading comprehension. Assess fluency at the end of every six weeks.</p> <p>Practicar la fluidez de lectura diariamente para aumentar la comprension de lectura. Evaluar la fluidez al final de cada seis semanas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Fluency Tracker</p> <p>Summative: End-of-Six Weeks Fluency Rate in Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> 1st-5th Grade Teachers Dean</p> <p><b>Population:</b> 1st-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Funding Sources:</b> Reading Materials - 199 Local funds - 199-12-6329-00-110-Y-99-000-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				











Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Pre-Kinder - 5th grade students will utilize the Accelerated Reader and Achieve 3000 programs to increase reading fluency and comprehension.  Los estudiantes de PreK-5to grado utilizaran los programas Accelerated Reader y Achieve 3000 para aumentar la fluidez y comprension de lectura. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly AR Reports Lesson Plans Walk-throughs Progress Monitoring  Summative: TPRI/Tejas Lee Results <b>Staff Responsible for Monitoring:</b> Librarian <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1 <b>Funding Sources:</b> AR License - 199 Local funds - 199-12-6249-42-110-Y-99-000-Y - \$2,710		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Utilize small group instruction such as pair-share and group-share to increase collaboration among students and increase achievement in the content areas (ELA, Math, Science, Social Studies).  Utilizar la instruccion en grupos pequenos como compartir en pareja y compartir en grupo para aumentar la colaboracion entre los estudiantes y aumentar el rendimiento en las areas de contenido (ELA, Matematicas, Ciencias, Estudios Sociales). <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Walk-throughs  Summative: STAAR Scores <b>Staff Responsible for Monitoring:</b> Classroom Teachers <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Library Aide will provide assistance to students in the library in order to increase student achievement in reading.  La asistente de la biblioteca brindara asistencia a los estudiantes en la biblioteca para aumentar el rendimiento de los estudiantes en lectura. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Administrative Observations  Summative: End of Year Evaluation <b>Staff Responsible for Monitoring:</b> Principal Librarian <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-12-6399-00-110-Y-99-000-Y - \$800		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Utilize dictionaries for ELL students to increase student achievement.  Utilizar diccionarios para estudiantes ELL para aumentar el rendimiento estudiantil. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans  Summative: STAAR Scores <b>Staff Responsible for Monitoring:</b> Dean <b>Population:</b> 3rd-5th grade ELL students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Support the integration of communication skills into the PreK-5th science program through science journals.  *Staff development on journaling *Integration of language arts curriculum with the science curriculum *Implementation of journaling in science PreK-5th to improve science literacy in students.  Apoye la integracion de habilidades de comunicacion en el programa de ciencias PreK-5th a traves de revistas cientificas.  * Desarrollo del personal en diario * Integracion del plan de estudios de artes del lenguaje con el plan de estudios de ciencias. * Implementacion del diario en ciencias PreK-5th para mejorar la alfabetizacion cientifica en los estudiantes.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Journals  Summative: STAAR Scores  <b>Staff Responsible for Monitoring:</b> Dean  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Students in third- fifth grade will utilize the EduSmart digital program in order to increase student achievement in science.  Los estudiantes de tercer a quinto grado utilizaran el programa digital EduSmart para aumentar el rendimiento de los estudiantes en ciencias.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Edusmart Evaluations Lesson Plans Student Progress Reports Benchmark Scores Walk-throughs  Summative: End of Program Test  <b>Staff Responsible for Monitoring:</b> Dean  <b>Population:</b> 3rd-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> The Study Island computer program will be used in order to increase time on task and increase student achievement.</p> <p>El programa informatico Study Island se utilizara para aumentar el tiempo de la tarea y aumentar el rendimiento de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Study Island Reports Lesson Plans Classroom Observations Benchmark Scores</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> *3rd-5th Grade Teachers *Campus Administration *Admin. for SCE</p> <p><b>Population:</b> 3rd-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> The LPAC committee will monitor the progress of ELL students in order to increase the acquisition of the English language. In addition, PDs will be a focus in that we will continue to reduce numbers and monitor performance of students via informational sessions/meetings with parents/guardians.</p> <p>El comite LPAC supervisara el progreso de los estudiantes ELL para aumentar la adquisicion del idioma ingles. Ademas, los PD se centraran en que continuaremos reduciendo los numeros y supervisando el rendimiento de los estudiantes a traves de sesiones informativas / reuniones con padres / tutores.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monthly LPAC Reports</p> <p>Summative: EOY LPAC Report TELPAS Scores PD Reports (focusing on reduction)</p> <p><b>Staff Responsible for Monitoring:</b> LPAC Administrator LPAC Chairperson</p> <p><b>Population:</b> ELL Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 10 Details	Reviews			
<b>Strategy 10:</b> Employ a highly qualified Dyslexia teacher to promote literacy and improve reading and writing skills. Emplear a un maestro de dislexia altamente calificado para promover la alfabetizacion y mejorar las habilidades de lectura y escritura. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Administrative Observations  Summative: STAAR Results <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> DYS Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> In order to create a well-rounded educational program, students will be offered the opportunity to travel to sites where they can learn through hands-on field experiences. Para crear un programa educativo completo, se les ofrecera a los estudiantes la oportunidad de viajar a sitios donde puedan aprender a traves de experiencias de campo practicas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans  Summative: Assessment Results <b>Staff Responsible for Monitoring:</b> Principal <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> May 31, 2021 <b>Need Statements:</b> Student Learning 2 <b>Funding Sources:</b> Transportation - 199 Local funds - 199-11-6494-00-110-Y-11-000-Y - \$2,250	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				








### Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 1:</b> Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. <b>Data Analysis/Root Cause:</b> Campus scores are below District Scores.
<b>Need Statement 2:</b> Increase the percentage of students meeting the passing standard on STAAR by providing a well-rounded education through hands-on field experiences. <b>Data Analysis/Root Cause:</b> Campus scores are below District scores.
Perceptions
<b>Need Statement 1:</b> Assist struggling students by implementing small group instruction in the classroom. <b>Data Analysis/Root Cause:</b> Campus STAAR scores are lower than the District's scores.

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

**Performance Objective 2:** BISD early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

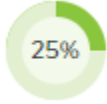

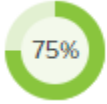
**Evaluation Data Sources:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Employ a highly qualified teacher and paraprofessional to implement the program for Three-Year-Old and Pre-Kinder students in order to promote early literacy and improve foundational language skills.  Emplear a un maestro y un paraprofesional altamente calificado para implementar el programa para estudiantes de tres años y Pre-Kinder para promover la alfabetización temprana y mejorar las habilidades básicas de lenguaje. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Observations Student Pre-Test Results  Summative: Post-Test Results EOY Teacher Survey <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> TI-A Three-Year-Old Program and PreKinder Teacher and Paraprofessional - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				







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




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




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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate school supplies in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meet the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Todos los estudiantes migrantes recibirán útiles escolares apropiados para su grado con el fin de proporcionarles las herramientas necesarias para completar sus tareas de clase y tarea; facilitando así la misma oportunidad de enfrentar los desafíos académicos de todos los estudiantes. Los estudiantes de PFS recibirán servicios de apoyo suplementario antes que otros estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Parent Liaison Migrant Teacher</p> <p><b>Population:</b> PFS and Migrant Students. - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				




Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade.</p> <p>El progreso academico de los estudiantes migrantes de primer grado sera monitoreado para asegurar 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: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Dean First Grade Teachers Migrant Teachers</p> <p><b>Population:</b> 1st grade PFS/Migrant students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The academic progress of all Migrant students will be reviewed at the end of each six weeks to ensure student achievement.</p> <p>El progreso academico de todos los estudiantes migrantes se revisara al final de cada seis semanas para garantizar el rendimiento de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Report Cards</p> <p>Summative: End of Year Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Population:</b> 1st-5th Grade PFS/Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				








Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Los estudiantes migrantes de PFS recibirán servicios de apoyo complementarios antes que otros estudiantes migrantes para garantizar que se aborden los requisitos establecidos por la Sección 1304 (d) de NCLB.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports Delivery Page with Signature</p> <p>Summative: Completed PFS Monitoring Tool</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Principal Migrant Teacher</p> <p><b>Population:</b> PFS and Non-PFS Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Identified Migrant three-year-old children will have the opportunity to enroll into the Title I, Part A Three-Year-Old Program (PK-3) so they can receive the same educational experience as non-migrant students.</p> <p>Los niños migrantes identificados de tres años tendrán la oportunidad de inscribirse en el Título I, Parte A, Programa de tres años (PK-3) para que puedan recibir la misma experiencia educativa que los estudiantes no migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Attendance sheets NGS Currently Enrolled Report</p> <p>Summative: Three-Year-Old Program Completion Certificate</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Principal</p> <p><b>Population:</b> Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-5th grade migrant students, pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level.</p> <p>NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.</p> <p>Con el fin de asegurar los datos necesarios para acomodar la colocacion en oportunidades educativas suplementarias apropiadas para estudiantes migrantes de PK a 5to grado, los maestros y administradores utilizaran los resultados de los exámenes anteriores y posteriores para identificar a los estudiantes migrantes que se desempeñan por debajo del nivel de grado.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Pretest and Post-test Results</p> <p>Summative: EOY Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Principal Special Programs Administrator Teachers</p> <p><b>Population:</b> PFS/Migrant students - <b>Start Date:</b> October 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion, if needed, or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance need and promote positive social engagement.</p> <p>Los estudiantes migrantes de primaria tendran la misma oportunidad de asistir a los programas de escuela de verano del distrito escolar para garantizar la promocion, si es necesario, o participar en el programa de enriquecimiento de verano para migrantes. Los estudiantes migrantes recibirán apoyo suplementario adicional por parte del campus respectivo para abordar las necesidades academicas, de asistencia y promover un compromiso social positivo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increased promotion rates and test performance.</p> <p>Formative: Eligibility Lists Attendance Sheets Progress Reports</p> <p>Summative: SS Promotion Report Teacher/Student Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Principal Teachers Migrant Teachers Migrant Clerks DMC MSC</p> <p><b>Population:</b> Migrants and PFS PK-5 grade students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



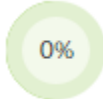





Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, los docentes y el personal del campus de BISD recibirán información migratoria adecuada para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Timely placement into interventions</p> <p>Formative: STAAR/EOC Remediation Enrollment Lists Attendance Reports Participants' Survey</p> <p>Summative: Session Evaluations Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Migrant funded: Teachers Campus clerks DMC MSC</p> <p><b>Population:</b> PFS/Migrant students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> A survey will be used to evaluate the effectiveness of the migrant education program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Se utilizara una encuesta para evaluar la efectividad del programa de educacion migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase on-time graduation</p> <p>Formative: Parent Meeting Evaluations Student Session Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p> <p><b>Staff Responsible for Monitoring:</b> Campus administration</p> <p>Migrant funded: Migrant teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p> <p><b>Population:</b> PFS/Migrant students - <b>Start Date:</b> March 1, 2021 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




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




**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, and Fine Arts programs by 5% over 2018-2019 participation.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Selected fifth grade students will participate in the Celebration Song Fifth Grade Honor Choir as a means to introduce them to large ensemble performance experiences.</p> <p>Los estudiantes seleccionados de quinto grado participaran en el Coro de Honor de la Quinta Cancion de Celebracion como un medio para presentarles las grandes experiencias de actuacion en conjunto.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: List of Selected Students</p> <p>Summative: Audience/Student Reaction</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher</p> <p><b>Population:</b> Selected fifth grade students - <b>Start Date:</b> April 1, 2021 - <b>End Date:</b> July 1, 2020 - <b>Revision Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Choir will conduct a Christmas Tour to sing at local businesses and Adult Day Cares in order to promote community awareness of our fine arts program.</p> <p>El coro llevara a cabo un recorrido navideno para cantar en las empresas locales y en las guarderias para adultos para promover la conciencia de la comunidad sobre nuestro programa de bellas artes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Practice Schedule</p> <p>Summative: Choir Performance</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher</p> <p><b>Population:</b> 5th Grade Choir Students - <b>Start Date:</b> December 1, 2020 - <b>End Date:</b> December 31, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> GT students will participate in enrichment activities in order to develop their problem solving and higher order thinking skills. This includes, but is not limited to, Destination Imagination and the Duke University Program.</p> <p>Los estudiantes de GT participaran en actividades de enriquecimiento para desarrollar sus habilidades de resolucion de problemas y pensamiento de orden superior. Esto incluye, entre otros, Destination Imagination y el programa de la Universidad de Duke.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Attendance at Daily Practice Sessions</p> <p>Summative: Results of Regional Tournament</p> <p><b>Staff Responsible for Monitoring:</b> DI Coaches</p> <p><b>Population:</b> Kinder-5th grade students 2 teams-7 students on each team - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> February 28, 2021</p> <p><b>Funding Sources:</b> Materials, Subscriptions - 199 Local funds - 199-11-6399-00-110-Y-21-000-Y - \$1,260</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students in Saturday Science Adventures will utilize the inquiry/Socratic approach to learning in order to promote critical thinking and problem solving skills.</p> <p>Los estudiantes en Saturday Science Adventures utilizaran el enfoque de investigacion / socratico para aprender a fin de promover el pensamiento critico y las habilidades para resolver problemas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans</p> <p>Summative: STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Population:</b> All 5th grade students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will participate in the Extended Day Enrichment Program in order to promote critical thinking and higher order thinking skills.</p> <p>Los estudiantes participaran en el Programa de Enriquecimiento de Dia Extendido para promover el pensamiento critico y las habilidades de pensamiento de orden superior.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans</p> <p>Summative: Student Participation</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principals Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I-A - 211-11-6118-00-110-Y-30-ASP-Y - \$39,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Tutorial sessions may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Se pueden llevar a cabo sesiones de tutoria para estudiantes migrantes en las escuelas primarias donde existe una necesidad documentada de apoyo academico suplementario en las materias basicas para garantizar que los estudiantes migrantes tengan la misma oportunidad de enfrentar desafios academicos que los estudiantes no migrantes. NOTA: En los sitios que reciben servicios de un maestro migrante, el maestro proporcionara y garantizara la participacion en oportunidades complementarias.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase promotion rates and test performance.</p> <p>Formative: Benchmark Scores Three-Week Progress Reports</p> <p>Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant State Assessment Scores</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p> <p><b>Population:</b> PFS/Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Demographics 1 - Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			

<p><b>Strategy 7:</b> Participate in art contests in order to promote community awareness of our fine arts program and introduce students to art exhibitions.</p>	Formative			Summative
	Oct	Jan	Mar	June

Participe en concursos de arte para promover la conciencia de la comunidad sobre nuestro programa de bellas artes y presentar a los estudiantes a exhibiciones de arte.

**Milestone's/Strategy's Expected Results/Impact:** Formative: List of selected students

Summative: Contest Results

**Staff Responsible for Monitoring:** Art Teacher

**Population:** Selected art students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021



No Progress



Accomplished



Continue/Modify



Discontinue

#### Performance Objective 4 Need Statements:

##### Demographics

**Need Statement 1:** Decrease the number of students retained in a grade level through monitoring and RtI assistance. **Data Analysis/Root Cause:** Retention rates have increased in 1st and 4th grade.


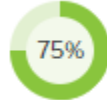
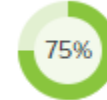
##### Student Learning

**Need Statement 1:** Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. **Data Analysis/Root Cause:** Campus scores are below District Scores.

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

**Performance Objective 1:** The campus will implement an energy savings plans; maintain current facilities to provide a healthy and positive learning environment. (Board Goal 2)

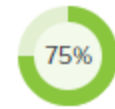
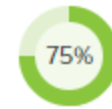
**Evaluation Data Sources:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will promote energy savings activities to support implementation of the district's energy savings plan.  El campus promovera actividades de ahorro de energia para apoyar la implementacion del plan de ahorro de energia del distrito.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monthly Comparison of Energy Usage  Summative: Annual Comparison of Energy Usage  <b>Staff Responsible for Monitoring:</b> Principal Head Custodian  <b>Population:</b> All parents, students, and school personnel - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			

<b>Strategy 2:</b> Create and implement a systematic approach to maintaining current facilities based on safety and needs of the campus.	Formative			Summative
	Oct	Jan	Mar	June



Crear e implementar un enfoque sistematico para mantener las instalaciones actuales en funcion de la seguridad y las necesidades del campus.



**Milestone's/Strategy's Expected Results/Impact:** Formative:  
Survey Results Provided by District

Summative:  
Evaluation/Analysis of Survey Data

**Staff Responsible for Monitoring:** Principal  
Head Custodian

**Population:** All school personnel - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021

**Need Statements:** Student Learning 2

**Funding Sources:** Supplies for maintenance and operations - 199 Local funds - 199-51-6315-00-110-Y-99-000-Y - \$7,000, Overtime - 199 Local funds - 199-51-6121-47-110-Y-99-000-Y - \$50



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Need Statements:

### Student Learning




**Need Statement 2:** Increase the percentage of students meeting the passing standard on STAAR by providing a well-rounded education through hands-on field experiences.




**Data Analysis/Root Cause:** Campus scores are below District scores.

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Support campus and its programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.  Apoyar al campus y sus programas en el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles en funcion de las evaluaciones de necesidades.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Budget Expenditure Reports  Summative: End of Year Expenditure Reports  <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean Secretary  <b>Population:</b> All school personnel - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase consumable supplies for teachers to utilize during instruction so as to make the lessons engaging.  Comprar suministros consumibles para que los maestros utilicen durante la instruccion para que las lecciones sean interesantes.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Formative Assessments Six Weeks Monitoring Folders  Summative: STAAR Scores TELPAS Scores TPRI/Tejas Lee Results <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> 1st-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> March 31, 2021 <b>Need Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1 <b>Funding Sources:</b> General Supplies - 211 Title I-A - 211-11-6396-00-110-Y-30-0F2 - \$1,618, General Supplies - 211 Title I-A - 211-11-6399-00-110-Y-30-0F2 - \$27,989	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			

<b>Strategy 3:</b> Supplemental instructional materials will be provided in ELA, Math, and Science in order to increase student achievement on the STAAR assessment.	Formative			Summative
	Oct	Jan	Mar	June

Se proporcionaran materiales de instruccion suplementarios en ELA, Matematicas y Ciencias para aumentar el rendimiento de los estudiantes en la evaluacion STAAR.

**Milestone's/Strategy's Expected Results/Impact:** Formative:

Lesson Plans  
Benchmark Scores  
Student Progress Reports  
Walk-throughs

Summative:  
STAAR Scores

**Staff Responsible for Monitoring:** Principal  
Dean  
Administrator for State Compensatory Education

**Population:** PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - **Start Date:** July 1, 2020 - **End Date:** March 31, 2021

**Need Statements:** Student Learning 1 - Perceptions 1

**Funding Sources:** General Supplies - 162 State Compensatory - 162-11-6399-110-Y-30-000-Y - \$60,200



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Need Statements:

### Demographics

**Need Statement 1:** Decrease the number of students retained in a grade level through monitoring and RtI assistance. **Data Analysis/Root Cause:** Retention rates have increased in 1st and 4th grade.

### Student Learning

**Need Statement 1:** Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. **Data Analysis/Root Cause:** Campus scores are below District Scores.



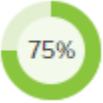
### Perceptions

**Need Statement 1:** Assist struggling students by implementing small group instruction in the classroom. **Data Analysis/Root Cause:** Campus STAAR scores are lower than the District's scores.

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will encourage teachers to participate in the Master of Education cohorts, establish Master Teacher Leaders, and collaborate with the District's exploration of financial incentives.  El campus alentara a los maestros a participar en las cohortes de Maestria en Educacion, establecer Lideres de Maestros Maestros y colaborar con la exploracion de incentivos financieros del Distrito.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: District's Draft of Revised Compensation Plan  Summative: District's Approved Revised Compensation Plan  <b>Staff Responsible for Monitoring:</b> District's CFO HR Administration Principal  <b>Population:</b> High poverty/high minority/low performing students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			

<b>Strategy 2:</b> The campus will support teachers by developing Campus Student Learning Objectives (SLOs) and encourage them to participate in campus and district level professional development opportunities.	Formative			Summative
	Oct	Jan	Mar	June

El campus apoyara a los maestros mediante el desarrollo de objetivos de aprendizaje estudiantil del campus (SLO) y los alentara a participar en las oportunidades de desarrollo profesional a nivel de campus y distrito.

**Milestone's/Strategy's Expected Results/Impact:** Formative:

Grade Level Meetings  
Classroom Observations  
Teacher Conferences

Summative:

T-TESS Evaluation

**Staff Responsible for Monitoring:** Principal

Assistant Principal

Dean

**Population:** All teachers - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021



No Progress



Accomplished



Continue/Modify



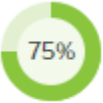











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**Goal 4:** The campus will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)


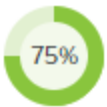
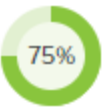




**Performance Objective 1:** The campus will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The campus will promote current accomplishments of the campus through the website and media venues.  El campus promovera los logros actuales del campus a traves del sitio web y los medios de comunicacion.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly/Monthly Website Showcasing  Summative: Website Photo Gallery  <b>Staff Responsible for Monitoring:</b> Principal Assistant principal Dean  <b>Population:</b> Russell Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will designate a PIO contact to provide featured articles, current and prior student/parent/staff recognitions, co-/extra-curricular activities, and parent/community events.  El campus designara un contacto de PIO para proporcionar articulos de caracteristicas, reconocimientos actuales y anteriores de estudiantes / padres / personal, actividades cocurriculares / extracurriculares y eventos para padres / comunidad.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly/Monthly Website Sshowcasing  Summative: Website Photo Gallery for the School Year  <b>Staff Responsible for Monitoring:</b> Principal Assistant principal Dean  <b>Population:</b> Russell Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Update website at least once a month to include showcasing of student and community activities.  Actualizar el sitio web al menos una vez al mes para incluir la exhibicion de actividades estudiantiles y comunitarias. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Current website  Summative: Website Photo Gallery for the School Year <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> Russell Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> The campus will hold student/community activities such as Meet the Teacher Night, Award Ceremonies, and Student Presentations in order to build a positive school-community relationship and recruit and retain our students.  El campus llevara a cabo actividades estudiantiles / comunitarias tales como la Noche de Conocer al Maestro, Ceremonias de Entrega de Premios y Presentaciones de los Estudiantes para construir una relacion positiva entre la escuela y la comunidad y reclutar y retener a nuestros estudiantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Website Postings Pictures Parent Invitations/Flyers  Summative: Attendance Records Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean Counselors <b>Population:</b> Russell Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Campus will participate in "Round-Up" activities in order to recruit new students.  El campus participara en actividades para reclutar nuevos estudiantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Website Postings Newspaper Advertisements Flyers  Summative: Participant Sign-In Sheets <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean Counselors <b>Population:</b> Russell Stakeholders - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> August 31, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			




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







**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2019-2020 and will not be disproportionate for any population.











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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Provide training for new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.  Proporcionar capacitacion para nuevos maestros: (a) manejar eficazmente la disciplina en el aula para que las suspensiones fuera de la escuela y los retiros discrecionales se utilicen como ultimo recurso; (b) garantizar los derechos de los estudiantes y el debido proceso para tener un ambiente seguro y disciplinado propicio para el aprendizaje del estudiante.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Agenda Sign-in Sheets  Summative: eSchool Reports  <b>Staff Responsible for Monitoring:</b> Assistant Principal  <b>Population:</b> Administrators and new teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 0%	 50%	 50%	

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Counselors will attend and provide professional development on the following areas:</p> <p>a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Signs of Child Abuse g.) Response to Intervention (RtI) Model research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Los consejeros asistirán y brindarán desarrollo profesional en las siguientes áreas:</p> <p>a.) Prevención del acoso escolar b.) Violencia / resolución de conflictos c.) Tendencias recientes del consumo de drogas d.) Resiliencia / Activos de desarrollo e.) Señales de abuso infantil g.) Respuesta a la intervención (RtI) Modelo de intervenciones basadas en la investigación para permitir al personal reconocer y abordar el problema, como medida preventiva.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Professional Development Evaluation</p> <p>Summative: Review 360 Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Campus Faculty and Staff</p> <p><b>Population:</b> 1st-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent Presentations will be made periodically on the following:</p> <ul style="list-style-type: none"> <li>*Gang Awareness</li> <li>*Bullying</li> <li>*Internet Safety</li> <li>*Drug, Alcohol and Tobacco Awareness</li> <li>*Gun Safety</li> <li>*Teen CERT</li> <li>*Truancy</li> <li>*EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</li> </ul> <p>Las presentaciones para padres se realizaran periodicamente sobre lo siguiente:</p> <ul style="list-style-type: none"> <li>* Conciencia de pandillas</li> <li>*Acoso</li> <li>*Seguridad de Internet</li> <li>* Conciencia de drogas, alcohol y tabaco</li> <li>* Seguridad de armas</li> <li>* CERT adolescente</li> <li>* Absentismo escolar</li> <li>* Procedimientos de seguridad de EOP para educar a los padres para que puedan reconocer los signos y sintomas relacionados con ciertas ofensas.</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Sign-In Sheets</p> <p>Agendas</p> <p>Summative:</p> <p>Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Administration</p> <p>Parent Liaison</p> <p>Counselors</p> <p><b>Population:</b> Parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				


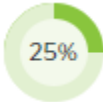
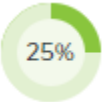




Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Assist students with issues interfering with learning, such as but not limited to, emotional distress, family problems, or alcohol problems.</p> <p>Ayudar a los estudiantes con problemas que interfieren con el aprendizaje, como, entre otros, angustia emocional, problemas familiares o problemas con el alcohol.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Counselor Logs</p> <p>Summative: Report Card</p> <p><b>Staff Responsible for Monitoring:</b> Counselors Homeroom Teachers</p> <p><b>Population:</b> Students who are failing and highly At-Risk - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Conduct presentations for students on how to effectively handle bullying to ensure students feel safe at school.</p> <p>Realizar presentaciones para los estudiantes sobre como manejar con eficacia el acoso escolar para garantizar que los estudiantes se sientan seguros en la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eSchool reports</p> <p>Summative: End of year Survey</p> <p><b>Staff Responsible for Monitoring:</b> Counselors</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Purchase classroom furniture for students to utilize during instruction and ensure a safe and orderly classroom.  Comprar muebles para el aula para que los estudiantes utilicen durante la instruccion y garantice un aula segura y ordenada. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Safety Inspection Report  Summative: Safety Inspection Reports <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> Population: 3yr old - 5th grade students Regular TI MI LEP SE AR GT DYS Timeline: August 2019 - May 2020 - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Purchase safety system license and two-way radios in order to ensure a safe learning environment for students.  Comprar una licencia de sistema de seguridad y radios bidireccionales para garantizar un ambiente de aprendizaje seguro para los estudiantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Safety Inspection Report  Summative: Safety Inspection Reports <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> Population: 3yr old - 5th grade students Regular TI MI LEP SE AR GT DYS Timeline: August 2019 - May 2020 - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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




**Evaluation Data Sources:** Safety plan checklist

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Conduct emergency drills in order to ensure student safety in the even of a crisis.  Realizar simulacros de emergencia para garantizar la seguridad de los estudiantes en caso de crisis. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: campus Safety Report  Summative: District Safety Report <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> All students and staff - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				




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




**Performance Objective 1:** There will be a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020.




**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> Conduct the following annual Title I-A required activities:</p> <ul style="list-style-type: none"> <li>*Jointly develop, complete and review a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level</li> <li>*Jointly develop, complete and review a School-Parent-Student Compact indicating the responsibility of each group in order to ensure student achievement, specifically in the content areas.</li> <li>*Title I-A Meeting to inform parents of the services provided through Title I funds</li> <li>*Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program</li> <li>* Meeting will be held Tuesdays and Thursdays during and afterschool.</li> </ul> <p>Realizar las siguientes actividades anuales requeridas por el Titulo I-A:</p> <ul style="list-style-type: none"> <li>* Complete y revise una Politica de participacion de los padres que delimite como los padres participaran activamente a nivel de distrito / campus</li> <li>* Complete y revise un Pacto entre la escuela, los padres y los estudiantes que indique la responsabilidad de cada grupo para garantizar el rendimiento de los estudiantes, especificamente en las areas de contenido.</li> <li>* Reunion del Titulo I-A para informar a los padres de los servicios prestados a traves de los fondos del Titulo I</li> <li>* Encuesta de padres Titulo I-A para evaluar la efectividad del Programa de participacion de los padres del distrito</li> <li>* Las juntas seran los martes y jueves durante y despues de clases</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Signed SPS Compact</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Parent Meeting Documentation STAAR Scores Parent &amp; Student Attendance Rate Discipline Referrals Parent Survey Results</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Population:</b> All parents, students, and school personnel - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> September 30, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
















Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Educate all learning community members as to the academic and non-academic benefits of a strong parent-school partnership.</p> <p>Educar a todos los miembros de la comunidad de aprendizaje sobre los beneficios academicos y no academicos de una asociacion solida entre padres y escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Agendas Sign in Sheet Session Evaluations Teacher Log</p> <p>Summative:</p> <p>Parent Attendance at School Activities State Assessment Results Attendance Rate Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> All staff - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ample parent education opportunities through parent conferences and parent training sessions to disseminate information and/or services regarding:</p> <ul style="list-style-type: none"> <li>*Health Education</li> <li>*Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)</li> <li>*Building Capacity</li> <li>*Community agencies/organizations</li> <li>*Families in Training</li> <li>*CIP</li> <li>*Programs &amp; services to increase parental participation</li> <li>*STAAR</li> </ul> <p>Brindar amplias oportunidades de educacion para padres a traves de conferencias y sesiones de capacitacion para padres para difundir informacion y / o servicios relacionados con:</p> <ul style="list-style-type: none"> <li>*Educacion para la salud</li> <li>* Poblaciones especiales (bilingue, dislexia, gt, migrante, educacion especial)</li> <li>*Capacidad para construir</li> <li>* Agencias / organizaciones comunitarias</li> <li>* Familias en formacion</li> <li>* CIP</li> <li>* Programas y servicios para aumentar la participacion de los padres.</li> <li>* STAAR</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>Flyers</li> <li>Sign-In Sheets</li> <li>Conference Agendas</li> <li>Meeting Agendas</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>Meeting Evaluations</li> <li>State Assessment Results</li> <li>Attendance Rate</li> <li>Discipline Referrals</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> All parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Invite parents to school activities such as:</p> <ul style="list-style-type: none"> <li>*Meet the Teacher Night</li> <li>*Open House</li> <li>*Award Ceremonies</li> <li>*Library Reading Days</li> <li>*Parent Meetings</li> </ul> <p>in order to get them involved in their child's education and build a working relationship between teachers and parent.</p> <p>Invitar a los padres a actividades escolares como:</p> <ul style="list-style-type: none"> <li>* Conoce a la noche del maestro</li> <li>*Casa abierta</li> <li>* Ceremonias de premiacion</li> <li>* Dias de lectura en la biblioteca</li> <li>* Reuniones de padres</li> </ul> <p>con el fin de involucrarlos en la educacion de sus hijos y construir una relacion de trabajo entre los maestros y los padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Visitor Log</p> <p>Summative: End of Year Survey</p> <p><b>Staff Responsible for Monitoring:</b> CATCH Champion Cafeteria Manager Librarian Parent Liaison Campus Administration</p> <p><b>Population:</b> All parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-110-Y30-0F2-Y - \$900, General Supplies - 211 Title I-A - 211-61-6399-00-110-Y-30-0F2-Y - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Each parent will receive a behavior chart on a daily basis in order to maintain communication with parent regarding student academic and behavioral progress.</p> <p>Cada padre recibira una tabla de comportamiento diariamente para mantener la comunicacion con los padres sobre el progreso academico y conductual del estudiante.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily Behavior Charts</p> <p>Summative: Discipline Referrals State Assessment Results Attendance Rate</p> <p><b>Staff Responsible for Monitoring:</b> All Classroom Teachers</p> <p><b>Population:</b> EC-2nd - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Computers in the Parent Center will be available for parent use for the BISD Home Access Center or other online applications in order for parents to monitor the progress of their children.</p> <p>Las computadoras en el Centro de Padres estaran disponibles para uso de los padres en el Centro de Acceso al Hogar de BISD u otras aplicaciones en linea para que los padres puedan monitorear el progreso de sus hijos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-in Sheet HAC Reports</p> <p>Summative: Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Administration</p> <p><b>Population:</b> All parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Volunteers will be provided with the necessary tools for tasks conducted in the parent center including making copies of fliers to be sent home to maintain communication with parents.</p> <p>Los voluntarios recibirán las herramientas necesarias para las tareas realizadas en el centro para padres, incluida la realización de copias de volantes que se enviarán a casa para mantener la comunicación con los padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Volunteer Sign-In Log</p> <p>Summative: Parent Survey State Assessment Results Attendance Rate Discipline Referral</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> Parent volunteers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> Fund Parent Liaison and provide payment for mileage incurred while conducting attendance and parental involvement responsibilities such as home visits and parental involvement meetings and trainings.</p> <p>Financiar el enlace con los padres y proporcionar el pago por el millaje incurrido mientras se realizan las responsabilidades de asistencia y participación de los padres, tales como visitas al hogar y reuniones y capacitaciones de participación de los padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monthly Contact Log Job Description</p> <p>Summative: Attendance Rate State Assessment Results Attendance Rate Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parent liaison - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> Employee Travel - 211 Title I-A - 211-61-6411-00-110-Y-30-0F2-Y - \$300</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Parents of migrant PK, Kinder, 1st and 2nd grade students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Los padres de estudiantes migrantes de PK, Kinder, 1er y 2do grado reciban sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Academic success for all PK-2nd grade students EOY Promotion Rate</p> <p>Formative: Visitation Logs Parent Meeting Evaluations</p> <p>Summative: Session Evaluations Participation Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Funded: Parent Liaison Recruiters DMC MSC</p> <p><b>Population:</b> Migrant parentsof PK-2nd grade students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				




### Performance Objective 1 Need Statements:







Demographics
<p><b>Need Statement 1:</b> Decrease the number of students retained in a grade level through monitoring and RtI assistance. <b>Data Analysis/Root Cause:</b> Retention rates have increased in 1st and 4th grade.</p>
Student Learning
<p><b>Need Statement 2:</b> Increase the percentage of students meeting the passing standard on STAAR by providing a well-rounded education through hands-on field experiences. <b>Data Analysis/Root Cause:</b> Campus scores are below District scores.</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)




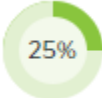


**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance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




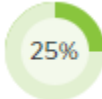
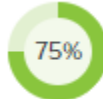
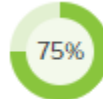
**Evaluation Data Sources:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations



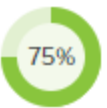

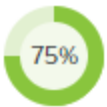
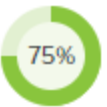




Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide/Attend Language Arts Professional Development in order to implement a comprehensive ELAR/SLAR instructional program and increase student achievement in reading and writing.</p> <p>*ELAR/SLAR (English/Spanish Language Arts &amp; Reading) TEKS</p> <p>*Pre-Kindergarten Guidelines</p> <p>*Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK</p> <p>*Ensenando la Lectura-PK</p> <p>*State Adopted Texts</p> <p>*Vocabulary building</p> <p>Proporcionar / asistir al desarrollo profesional de artes del lenguaje para implementar un programa de instruccion integral ELAR / SLAR y aumentar el rendimiento de los estudiantes en lectura y escritura.</p> <p>* TEKS ELAR / SLAR (ingles / espanol, artes del lenguaje y lectura)</p> <p>* Pautas de prejardin de infantes</p> <p>* Centro para mejorar la preparacion de los ninos para el aprendizaje y la educacion (CIRCLE) -PK</p> <p>* Ensenando la Lectura-PK</p> <p>* Textos adoptados por el estado</p> <p>*Construccion del vocabulario</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Sign-In Sheets</p> <p>Agendas</p> <p>Walk-throughs</p> <p>Session Evaluations</p> <p>Summative:</p> <p>TELPAS Scores</p> <p>STAAR Scores</p> <p>APRENDAS Scores</p> <p>SAT 10 Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Develop oral language skills and increase listening/speaking and reading/writing proficiency through the use of ELPS and ELAR strategies in the classroom in order to increase the number of students scoring Advanced High on TELPAS .</p> <p>Desarrollar habilidades de lenguaje oral y aumente la capacidad de escuchar / hablar y leer / escribir a traves del uso de estrategias ELPS y ELAR en el aula para aumentar el numero de estudiantes con puntaje avanzado avanzado en TELPAS.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Benchmark Testing  Reading Fluency  Teacher Observations  Progress Reports</p> <p>Summative:  TELPAS Scores  SELP Scores</p> <p><b>Staff Responsible for Monitoring:</b> PK-5th Bilingual Teachers  Dean</p> <p><b>Population:</b> PreK-5th grade ELL students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Conduct campus Vertical and Horizontal Alignment meetings to share teaching practices and strategies in order to align instruction and increase student achievement.</p> <p>Llevar a cabo reuniones de alineacion vertical y horizontal en el campus para compartir practicas y estrategias de ensenanza con el fin de alinear la instruccion y aumentar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Sign-In Sheets  Teacher Evaluations  Agendas</p> <p>Summative:  STAAR Scores  TELPAS Scores  EOY-TPRI/Tejas Lee Results</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Implement a coordinated systematic assessment plan in order to facilitate data for planning and curriculum purposes to increase student achievement.</p> <p>Implementar un plan coordinado de evaluacion sistematica para facilitar los datos con fines de planificacion y plan de estudios para aumentar el rendimiento de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Formative Assessment Results LION Scores</p> <p>Summative: STAAR Scores SAT 10/ Aprenda Scores TPRI/Tejas Lee Results TELPAS Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide/Attend staff development for teachers in the STAAR content areas according to the 2019 STAAR results in order to increase achievement.</p> <p>Proporcionar / asistir al desarrollo del personal para los maestros en las areas de contenido STAAR de acuerdo con los resultados STAAR 2019 para aumentar el rendimiento.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk-through Documents Formative Assessments (TPRI/Tejas Lee/LION)</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> PD Registrations and Fees - 199 Local funds - 199-23-6497-00-110-Y-36-000-Y - \$400, Substitutes for PD - 162 State Compensatory - 161-11-6112-00-110-Y-30-000-Y - \$17,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide/Attend professional development in questioning strategies to enhance students reflective reasoning and conceptual understanding and increase student achievement.  Proporcionar / asistir al desarrollo profesional en estrategias de cuestionamiento para mejorar el razonamiento reflexivo de los estudiantes y la comprension conceptual y aumentar el rendimiento estudiantil. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Assessments Classroom Observations Lesson Plans  Summative: STAAR Scores <b>Staff Responsible for Monitoring:</b> Dean <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Demographics 1 - Student Learning 1 - Perceptions 1 <b>Funding Sources:</b> Overtime - 199 Local funds - 199-11-6121-51-110-Y-11-000-Y - \$125, Overtime - 199 Local funds - 199-23-6121-08-110-Y-99-000-Y - \$150, Employee Travel - 199 Local funds - 199-12-6411-23-110-Y-99-000-Y - \$150		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Provide/Attend professional development on the specifications, format, item analysis and objectives of the STAAR so that teachers can provide focused instruction to improve students performance on STAAR.  Proporcionar / Asistir al desarrollo profesional sobre las especificaciones, el formato, el analisis de elementos y los objetivos de STAAR para que los maestros puedan proporcionar instruccion enfocada para mejorar el rendimiento de los estudiantes en STAAR. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Assessments Classroom Observations Lesson Plans  Summative: STAAR Scores <b>Staff Responsible for Monitoring:</b> Dean <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Provide/Attend professional development for Pre-K-5th grade teachers in: In depth study of TEKS, assessment, notebooks, technology integration, journaling, word walls, vocabulary development, graphic organizers and questioning techniques to improve the delivery of instruction and increase student achievement.  Brindar / Asistir al desarrollo profesional para maestros de Pre-K-5to grado en: Estudio profundo de TEKS, evaluacion, cuadernos, integracion de tecnologia, diario, muros de palabras, desarrollo de vocabulario, organizadores graficos y tecnicas de preguntas para mejorar la entrega de instruccion y aumentar los logros del alumnado. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations  Summative: STAAR Scores <b>Staff Responsible for Monitoring:</b> Dean <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> Employ a highly qualified Dean to provide professional development, academic resources, monitor and monitor instruction in order to increase student achievement.  Emplear a un decano altamente calificado para proporcionar desarrollo profesional, recursos academicos, supervisar y supervisar la instruccion a fin de aumentar el rendimiento estudiantil. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Principal Observations  Summative: STAAR Results <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> Dean - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> Decrease the number of students retained in a grade level through monitoring and RtI assistance. <b>Data Analysis/Root Cause:</b> Retention rates have increased in 1st and 4th grade.

### Student Learning

**Need Statement 1:** Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. **Data Analysis/Root Cause:** Campus scores are below District Scores.














### Perceptions

**Need Statement 1:** Assist struggling students by implementing small group instruction in the classroom. **Data Analysis/Root Cause:** Campus STAAR scores are lower than the District's scores.

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

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




**Evaluation Data Sources:** Training records for campus staff.







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All faculty and staff will complete trauma-informed care training from a state approved program to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training record Summative: End of year reports <b>Staff Responsible for Monitoring:</b> Counselors <b>Population:</b> All faculty and staff - <b>Start Date:</b> November 17, 2020 - <b>End Date:</b> June 11, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> The campus will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community, school, or individual and support the campus in implementing the district's multihazard emergency operations plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records Summative: End of year reports <b>Staff Responsible for Monitoring:</b> Counselors Nurse <b>Population:</b> All faculty and staff - <b>Start Date:</b> November 17, 2020 - <b>End Date:</b> June 11, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children. The campus shall provide a child abuse anti-victimization program that includes presentations to students and staff. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records Summative: End of year reports <b>Staff Responsible for Monitoring:</b> Counselors Nurse <b>Population:</b> All faculty and staff - <b>Start Date:</b> November 17, 2020 - <b>End Date:</b> June 11, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







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

**Performance Objective 1:** The school will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology











**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> Teachers will participate in a minimum of 12 hours of technology professional development to integrate technology into the content areas.</p> <p>Los maestros participaran en un minimo de 12 horas de desarrollo profesional de tecnologia para integrar la tecnologia en las areas de contenido.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative; PDS</p> <p>Summative: STaR Chart</p> <p><b>Staff Responsible for Monitoring:</b> Dean TST</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Purchase projector bulbs and toner for classroom teachers in order to enhance the use of technology during the lesson presentation.</p> <p>Comprar bombillas para proyectores y toner para los maestros de clase para mejorar el uso de la tecnologia durante la presentacion de la leccion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Observations</p> <p>Summative: STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> TST Principal</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> General Supplies - 211 Title I-A - 211-11-6399-62-110-Y-30-0F2-Y - \$6,500, General Supplies - 199 Local funds - 199-11-6399-00-110-Y11-000-Y - \$3,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Print additional resources from electronic sources for teachers to utilize as part of their instruction to increase student achievement.</p> <p>Imprimir recursos adicionales de fuentes electronicas para que los maestros los utilicen como parte de su instruccion para aumentar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson plans Teacher Observations</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 1 - School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> General Supplies- Media - 199 Local funds - 199-11-6399-16-110-Y-11-002-Y - \$3,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-110-Y-30-000-Y - \$4,000, Copy Paper - 199 Local funds - 199-11-6396-00-110-Y-11-000-Y - \$690, General Supplies- Toner - 199 Local funds - 199-11-6399-62-110-Y-11-000-Y - \$1,000, General Supplies- Toner - 199 Local funds - 199-23-6399-45-110-Y-99-000-Y - \$2,800</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Students will attend the reading and math computer labs to utilize online academic programs such as Pearson Realize, Think Central, Education Galaxy and Prodigy Math in order to increase student achievement.</p> <p>Los estudiantes asistirán a los laboratorios de computación de lectura y matemáticas para utilizar programas académicos en línea como Pearson Realize, Think Central, Education Galaxy y Prodigy Math para aumentar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Program Reports</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean Computer Lab Paraprofessional</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Students will utilize computers in and outside the classroom for integration of technology in order to increase student achievement.</p> <p>Extra duty pay will be allotted for certified and classified personnel for preparation for virtual/remote learning.</p> <p>Los estudiantes utilizarán computadoras en y fuera del aula para la integración de la tecnología con el fin de aumentar el rendimiento estudiantil.</p> <p>Se asignará un pago de servicio adicional al personal certificado y clasificado para la preparación para el aprendizaje virtual / remoto.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Program Reports</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers TST</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Extra Duty Pay - 211 Title I-A - 211-61-6118-00-110-Y-30-0F2-Y - \$1,345, Extra Duty Pay - 211 Title I-A - 211-61-6126-00-110-Y-30-0F2-Y - \$538</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Purchase computers, interactive panels, laminating machine, projectors, elmos, document cameras, iPads, headphones, microphones, speakers, cables, internet drops, rewiring, chargers, power supplies, printers and licenses for administration, classroom teachers, support staff and students in order to analyze data and enhance the use of technology during lessons.  Comprar computadoras, paneles interactivos, maquinas laminadoras, proyectores, elmos, camaras de documentos, iPads, auriculares, microfonos, parlantes, cables, conexiones a Internet, cableado, cargadores, fuentes de alimentacion, impresoras y licencias para administracion, maestros de clase, personal de apoyo y estudiantes para analizar datos y mejorar el uso de la tecnologia durante las lecciones.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Observations  Summative: STAAR Scores  <b>Staff Responsible for Monitoring:</b> TST Principal  <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021  <b>Need Statements:</b> School Processes & Programs 4  <b>Funding Sources:</b> Equipment under 5,000 - 199 Local funds - 199-23-6398-65-110-Y-99-000-Y - \$3,640, Equipment under 5, 000 - 211 Title I-A - 211-11-6398-62-110-Y-30-0F2-Y - \$45,000, Software - 211 Title I-A - 211-11-6395-62-110-Y-30-0F2-Y - \$700, Equipment under 5,000 - 199 Local funds - 199-12-6398-00-110-Y-99-000-Y - \$500		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> Purchase STEAM software to promote Project Based Learning (PBL).  Adquirir el software STEAM para promover el aprendizaje basado en proyectos (PBL) y ayudar a los estudiantes a mejorar academicamente.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Observations  Summative: STAAR Goals  <b>Staff Responsible for Monitoring:</b> TST Principal  <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> December 7, 2020 - <b>End Date:</b> June 30, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>					







## Performance Objective 1 Need Statements:










<b>Student Learning</b>
<b>Need Statement 1:</b> Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. <b>Data Analysis/Root Cause:</b> Campus scores are below District Scores.
<b>School Processes &amp; Programs</b>
<b>Need Statement 4:</b> Provide students, teachers, and other staff members with computers, iPads, tablets, interactive panels, and other equipment and software to integrate technology into daily lessons and address other campus technology needs. <b>Data Analysis/Root Cause:</b> Campus needs to reach advance level on STaR.








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

**Performance Objective 1:** Increase the overall campus attendance rate to 98.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Announce perfect attendance daily over the intercom at the end of the day to promote perfect attendance.  Anunciar asistencia perfecta diariamente a traves del intercomunicador al final del dia para promover la asistencia perfecta.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily List of Classrooms with Perfect Attendance  Summative: End of Year ADA  <b>Staff Responsible for Monitoring:</b> Assistant Principal Data Entry Clerk  <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Monitor student attendance on a daily basis using the Notebook System to identify students not in school before 9:40 a.m.  Monitorear la asistencia de los estudiantes diariamente utilizando el Sistema de Notebook para identificar a los estudiantes que no estan en la escuela antes de las 9:40 a.m.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily ADA  Summative: End of Year ADA  <b>Staff Responsible for Monitoring:</b> Data Entry Clerk Parent Liaison  <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Monitor the attendance of students on intra-district transfers in order to increase attendance rate.  Monitorear la asistencia de estudiantes en transferencias dentro del distrito para aumentar la tasa de asistencia. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: ADA of Students on Intra-District Transfers  Summative: End of Year ADA <b>Staff Responsible for Monitoring:</b> Data Entry Clerk Parent Liaison Assistant Principal <b>Population:</b> PreK-5th grade students on intra-district transfers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Students with perfect attendance/good behavior for the week will receive an incentive.  Los estudiantes con asistencia perfecta / buen comportamiento para la semana recibirán un incentivo. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly List of Classrooms with Perfect Attendance  Summative: End of Year ADA <b>Staff Responsible for Monitoring:</b> Classroom Teachers <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Monitor the attendance of students in Special Education and Migrant programs on a daily basis in order to increase the campus attendance rate  Monitorear la asistencia de estudiantes en programas de Educacion Especial y Migrantes diariamente para aumentar la tasa de asistencia al campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily ADA Report  Summative: End of Year ADA <b>Staff Responsible for Monitoring:</b> Parent Liaison Assistant Principal in charge of Student Accounting <b>Population:</b> PreK-5th grade students: SE and MI - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Provide incentives for A and A/B Honor Roll and Perfect Attendance for the end of the school year in order to promote a culture of high expectations.  Proporcionar incentivos para el cuadro de honor A y A / B y asistencia perfecta para el final del año escolar con el fin de promover una cultura de altas expectativas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: List of Students Eligible for Awards  Summative: STAAR Scores Attendance Rate <b>Staff Responsible for Monitoring:</b> Counselors <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1 <b>Funding Sources:</b> Awards - 211 Title I-A - 211-11-6498-00-110-Y-30-0F2-Y - \$3,850		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			




### Performance Objective 1 Need Statements:




Student Learning
<b>Need Statement 1:</b> Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. <b>Data Analysis/Root Cause:</b> Campus scores are below District Scores.







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

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







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







Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The dyslexia teacher and teacher aide will work with students to meet content performance expectations and improve academic achievement on assessment instruments.</p> <p>El maestro de dislexia y el ayudante de maestro trabajaran con los estudiantes para cumplir con las expectativas de rendimiento del contenido y mejorar el rendimiento academico en los instrumentos de evaluacion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Lesson Plans Student Progress Reports Benchmark Scores Classroom Observations</p> <p>Summative TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Administrator for State Compensatory Education</p> <p><b>Population:</b> Dyslexic and At-Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The Dean of Instruction will conduct professional development sessions on instructional strategies and provide teacher support to meet the educational needs of At-Risk students.</p> <p>El Decano de Instruccion llevara a cabo sesiones de desarrollo profesional sobre estrategias de instruccion y brindara apoyo a los maestros para satisfacer las necesidades educativas de los estudiantes en riesgo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>PDS Evaluation &amp; Attendance Reports</li> <li>Lesson Plans</li> <li>Student Progress Reports</li> <li>Benchmark Scores</li> <li>Classroom Observations</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>TPRI/Tejas Lee Results</li> <li>STAAR Scores</li> <li>Stanford 10/Aprenda Scores</li> </ul> <p><b>Staff Responsible for Monitoring:</b> Principal Administrator for State Compensatory Education</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



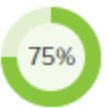

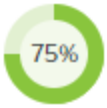
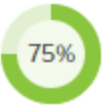




Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Provide an accelerated instruction (tutorial) program in order to increase student achievement.  Proporcionar un programa de instruccion acelerada (tutorial) para aumentar el rendimiento de los estudiantes. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Master Schedule Lesson Plans Walk-throughs Student Progress Reports Benchmark Sores  Summative: TPRI/Tejas Lee Results STAAR Scores Stanford 10/Aprenda Scores <b>Staff Responsible for Monitoring:</b> Dean Administrator for State Compensatory Education <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Population:</b> 1st-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1 <b>Funding Sources:</b> Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-110-Y-24-SSI-Y - \$6,146, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-110-Y-30-000-Y - \$50,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Counselors will meet with At-risk students who were retained or promoted through the Grade Placement Committee in individual or small group as per student needs.  Los consejeros se reuniran con estudiantes en riesgo que fueron retenidos o promovidos a traves del Comite de Colocacion de Grado en grupos individuales o pequenos segun las necesidades del estudiante. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Report Card Grades  Summative: STAAR Scores End of Year Report Card <b>Staff Responsible for Monitoring:</b> Counselors <b>Population:</b> At-Risk students who were retained or promoted through GPCList of students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Demographics 1 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-31-6399-00-110-Y-99-000-Y - \$262	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Staff development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies.</p> <p>Las actividades de desarrollo del personal se centraran en la identificacion de los estudiantes que corren el riesgo de abandonar la escuela. Los maestros adquiriran estrategias educativas de intervencion y prevencion efectivas.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS Session Evaluation Report</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Dean</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide academic and non-academic services for students identified as Homeless including counseling, monitoring of academic progress and attendance in order to increase student achievement.</p> <p>Brindar servicios academicos y no academicos para estudiantes identificados como personas sin hogar, incluyendo asesoramiento, monitoreo del progreso academico y asistencia para aumentar el rendimiento estudiantil.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Report Card Grades</p> <p>Summative: STAAR Scores</p> <p><b>Staff Responsible for Monitoring:</b> Assistant Principal Counselors Parent Liaison</p> <p><b>Population:</b> PreK-5th grade homeless students and At-Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> The Pre-K program will be provided for the full day in order to better prepare students academically. El programa de Pre-K se proporcionara durante todo el dia para preparar mejor a los estudiantes academicamente. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans Walk-throughs Student Progress Reports BOY & MOY CPALLS  Summative: CPALLS EOY Reports <b>Staff Responsible for Monitoring:</b> Principal Administrator for State Compensatory Education <b>Population:</b> PreK students: AR, TI, MI, ELL - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> Administration will meet with teachers who have more than a 10% failure rate at the end of every six weeks and develop an action plan in order to provide early intervention for at-risk students. La administracion se reunira con los maestros que tienen una tasa de fracaso de mas del 10% al final de cada seis semanas y desarrollara un plan de accion para proporcionar intervencion temprana a los estudiantes en riesgo. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: End of Six Weeks Grades  Summative: STAAR Scores <b>Staff Responsible for Monitoring:</b> Administration <b>Population:</b> 1st-5th grade At-Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Highly qualified paraprofessionals will supplement allotted campus position so that the needs of low performing students can be met through more individualized and small group instruction.  Paraprofesionales altamente calificados complementaran la posicion asignada en el campus para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse a traves de una instruccion mas individualizada y en grupos pequenos. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Observations Student Progress Reports  Summative: CPALLS Results <b>Staff Responsible for Monitoring:</b> Principal <b>Population:</b> TI Computer Aide - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Perceptions 1		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 10 Details		Reviews			
<b>Strategy 10:</b> Assist with the identification of homeless youth through the use of: *Student Residency Questionnaire (SRQ) *Posters displayed throughout campus *Referral forms to the Homeless Youth Project *Trainings provided by Homeless Youth Dept *Community resources  Asistir con la identificacion de jovenes sin hogar mediante el uso de: * Cuestionario de residencia de estudiantes (SRQ) * Carteles exhibidos en todo el campus * Formularios de referencia para el Proyecto de jovenes sin hogar * Entrenamientos proporcionados por el Departamento de Jovenes sin Hogar *Recursos de la comunidad <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Initial Referral  Summative: List of Referral to Homeless Youth Department STAAR Scores <b>Staff Responsible for Monitoring:</b> Registrars Assistant Principal <b>Population:</b> PreK-5th grade students: Homeless students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 11 Details		Reviews			
<b>Strategy 11:</b> A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement and attendance and decrease the retention rate.  Se implementara una despensa de alimentos y un armario de ropa en cada campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados con alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento y la asistencia de los estudiantes en riesgo y disminuir el tasa de retencion. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark Scores Student Progress Reports  Summative: STAAR Scores Attendance Rate <b>Staff Responsible for Monitoring:</b> Parent Liaison Administrator for State Compensatory Education Administrator for Special Programs <b>Population:</b> At-Risk students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 12 Details		Reviews			
<b>Strategy 12:</b> Teachers will utilize the RtI process to monitor student progress and monitor any student that may qualify for special education.  Los maestros utilizaran el proceso RtI para monitorear el progreso del estudiante y monitorear a cualquier estudiante que pueda calificar para educacion especial. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark Scores Report Card Grades  Summative: STAAR Scores TPRI/Tejas LEE Results <b>Staff Responsible for Monitoring:</b> Teachers RtI Coordinator <b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Demographics 1 - School Processes & Programs 1		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 2 Need Statements:

### Demographics

**Need Statement 1:** Decrease the number of students retained in a grade level through monitoring and RtI assistance. **Data Analysis/Root Cause:** Retention rates have increased in 1st and 4th grade.

### Student Learning

**Need Statement 1:** Increase the percentage of ELL and Special Education students meeting the passing standard on STAAR by providing support for teachers and students through resources such as professional development, instructional materials and extended day tutorial. **Data Analysis/Root Cause:** Campus scores are below District Scores.

### School Processes & Programs

**Need Statement 1:** Improve the RtI process and make it more efficient. Assist struggling students through an effective RtI process. **Data Analysis/Root Cause:** Failure rates increased in 1st and 4th grade.




### Perceptions








**Need Statement 1:** Assist struggling students by implementing small group instruction in the classroom. **Data Analysis/Root Cause:** Campus STAAR scores are lower than the District's scores.

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

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

**Evaluation Data Sources:** 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> The school nurse will assist students in need of medical attention and reduce the number of students sent home by the nurse.</p> <p>La enfermera de la escuela ayudara a los estudiantes que necesiten atencion medica y reducira la cantidad de estudiantes enviados por la enfermera a casa.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: List of Supplies</p> <p>Summative: Reduction in Number of Students Sent Home by Nurse</p> <p><b>Staff Responsible for Monitoring:</b> Nurse</p> <p><b>Population:</b> PK-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-33-6399-00-110-Y-99-000-Y - \$400</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> In an effort to promote physically and emotionally healthy students, the district will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>En un esfuerzo por promover estudiantes sanos física y emocionalmente, el distrito utilizara el -CATCH (Enfoque coordinado para la salud infantil), y -SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyen la prevencion de la violencia en el noviazgo y el abuso sexual de ninos.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom Observations CATCH Binder</p> <p>Summative: Fitness Gram Results CATCH Binder</p> <p><b>Staff Responsible for Monitoring:</b> Principal School Nurse Parent Liaison P.E. Coaches</p> <p><b>Population:</b> 3 Year Old-5th grade students: Regular, TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 2</p> <p><b>Funding Sources:</b> General Supplies- PE - 199 Local funds - 199-11-6399-51-110-Y-110-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 3 Need Statements:

Student Learning
<p><b>Need Statement 2:</b> Increase the percentage of students meeting the passing standard on STAAR by providing a well-rounded education through hands-on field experiences.</p> <p><b>Data Analysis/Root Cause:</b> Campus scores are below District scores.</p>

# State Compensatory

## Personnel for Russell Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Neeley-Solis	PK Teacher		0.5
E. Mata	Dyslexia Teacher		1.0
G. Ruiz	PK Teacher		0.5
J.D. Garcia	PK Teacher		0.5
S. Esquivel	Dean of Instruction		1.0



# **Title I Schoolwide Elements**

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

### **1.1: Comprehensive Needs Assessment**

The Site-Based Decision-Making Committee (names can be found at the end of the plan) conducted a comprehensive needs assessment at the end of the school year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of students, especially ELL and Special Education students. The goal is to have an increase of 10% of all students and all student groups passing all parts of state mandated assessments for the 2020-2021 school year and to increase the Masters Performance level in all content areas. Also, it is our intention to meet all state and federal accountability goals. In addition, the following goals are also expected to be achieved: Decrease the number of students retained in a grade level; Improve the RtI process; Assist struggling students by implementing small group instruction in the classroom; and Provide students with computers/iPads in the classroom to integrate technology in the daily lessons.

May 1, 2020: CNA was reviewed and revised for the 2020-2021 school year.

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

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

The Site Based Decision Committee (names can be found at the end of the plan) will be included in developing the Campus Improvement Plan. These stakeholders will actively participate in determining campus/student needs, actions needed to address these needs, and the evaluation of the measures taken.

### **2.2: Regular monitoring and revision**

All stakeholders will meet quarterly to review and monitor CIP goals and progress measures.

May 1, 2020: CIP was reviewed and revised for the 2020-2021 school year.

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

The CIP will be linked on the campus and district's website and social media posts. A hard copy will also be available in the school's administration office. The CIP will be provided in Spanish upon request.

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

All Title I students will have an equal opportunity to participate in programs such as Tutorials and Saturday Academies in order to assist them in meeting State standards.

CIP 1.4.4, 1.4.6, 1.1.11, and 9.2.3

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

Students will be given opportunities to participate in Tutorials and Saturday academies in order to increase learning time in providing a well-rounded education.

CIP 1.4.4, 1.4.6, 1.1.11, and 9.2.3

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program based on his/her individual needs. In addition, students will receive Tiered instruction according to reading assessment results. Classroom teachers will offer tutorial in order to maximize the instructional time for struggling students. For each struggling student, the classroom teacher will create a plan and document progress in the RtI folder.

CIP 1.4.4, 1.4.6, 1.1.11, and 9.2.3

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

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

The SBDM (names can be found at the end of the plan) and Parent Liaison reviewed, revised and distributed the Parent and Family Engagement Policy to all families at the beginning of the school year via a hard copy in the Student handbook. In addition, parent meetings are held where this information will also be provided by campus administration. The policy will also be posted in the school's website and social media pages. This policy was made available in English and Spanish.

CIP 6.1.1

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

Title I, Part A Funds will be used to partially finance parental involvement meetings that will be provided by the campus parent liaison as well as the District's Parental Involvement Center. Parent meetings on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. These meetings will be advertised through parent notices, school website and school messenger system. These will be held in the Parent Center every Tuesday and/or Thursday during (9:00 A.M.) and after school (5:00 P.M.) in order to meet our parents' schedules.

CIP 6.1.1, 6.1.2, 6.1.3, 6.1.8

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
G. Vasquez	Library Aide		1.0
J. NeSmith	Dyslexia Paraprofessional		1.0
J. Palacios	Paraprofessional		1.0
R. Ramirez	Parent Liaison		1.0
R. Rodriguez	Nurse		.4

# Plan Notes

6-21-2020 corrections:

Check off data sources for needs assessment process

Delete old CCNA information from strategies

Goal 2--funds missing a need link

Goal 6--funds missing a need link

Change Maria Perez to teacher if she is your PE coach on SBDM

# 2020-2021 Campus Site-Based Committee

Committee Role	Name	Position
Administrator	Oscar Cantu	Principal
Meeting Facilitator	Lettie Marroquin	Assistant Principal
Meeting Facilitator	Sayra Esquivel	Dean of Instruction
Classroom Teacher	Maria Perez	Y1
Parent	Estavaliz Rodriguez	Parent
Classroom Teacher	Tracy Perez	Y1
Classroom Teacher	Aziza De La Garza	Y1
Classroom Teacher	Jill Swanson	Y1
Classroom Teacher	Victor Calzada	Y1
Classroom Teacher	Jeanette Tamayo	Y1
Classroom Teacher	Guadalupe Pecero	Y2
Non-classroom Professional	Blanca Sosa	Y1
Non-classroom Professional	Patricia Cisneros	Y1
Paraprofessional	Maria Mireles	Y1
Parent	Deborah Rodriguez	Parent
Community Representative	Cesar Ayala	Community Representative
Community Representative	Rosalinda Flores	Community Representative
Business Representative	Beatrice Lopez	Business Representative
Business Representative	Daniel Garcia	Business Representative
District-level Professional	Sally Legault	Y2

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	199-12-6329-00-110-Y-99-000-Y	\$3,000.00
1	1	2	AR License	199-12-6249-42-110-Y-99-000-Y	\$2,710.00
1	1	4	General Supplies	199-12-6399-00-110-Y-99-000-Y	\$800.00
1	1	11	Transportation	199-11-6494-00-110-Y-11-000-Y	\$2,250.00
1	4	3	Materials, Subscriptions	199-11-6399-00-110-Y-21-000-Y	\$1,260.00
2	1	2	Supplies for maintenance and operations	199-51-6315-00-110-Y-99-000-Y	\$7,000.00
2	1	2	Overtime	199-51-6121-47-110-Y-99-000-Y	\$50.00
7	1	5	PD Registrations and Fees	199-23-6497-00-110-Y-36-000-Y	\$400.00
7	1	6	Overtime	199-11-6121-51-110-Y-11-000-Y	\$125.00
7	1	6	Overtime	199-23-6121-08-110-Y-99-000-Y	\$150.00
7	1	6	Employee Travel	199-12-6411-23-110-Y-99-000-Y	\$150.00
8	1	2	General Supplies	199-11-6399-00-110-Y11-000-Y	\$3,000.00
8	1	3	General Supplies- Media	199-11-6399-16-110-Y-11-002-Y	\$3,000.00
8	1	3	Copy Paper	199-11-6396-00-110-Y-11-000-Y	\$690.00
8	1	3	General Supplies- Toner	199-11-6399-62-110-Y-11-000-Y	\$1,000.00
8	1	3	General Supplies- Toner	199-23-6399-45-110-Y-99-000-Y	\$2,800.00
8	1	6	Equipment under 5,000	199-23-6398-65-110-Y-99-000-Y	\$3,640.00
8	1	6	Equipment under 5,000	199-12-6398-00-110-Y-99-000-Y	\$500.00
9	2	4	General Supplies	199-31-6399-00-110-Y-99-000-Y	\$262.00
9	3	1	General Supplies	199-33-6399-00-110-Y-99-000-Y	\$400.00
9	3	2	General Supplies- PE	199-11-6399-51-110-Y-110-000-Y	\$1,000.00
<b>Sub-Total</b>					\$34,187.00
<b>Budgeted Fund Source Amount</b>					\$34,187.00
<b>+/- Difference</b>					\$0.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	3	General Supplies	162-11-6399-110-Y-30-000-Y	\$60,200.00
7	1	5	Substitutes for PD	161-11-6112-00-110-Y-30-000-Y	\$17,500.00
8	1	3	Copy Paper	162-11-6396-00-110-Y-30-000-Y	\$4,000.00
9	2	3	Extra Duty Pay	162-11-6118-00-110-Y-24-SSI-Y	\$6,146.00
9	2	3	Extra Duty Pay	162-11-6118-00-110-Y-30-000-Y	\$50,000.00
<b>Sub-Total</b>					\$137,846.00
<b>Budgeted Fund Source Amount</b>					\$137,846.00
<b>+/- Difference</b>					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	5	Extra Duty Pay	211-11-6118-00-110-Y-30-ASP-Y	\$39,000.00
3	1	2	General Supplies	211-11-6396-00-110-Y-30-0F2	\$1,618.00
3	1	2	General Supplies	211-11-6399-00-110-Y-30-0F2	\$27,989.00
6	1	4	Miscellaneous Operating Costs	211-61-6499-53-110-Y30-0F2-Y	\$900.00
6	1	4	General Supplies	211-61-6399-00-110-Y-30-0F2-Y	\$1,500.00
6	1	8	Employee Travel	211-61-6411-00-110-Y-30-0F2-Y	\$300.00
8	1	2	General Supplies	211-11-6399-62-110-Y-30-0F2-Y	\$6,500.00
8	1	5	Extra Duty Pay	211-61-6118-00-110-Y-30-0F2-Y	\$1,345.00
8	1	5	Extra Duty Pay	211-61-6126-00-110-Y-30-0F2-Y	\$538.00
8	1	6	Equipment under 5, 000	211-11-6398-62-110-Y-30-0F2-Y	\$45,000.00
8	1	6	Software	211-11-6395-62-110-Y-30-0F2-Y	\$700.00
9	1	6	Awards	211-11-6498-00-110-Y-30-0F2-Y	\$3,850.00
<b>Sub-Total</b>					\$129,240.00
<b>Budgeted Fund Source Amount</b>					\$129,240.00
<b>+/- Difference</b>					\$0.00
<b>Grand Total</b>					\$301,273.00

# Addendums



# 2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **RUSSELL EL**

Campus Number: **031901110**

2019 Accountability Rating: **B**

Distinction Designations:

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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District Name: BROWNSVILLE ISD  
Campus Name: RUSSELL EL  
Campus Number: 031901110

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus STAAR Performance

Total Students: 663  
Grade Span: PK - 05  
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 3 Reading																	
At Approaches Grade Level or Above		2019	76%	80%	<b>72%</b>	-	72%	-	-	-	-	27%	-	72%	75%	72%	70%
		2018	77%	80%	<b>77%</b>	-	77%	-	-	-	-	45%	*	79%	60%	77%	74%
At Meets Grade Level or Above		2019	45%	46%	<b>28%</b>	-	28%	-	-	-	-	9%	-	28%	25%	27%	24%
		2018	43%	42%	<b>41%</b>	-	41%	-	-	-	-	9%	*	41%	40%	41%	28%
At Masters Grade Level		2019	27%	26%	<b>17%</b>	-	17%	-	-	-	-	0%	-	17%	13%	16%	11%
		2018	25%	22%	<b>23%</b>	-	23%	-	-	-	-	9%	*	23%	20%	23%	5%
Grade 3 Mathematics																	
At Approaches Grade Level or Above		2019	79%	85%	<b>73%</b>	-	73%	-	-	-	-	36%	-	76%	38%	73%	76%
		2018	78%	86%	<b>85%</b>	-	85%	-	-	-	-	69%	*	85%	83%	85%	84%
At Meets Grade Level or Above		2019	49%	56%	<b>38%</b>	-	38%	-	-	-	-	9%	-	38%	38%	36%	35%
		2018	47%	54%	<b>52%</b>	-	52%	-	-	-	-	38%	*	53%	50%	52%	47%
At Masters Grade Level		2019	25%	27%	<b>18%</b>	-	18%	-	-	-	-	0%	-	16%	38%	16%	15%
		2018	23%	27%	<b>30%</b>	-	30%	-	-	-	-	6%	*	29%	33%	30%	28%
Grade 4 Reading																	
At Approaches Grade Level or Above		2019	75%	83%	<b>85%</b>	-	86%	*	-	-	-	53%	-	86%	82%	84%	88%
		2018	73%	79%	<b>80%</b>	-	79%	*	-	-	-	22%	*	79%	83%	80%	69%
At Meets Grade Level or Above		2019	44%	51%	<b>52%</b>	-	53%	*	-	-	-	18%	-	55%	36%	52%	48%
		2018	46%	49%	<b>45%</b>	-	44%	*	-	-	-	0%	*	46%	33%	45%	37%
At Masters Grade Level		2019	22%	23%	<b>24%</b>	-	24%	*	-	-	-	0%	-	23%	27%	22%	19%
		2018	24%	23%	<b>25%</b>	-	25%	*	-	-	-	0%	*	25%	17%	25%	20%
Grade 4 Mathematics																	
At Approaches Grade Level or Above		2019	75%	82%	<b>83%</b>	-	84%	*	-	-	-	59%	-	86%	64%	83%	79%
		2018	78%	86%	<b>80%</b>	-	80%	*	-	-	-	23%	*	79%	88%	80%	76%
At Meets Grade Level or Above		2019	48%	53%	<b>48%</b>	-	48%	*	-	-	-	24%	-	48%	45%	46%	44%
		2018	49%	56%	<b>44%</b>	-	43%	*	-	-	-	0%	*	46%	25%	44%	46%
At Masters Grade Level		2019	28%	30%	<b>30%</b>	-	30%	*	-	-	-	18%	-	29%	36%	27%	23%
		2018	27%	30%	<b>15%</b>	-	15%	*	-	-	-	0%	*	17%	0%	15%	14%
Grade 4 Writing																	
At Approaches Grade Level or Above		2019	67%	78%	<b>80%</b>	-	79%	*	-	-	-	47%	-	79%	82%	80%	81%
		2018	63%	74%	<b>82%</b>	-	81%	*	-	-	-	11%	*	83%	71%	82%	72%
At Meets Grade Level or Above		2019	35%	44%	<b>45%</b>	-	46%	*	-	-	-	18%	-	45%	45%	45%	44%
		2018	39%	48%	<b>55%</b>	-	54%	*	-	-	-	0%	*	58%	29%	55%	50%
At Masters Grade Level		2019	11%	14%	<b>8%</b>	-	8%	*	-	-	-	0%	-	8%	9%	6%	6%
		2018	11%	14%	<b>11%</b>	-	11%	*	-	-	-	0%	*	13%	0%	11%	11%
Grade 5 Reading^																	
At Approaches Grade Level or Above		2019	86%	91%	<b>89%</b>	-	89%	*	-	-	-	38%	*	86%	100%	88%	84%
		2018	84%	90%	<b>85%</b>	-	84%	*	-	-	-	67%	-	83%	100%	85%	83%
At Meets Grade Level or Above		2019	54%	56%	<b>52%</b>	-	53%	*	-	-	-	8%	*	47%	76%	49%	43%
		2018	54%	59%	<b>50%</b>	-	49%	*	-	-	-	20%	-	51%	33%	50%	50%

District Name: BROWNSVILLE ISD  
Campus Name: RUSSELL EL  
Campus Number: 031901110

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus STAAR Performance

Total Students: 663  
Grade Span: PK - 05  
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level		2019	29%	28%	22%	-	22%	*	-	-	-	0%	*	23%	18%	20%	23%
		2018	26%	28%	21%	-	21%	*	-	-	-	20%	-	22%	0%	21%	20%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above		2019	90%	96%	92%	-	92%	*	-	-	-	62%	*	93%	88%	92%	89%
		2018	91%	97%	94%	-	94%	*	-	-	-	86%	-	95%	80%	94%	95%
At Meets Grade Level or Above		2019	58%	70%	60%	-	61%	*	-	-	-	0%	*	63%	47%	59%	59%
		2018	58%	74%	59%	-	58%	*	-	-	-	29%	-	60%	40%	59%	60%
At Masters Grade Level		2019	36%	46%	27%	-	27%	*	-	-	-	0%	*	29%	18%	27%	27%
		2018	30%	43%	35%	-	36%	*	-	-	-	14%	-	38%	0%	35%	45%
Grade 5 Science																	
At Approaches Grade Level or Above		2019	75%	84%	72%	-	73%	*	-	-	-	23%	*	71%	76%	70%	70%
		2018	76%	85%	75%	-	74%	*	-	-	-	47%	-	78%	43%	75%	82%
At Meets Grade Level or Above		2019	49%	60%	53%	-	54%	*	-	-	-	15%	*	52%	59%	51%	52%
		2018	41%	51%	39%	-	38%	*	-	-	-	21%	-	39%	29%	39%	43%
At Masters Grade Level		2019	24%	28%	13%	-	13%	*	-	-	-	8%	*	15%	6%	11%	9%
		2018	17%	20%	16%	-	15%	*	-	-	-	11%	-	16%	14%	16%	16%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	81%	-	81%	50%	-	-	-	45%	100%	81%	79%	80%	79%
		2018	77%	78%	82%	-	82%	100%	-	-	-	50%	100%	82%	76%	82%	80%
At Meets Grade Level or Above		2019	50%	52%	47%	-	47%	0%	-	-	-	13%	67%	46%	50%	45%	42%
		2018	48%	49%	48%	-	47%	100%	-	-	-	17%	100%	49%	34%	48%	45%
At Masters Grade Level		2019	24%	23%	20%	-	20%	0%	-	-	-	4%	33%	20%	19%	18%	16%
		2018	22%	21%	22%	-	22%	17%	-	-	-	8%	40%	23%	10%	22%	20%
All Grades ELA/Reading																	
At Approaches Grade Level or Above		2019	75%	76%	82%	-	82%	*	-	-	-	41%	*	81%	89%	81%	79%
		2018	74%	74%	81%	-	81%	*	-	-	-	49%	*	81%	82%	81%	76%
At Meets Grade Level or Above		2019	48%	47%	44%	-	44%	*	-	-	-	12%	*	42%	53%	42%	37%
		2018	46%	44%	45%	-	45%	*	-	-	-	11%	*	46%	35%	45%	39%
At Masters Grade Level		2019	21%	18%	21%	-	21%	*	-	-	-	0%	*	21%	19%	19%	16%
		2018	19%	17%	22%	-	23%	*	-	-	-	11%	*	23%	12%	22%	15%
All Grades Mathematics																	
At Approaches Grade Level or Above		2019	82%	86%	82%	-	83%	*	-	-	-	54%	*	84%	69%	82%	80%
		2018	81%	85%	86%	-	86%	*	-	-	-	60%	*	86%	84%	86%	85%
At Meets Grade Level or Above		2019	52%	57%	48%	-	49%	*	-	-	-	12%	*	49%	44%	47%	44%
		2018	50%	55%	51%	-	51%	*	-	-	-	23%	*	53%	37%	51%	51%
At Masters Grade Level		2019	26%	31%	24%	-	25%	*	-	-	-	7%	*	24%	28%	23%	21%
		2018	24%	28%	26%	-	27%	*	-	-	-	7%	*	28%	11%	26%	30%
All Grades Writing																	
At Approaches Grade Level or Above		2019	68%	76%	80%	-	79%	*	-	-	-	47%	-	79%	82%	80%	81%
		2018	66%	71%	82%	-	81%	*	-	-	-	11%	*	83%	71%	82%	72%
At Meets Grade Level or Above		2019	38%	44%	45%	-	46%	*	-	-	-	18%	-	45%	45%	45%	44%
		2018	41%	45%	55%	-	54%	*	-	-	-	0%	*	58%	29%	55%	50%
At Masters Grade Level		2019	14%	15%	8%	-	8%	*	-	-	-	0%	-	8%	9%	6%	6%
		2018	13%	13%	11%	-	11%	*	-	-	-	0%	*	13%	0%	11%	11%

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Performance

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>72%</b>	-	73%	*	-	-	-	-	23%	*	71%	76%	70%	70%
	2018	80%	82%	<b>75%</b>	-	74%	*	-	-	-	-	47%	-	78%	43%	75%	82%
At Meets Grade Level or Above	2019	54%	55%	<b>53%</b>	-	54%	*	-	-	-	-	15%	*	52%	59%	51%	52%
	2018	51%	51%	<b>39%</b>	-	38%	*	-	-	-	-	21%	-	39%	29%	39%	43%
At Masters Grade Level	2019	25%	21%	<b>13%</b>	-	13%	*	-	-	-	-	8%	*	15%	6%	11%	9%
	2018	23%	19%	<b>16%</b>	-	15%	*	-	-	-	-	11%	-	16%	14%	16%	16%

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Progress

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>72</b>	-	73	*	-	-	-	-	44	-	74	50	71	79
	2018	63	65	<b>75</b>	-	75	*	-	-	-	-	50	*	73	100	75	65
Grade 4 Mathematics	2019	65	64	<b>60</b>	-	60	*	-	-	-	-	44	-	61	60	59	58
	2018	65	66	<b>58</b>	-	58	*	-	-	-	-	54	*	56	81	58	51
Grade 5 ELA/Reading	2019	81	78	<b>73</b>	-	73	*	-	-	-	-	77	*	72	77	74	74
	2018	80	81	<b>80</b>	-	80	*	-	-	-	-	87	-	79	*	80	78
Grade 5 Mathematics	2019	83	88	<b>94</b>	-	95	*	-	-	-	-	92	*	95	91	96	96
	2018	81	87	<b>86</b>	-	86	*	-	-	-	-	93	-	87	*	86	90
All Grades Both Subjects	2019	69	69	<b>75</b>	-	75	*	-	-	-	-	62	*	75	71	75	76
	2018	69	71	<b>74</b>	-	74	*	-	-	-	-	74	*	73	88	74	72
All Grades ELA/Reading	2019	68	67	<b>72</b>	-	73	*	-	-	-	-	58	*	73	65	72	76
	2018	69	69	<b>78</b>	-	78	*	-	-	-	-	73	*	76	100	78	73
All Grades Mathematics	2019	70	71	<b>77</b>	-	77	*	-	-	-	-	65	*	77	76	77	76
	2018	70	72	<b>71</b>	-	71	*	-	-	-	-	75	*	70	77	71	72

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Prior Year and Student Success Initiative**

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>59%</b>	-	61%	*	-	-	-	-	39%	58%	58%
	2018	38%	44%	<b>52%</b>	-	52%	-	-	-	-	-	41%	52%	33%
Mathematics	2019	45%	57%	<b>55%</b>	-	57%	*	-	-	-	-	43%	57%	46%
	2018	47%	57%	<b>60%</b>	-	59%	*	-	-	-	-	47%	60%	50%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>82%</b>	-	82%	*	-	-	-	-	29%	80%	66%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>18%</b>	-	18%	*	-	-	-	-	71%	20%	34%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>88%</b>	-	88%	*	-	-	-	-	36%	87%	78%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>86%</b>	-	86%	*	-	-	-	-	29%	85%	81%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>14%</b>	-	14%	*	-	-	-	-	71%	15%	19%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>91%</b>	-	91%	*	-	-	-	-	57%	91%	84%

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 663  
 Grade Span: PK - 05  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>81%</b>	77%	77%	-	-	-	36%	-	36%	75%	75%	75%
	2018	77%	78%	<b>82%</b>	70%	70%	-	-	-	-	-	-	60%	70%	70%
At Meets Grade Level or Above	2019	50%	52%	<b>47%</b>	36%	36%	-	-	-	0%	-	0%	35%	35%	35%
	2018	48%	49%	<b>48%</b>	27%	27%	-	-	-	-	-	-	40%	27%	27%
At Masters Grade Level	2019	24%	23%	<b>20%</b>	11%	11%	-	-	-	0%	-	0%	20%	10%	11%
	2018	22%	21%	<b>22%</b>	10%	10%	-	-	-	-	-	-	0%	10%	9%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>82%</b>	76%	76%	-	-	-	*	-	*	78%	74%	74%
	2018	74%	74%	<b>81%</b>	64%	64%	-	-	-	-	-	-	*	64%	64%
At Meets Grade Level or Above	2019	48%	47%	<b>44%</b>	31%	31%	-	-	-	*	-	*	44%	30%	31%
	2018	46%	44%	<b>45%</b>	16%	16%	-	-	-	-	-	-	*	16%	17%
At Masters Grade Level	2019	21%	18%	<b>21%</b>	9%	9%	-	-	-	*	-	*	33%	9%	11%
	2018	19%	17%	<b>22%</b>	6%	6%	-	-	-	-	-	-	*	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	<b>82%</b>	79%	79%	-	-	-	*	-	*	78%	77%	78%
	2018	81%	85%	<b>86%</b>	80%	80%	-	-	-	-	-	-	*	80%	79%
At Meets Grade Level or Above	2019	52%	57%	<b>48%</b>	40%	40%	-	-	-	*	-	*	22%	39%	38%
	2018	50%	55%	<b>51%</b>	35%	35%	-	-	-	-	-	-	*	35%	34%
At Masters Grade Level	2019	26%	31%	<b>24%</b>	16%	16%	-	-	-	*	-	*	11%	15%	15%
	2018	24%	28%	<b>26%</b>	15%	15%	-	-	-	-	-	-	*	15%	15%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	<b>80%</b>	87%	87%	-	-	-	*	-	*	*	84%	82%
	2018	66%	71%	<b>82%</b>	55%	55%	-	-	-	-	-	-	-	55%	55%
At Meets Grade Level or Above	2019	38%	44%	<b>45%</b>	37%	37%	-	-	-	*	-	*	*	34%	33%
	2018	41%	45%	<b>55%</b>	32%	32%	-	-	-	-	-	-	-	32%	32%
At Masters Grade Level	2019	14%	15%	<b>8%</b>	3%	3%	-	-	-	*	-	*	*	3%	3%
	2018	13%	13%	<b>11%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>72%</b>	65%	65%	-	-	-	*	-	*	*	63%	64%
	2018	80%	82%	<b>75%</b>	73%	73%	-	-	-	-	-	-	*	73%	71%
At Meets Grade Level or Above	2019	54%	55%	<b>53%</b>	42%	42%	-	-	-	*	-	*	*	41%	43%
	2018	51%	51%	<b>39%</b>	31%	31%	-	-	-	-	-	-	*	31%	32%
At Masters Grade Level	2019	25%	21%	<b>13%</b>	4%	4%	-	-	-	*	-	*	*	4%	4%
	2018	23%	19%	<b>16%</b>	12%	12%	-	-	-	-	-	-	*	12%	11%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>75%</b>	80%	80%	-	-	-	33%	-	33%	*	77%	77%
	2018	69%	71%	<b>74%</b>	68%	68%	-	-	-	-	-	-	*	68%	68%
All Grades ELA/Reading	2019	68%	67%	<b>72%</b>	84%	84%	-	-	-	*	-	*	*	81%	80%
	2018	69%	69%	<b>78%</b>	66%	66%	-	-	-	-	-	-	*	66%	67%
All Grades Mathematics	2019	70%	71%	<b>77%</b>	75%	75%	-	-	-	*	-	*	*	73%	73%
	2018	70%	72%	<b>71%</b>	69%	69%	-	-	-	-	-	-	*	69%	70%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	48%	<b>59%</b>	65%	65%	-	-	-	*	-	*	-	58%	58%
	2018	38%	44%	<b>52%</b>	33%	33%	-	-	-	-	-	-	-	33%	33%
Mathematics	2019	45%	57%	<b>55%</b>	50%	50%	-	-	-	*	-	*	*	50%	46%
	2018	47%	57%	<b>60%</b>	50%	50%	-	-	-	-	-	-	-	50%	50%



District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus STAAR Participation

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>90%</b>	-	90%	100%	-	-	-	-	90%	89%	85%
Not Included in Accountability													
Mobile	4%	2%	<b>7%</b>	-	7%	0%	-	-	-	-	5%	7%	8%
Other Exclusions	1%	2%	<b>3%</b>	-	3%	0%	-	-	-	-	5%	3%	8%
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	100%	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>90%</b>	-	91%	75%	-	-	-	-	95%	90%	84%
Not Included in Accountability													
Mobile	4%	3%	<b>7%</b>	-	7%	0%	-	-	-	-	2%	7%	8%
Other Exclusions	1%	2%	<b>3%</b>	-	2%	25%	-	-	-	-	4%	3%	7%
Not Tested	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	0%	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	<b>96.3%</b>	-	96.2%	*	-	-	-	-	95.3%	96.3%	96.7%
2016-17	95.7%	95.8%	<b>96.7%</b>	-	96.7%	96.6%	-	*	-	-	96.1%	96.7%	96.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Graduation Profile

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
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**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
Campus Name: RUSSELL EL  
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TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus CCMR-Related Indicators

Total Students: 663  
Grade Span: PK - 05  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Science	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates) ***</b>													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates) ***</b>													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a



District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

**TEXAS EDUCATION AGENCY**  
**Texas Academic Performance Report**  
**2018-19 Campus Other Postsecondary Indicators**

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
Campus Name: RUSSELL EL  
Campus Number: 031901110

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 663  
Grade Span: PK - 05  
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	663	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	102	15.4%	8.0%	4.4%
Kindergarten	75	11.3%	5.9%	6.9%
Grade 1	116	17.5%	6.8%	7.1%
Grade 2	72	10.9%	6.6%	7.2%
Grade 3	107	16.1%	6.5%	7.3%
Grade 4	93	14.0%	6.9%	7.6%
Grade 5	98	14.8%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	657	99.1%	98.3%	52.6%
White	6	0.9%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	628	94.7%	88.5%	60.6%
Non-Educationally Disadvantaged	35	5.3%	11.5%	39.4%
Section 504 Students	83	12.5%	8.7%	6.5%
English Learners (EL)	361	54.4%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	27	4.1%	5.4%	3.6%
At-Risk	493	74.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	71			
By Type of Primary Disability				
Students with Intellectual Disabilities	23	32.4%	55.3%	42.4%
Students with Physical Disabilities	**	**	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	38	53.5%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	113	20.9%	15.0%	15.4%

District Name: BROWNSVILLE ISD  
Campus Name: RUSSELL EL  
Campus Number: 031901110

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Student Information

Total Students: 663  
Grade Span: PK - 05  
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	111	20.5%		
White	2	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	3.4%	1.8%	1.7%	25.0%	4.3%	6.2%
Grade 1	16.2%	10.7%	3.1%	30.0%	16.2%	5.5%
Grade 2	1.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	3.9%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	3.9%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.5%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	19.2	18.9
Grade 1	19.1	17.8	18.8
Grade 2	19.5	17.8	18.7
Grade 3	18.3	19.2	18.9
Grade 4	16.5	21.6	19.2
Grade 5	26.0	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD  
Campus Name: RUSSELL EL  
Campus Number: 031901110

TEXAS EDUCATION AGENCY  
Texas Academic Performance Report  
2018-19 Campus Staff Information

Total Students: 663  
Grade Span: PK - 05  
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	61.5	100.0%	100.0%	100.0%
Professional Staff:	47.5	77.2%	56.5%	64.1%
Teachers	39.1	63.6%	44.0%	49.8%
Professional Support	5.4	8.7%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	4.9%	2.9%	3.0%
Educational Aides:	14.0	22.8%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	57.5	93.5%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	36.1	92.3%	90.3%	27.7%
White	3.0	7.7%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	7.0	17.9%	32.0%	23.8%
Females	32.1	82.1%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	27.1	69.3%	79.4%	73.6%
Masters	12.0	30.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	5.1%	2.7%	7.0%
1-5 Years Experience	2.0	5.1%	14.3%	28.9%
6-10 Years Experience	2.0	5.1%	17.6%	19.0%
11-20 Years Experience	22.0	56.3%	39.3%	29.3%
Over 20 Years Experience	11.1	28.5%	26.0%	15.7%
Number of Students per Teacher	17.0	n/a	15.2	15.1

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Staff Information

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	14.0	8.8	6.3
Average Years Experience of Principals with District	14.0	8.4	5.4
Average Years Experience of Assistant Principals	12.0	8.4	5.3
Average Years Experience of Assistant Principals with District	12.0	8.2	4.7
Average Years Experience of Teachers:	17.1	15.1	11.1
Average Years Experience of Teachers with District:	16.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$77,857	\$49,007	\$47,218
1-5 Years Experience	\$68,630	\$49,170	\$50,408
6-10 Years Experience	\$48,414	\$50,423	\$52,786
11-20 Years Experience	\$66,235	\$55,575	\$56,041
Over 20 Years Experience	\$67,795	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$66,477	\$55,810	\$54,122
Professional Support	\$58,684	\$67,073	\$64,069
Campus Administration (School Leadership)	\$82,231	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD  
 Campus Name: RUSSELL EL  
 Campus Number: 031901110

TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Staff Information

Total Students: 663  
 Grade Span: PK - 05  
 School Type: Elementary

Program Information	Campus		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	350	52.8%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	48	7.2%	12.0%	8.1%
Special Education	71	10.7%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	5.7	14.5%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	29.3	74.9%	78.8%	71.4%
Special Education	4.2	10.6%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

- '^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '\*^' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

### Early Childhood Literacy Progress Measure 1

### Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 77% to 82% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
78%	79%	80%	81%	82%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	77%	75%	73%
2021	78%	76%	74%
2022	79%	77%	75%
2023	80%	78%	76%
2024	81%	79%	77%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 1

### Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 93% to 98% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
94%	95%	96%	97%	98%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	93%	93%	94%
2021	94%	94%	95%
2022	95%	95%	96%
2023	96%	96%	97%
2024	97%	97%	98%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

### Early Childhood Literacy Progress Measure 2

### Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 90% to 95% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
91%	92%	93%	94%	95%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	89%	89%	91%
2021	90%	90%	92%
2022	91%	91%	93%
2023	92%	92%	94%
2024	93%	93%	95%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 2

### Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 92% to 97% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	93%	94%	97%
2021	94%	95%	98%
2022	95%	96%	99%
2023	96%	97%	100%
2024	97%	98%	100%

Minimum size criteria set to 10 or more students.



Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 86% to 91% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
87%	88%	89%	90%	91%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	87%	88%	89%	62%
2021	88%	89%	90%	63%
2022	89%	90%	91%	64%
2023	90%	91%	92%	65%
2024	91%	92%	93%	66%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

### Early Childhood Literacy Progress Measure 3 - 1st Grade

### Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 23% to 28% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
24%	25%	26%	27%	28%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	23%	24%	17%	14%
2021	24%	25%	18%	15%
2022	25%	26%	19%	16%
2023	26%	27%	20%	17%
2024	27%	28%	21%	18%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 1st Grade

### Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 65% to 70% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
66%	67%	68%	69%	70%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	66%	66%	57%	76%
2021	67%	67%	58%	77%
2022	68%	68%	59%	78%
2023	69%	69%	60%	79%
2024	70%	70%	61%	80%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **RUSSELL EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 42% to 47% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
43%	44%	45%	46%	47%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	39%	38%	1%
2021	42%	40%	39%	2%
2022	43%	41%	40%	3%
2023	44%	42%	41%	4%
2024	45%	43%	42%	5%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

### Early Childhood Literacy Progress Measure 3 - 2nd Grade

### Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 25% to 30% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
26%	27%	28%	29%	30%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	23%	23%	17%	11%
2021	24%	24%	18%	12%
2022	25%	25%	19%	13%
2023	26%	26%	20%	14%
2024	27%	27%	21%	15%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 2nd Grade

### Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 42% to 47% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
43%	44%	45%	46%	47%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	38%	35%	11%
2021	42%	39%	36%	12%
2022	43%	40%	37%	13%
2023	44%	41%	38%	14%
2024	45%	42%	39%	15%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 29% to 34% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
30%	31%	32%	33%	34%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	30%	30%	23%
2021	31%	31%	24%
2022	32%	32%	25%
2023	33%	33%	26%
2024	34%	34%	27%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 15% to 20% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
16%	17%	18%	19%	20%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	16%	17%	14%
2021	17%	18%	15%
2022	18%	19%	16%
2023	19%	20%	17%
2024	20%	21%	18%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **RUSSELL EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 28% to 33% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
29%	30%	31%	32%	33%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	29%	28%	25%	10%
2021	30%	29%	26%	11%
2022	31%	30%	27%	12%
2023	32%	31%	28%	13%
2024	33%	32%	29%	14%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 38% to 43% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
39%	40%	41%	42%	43%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	39%	37%	36%	10%
2021	40%	38%	37%	11%
2022	41%	39%	38%	12%
2023	42%	40%	39%	13%
2024	43%	41%	40%	14%

Minimum size criteria set to 10 or more students.

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

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

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**Bullying Prohibited**

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

**Examples**

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

**Retaliation**

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

**Examples**

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

**False Claim**

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

**Timely Reporting**

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

**Reporting  
Procedures**

**Student Report**

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

**Employee Report**

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

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



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

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**Definitions**

**Bullying**

**"Bullying":**

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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

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

**Policy**

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

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

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

**Internet Posting**

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

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**Prevention and  
Mediation**

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

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

*Education Code 37.0832*