

Brownsville Independent School District

Perez Elementary

Improvement Plan

2020-2021



Mission Statement

Perez Elementary is committed to provide a nurturing environment to develop self-assured, independently driven, critical thinkers who contribute to society. Students will develop the necessary tools to be life-long learners in order to achieve their maximum potential in all aspects of life.

We believe that:

- **Every student has a love of learning**
- **Every student needs 21st century skills**
- **Every student needs rigorous and varied opportunities for success**
- **Every student needs support to achieve his/her own maximum potential and can be successful in achieving their goals regardless of their academic needs.**
- **All students have value and worth and should be respected and given equal opportunities.**
- **All students have potential to excel in every goal they set for themselves.**

Vision

The faculty and staff at Felipe R. Perez Elementary will produce students who will excel in all areas of development including academic, socio-cultural and emotional growth. Perez Elementary will value all students equally and accommodate teaching to all learning styles. Students will be provided an inviting atmosphere by a unified learning community dedicated to producing critical thinkers and life-long learners.

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Comprehensive Needs Assessment

Needs Assessment Overview

Perez Elementary School is located in Brownsville, Texas. Perez Elementary School is one of thirty-eight 38 elementary schools in Brownsville ISD. The campus was constructed in 1974 with 16 classrooms added in the ensuing years. The main campus was originally comprised of 35 classrooms, a cafeteria, and school library. A new building was completed at the beginning of the 2009-2010 school year; the building is comprised of 6 classrooms 1 multipurpose room, a new library, and restroom/storage facilities.

The student population at Perez Elementary School is approximately 677 *as of March 2020 campus enrollment report* and serves students in grades PPCD, Life Skills, Pre Kinder-3 through 5th grade. According to the School's 2018-2019 TAPR Report, 98.5% of the student population is Hispanic and 94.9% are identified as economically disadvantaged, 49.5% are classified as English Language Learners, 49.5% are enrolled in the district's Bilingual Education Program, 76.4% are at-risk, 6.9% are gifted and talented, and 17.6% are special education students. The attendance rate for the 2017-2018 school year was 94.4%. The 2019 – 2020 TAPR Report is pending from the Texas Education Agency. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Perez Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area and in visual arts, music, physical education, technology, GT pull-out and a hands-on science lab. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, and differentiated/scaffold instruction to meet the diverse needs of the student population. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

According to the School's 2018– 2019 TAPR Report, the current staff at Perez Elementary School is comprised of 56 staff members, of which, 32.2 are teachers, 3 campus administrators, 4.8 professional support personnel, and 16 instructional aides. The ethnicity of the Perez Elementary School staff is 96.5% Hispanic and 3.5% White. The teaching staff is also 90.3% female and 9.7% males.

Perez Elementary School's most recent campus initiatives include the following:

1. Campus for Response To Intervention – RTI Process
2. In-House Tutorial during the school day by the classroom teachers during the teachers rotation period
3. After-School Title 3 and State Compensatory Education Tutorial Programs for K – 5th grade students who are at-risk.

Perez Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as

Drill Team, art contests, UIL, Brainsville, Science Fair, Choir, Chess, Destination Imagination, Basketball and Volleyball.

School Namesake:	Felipe R. Perez
School Colors:	Royal Blue and Gold
School Mascot:	Black Panther
School Motto:	<i>No Excuses Just Do It and Failure is not an Option</i>

Annual Campus Goals

The Perez Elementary School faculty and staff are committed to the following goals:

- Maintaining a Met Standard Accountability Rating by maintaining 93% and above in Reading, Math Science and Writing.
- Staff members will commit to the College and Career Readiness Standards for students to attend a college or university.
- Vertical & Horizontal Alignment Planning sessions to increase rigor of instruction in preparation for STAAR
- Support and Maintain highly qualified certified/classified staff supported through the various school district's allotted funding sources such as the Local Maintenance Budget, Bilingual Education Budget, Title 1, and State Compensatory Education Budget.

Demographics

Demographics Summary

The student population at Perez Elementary School is approximately 677 as of March 2020 campus enrollment report and serves students in grades PPCD, Life Skills, Pre Kinder-3 through 5th grade. According to the School's 2018-2019 TAPR Report, 98.5% of the student population is Hispanic and 94.9% are identified as economically disadvantaged, 49.5% are classified as English Language Learners, 49.5% are enrolled in the district's Bilingual Education Program, 76.4% are at-risk, 6.9% are gifted and talented, and 17.6% are special education students. The attendance rate for the 2017-2018 school year was 94.4%. The 2019 – 2020 TAPR Report is pending from the Texas Education Agency. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

According to the School's 2018– 2019 TAPR Report, the current staff at Perez Elementary School is comprised of 56 staff members, of which, 32.2 are teachers, 3 campus administrators, 4.8 professional support personnel, and 16 instructional aides. The ethnicity of the Perez Elementary School staff is 96.5% Hispanic and 3.5% White. The teaching staff is also 90.3% female and 9.7% males.

Demographics Strengths

- Spring 2019 preliminary STAAR scores
- Highly Qualified Staff
- Motivated students
- After school tutorials from various department funds for the various targeted subgroup population(s).

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to improve attendance to the state requirement of 97% using incentives to help motivate students. **Data Analysis/Root Cause:** Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Need Statement 2 (Prioritized): Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology. **Data Analysis/Root Cause:** Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Need Statement 3 (Prioritized): Need to provide instructional support for bilingual, migrant, at-risk and special-ed. students. **Data Analysis/Root Cause:** Data indicates a lower rate of achievement for these sub-populations.

Need Statement 4 (Prioritized): Need to provide funding for the various student demographics in the regular ed. classroom and support programs on campus **Data Analysis/Root Cause:** Students need support to achieve academic success.

Student Learning

Student Learning Summary

STAAR Summary All 3rd-5th Grade:

Reading: 3rd Grade (67%), 4th Grade (81%), 5th Grade (87%)

Writing: 4th Grade (86%)

Math: 3rd Grade (71%), 4th Grade (80%), 5th Grade (97%)

Science: 5th Grade (80%)

The trends identified when student performance scores were compared over a period of 3 years demonstrate that students have shown a increase in most areas tested for 2019, with an increase in science scores.

Performance variation between all student groups:

Reading: At-Risk (74%), ELL (66%), Special Education (48%), Gifted and Talented (100%)

Math: At-Risk (80%), ELL (79%), Special Education (55%), Gifted and Talented (100%)

Writing: At-Risk (84%), ELL (76%), Special Education (27%), Gifted and Talented (100%)

Science: At-Risk (74%), ELL (69%), Special Education (43%), Gifted and Talented (100%)

The trends identified when all students performance was compared with all student groups indicate that there are some performance gaps between all students and special education students and ELL students. At-Risk students, as well as, special education and ELLs will continue to be supported through after school tutorials targeting the areas of need.

Student Learning Strengths

- STAAR scores for 3rd-5th grades
- TELPAS & AMOS data
- Early student intervention procedures
- Implementation of after school tutorials

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 2 (Prioritized): Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology. **Data Analysis/Root Cause:** Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Need Statement 3 (Prioritized): Need to improve attendance to the state requirement of 97% using incentives to help motivate students. **Data Analysis/Root Cause:** Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Need Statement 4 (Prioritized): Need tutorials for ELLS, Special Ed, and At-Risk across all grade levels. **Data Analysis/Root Cause:** These populations have a lower passing rate on STAAR assessments, across all grade levels.

Need Statement 5 (Prioritized): Need to increase student academic achievement in all areas. **Data Analysis/Root Cause:** Data shows a need for improvement in all areas of the STAAR exam to have more students at the mastered level.

School Processes & Programs

School Processes & Programs Summary

Perez Elementary is in compliance with district initiatives. We prepare our students for state and district required assessments. Teachers attend professional development and are provided with instructional materials that will enable them to provide high quality instruction for our students. Our teachers use assessment data to drive their instruction. The Dean of Instruction will conduct walk-throughs and model lessons in order to help teachers with their delivery of instruction based on their needs and to provide instructional support. Our teachers use several instructional resources and materials to address the needs of our students. In order to identify our curriculum, instruction and assessment needs, we used the following resources: campus & district assessments/benchmarks (Eduphoria), STAAR scores, TELPAS & AMAO results, SSI information, TANGO Central and Trends reports.

Perez Elementary has a school process to recruit, support and hire personnel. We include teachers and administrators on our hiring committee. We document applicant responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Strategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

Perez is vigilant when it comes to visitors on campus. We need to review their identification and ensure that they have a school pass in order to access areas throughout the campus especially where there are children present. As a campus, it is of utmost importance to train our students on procedures they are to follow in case of a fire, lockdown, and severe inclement weather. Parents and community members are welcomed and encouraged to visit the campus, attend meetings and be more involved in their child's education. Our counselor attends professional development to ensure he receives counseling updates to better serve our students. We are also required to implement effective procedures to identify and enroll homeless students in a timely manner. Our school nurse attends trainings for health updates that will have a direct impact on our students.

School Processes & Programs Strengths

- Varied Instructional Resources
- Continuous walkthroughs in all classrooms
- Effective discipline and instructional strategies
- Extended Planning time for teachers on a six week basis
- On-going Professional Development to address the needs of all subpopulations of students in various content areas

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 2 (Prioritized): Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology. **Data Analysis/Root Cause:** Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Need Statement 3 (Prioritized): Need tutorials for ELLS, Special Ed, and At-Risk across all grade levels. **Data Analysis/Root Cause:** These populations have a lower passing rate on STAAR assessments, across all grade levels.

Need Statement 4 (Prioritized): Need to provide time for LPAC to meet and update folders for our ELL students. **Data Analysis/Root Cause:** Bilingual requirements to be met by set timelines.

Perceptions

Perceptions Summary

Perez Elementary is committed to encouraging a positive culture and climate at our school with parental involvement. We provide educational opportunities to parents about topics that will help them raise confident, well-rounded students. We have meetings once a week and invite parents to partake in several activities through out the school year. Our students feel safe at our school and our parents agree that Perez Elementary does a good job at educating their children. Teachers feel supported and are focused on providing an excellent education for our students. We continue to be a "met standard" elementary and make decisions based on the best interest of our students.

Perceptions Strengths

- Weekly parent meetings
- Extra curricular activities for students
- Teachers and Administration meet on a weekly basis
- Teachers educate students with new teaching techniques and strategies
- Parent/Teacher conferences when needed

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to maintain a safe and sanitized campus environment, facilities and custodial supplies and equipmnet. **Data Analysis/Root Cause:** A clean and safe campus environment and facilities will help maintain the health of our students and employees resulting in better attendance.

Need Statement 2 (Prioritized): Need to improve attendance to the state requirement of 97% using incentives to help motivate students. **Data Analysis/Root Cause:** Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Need Statement 3 (Prioritized): There needs to be an increase in parental involvement in all areas of the campus. **Data Analysis/Root Cause:** Some parents are not able to volunteer because of the requirement of a social security number for clearance.

Need Statement 4 (Prioritized): Need to create a culture of readers through the use of the library and different software available for students. **Data**

Analysis/Root Cause: Data shows a need to increase reading assessment scores.

Need Statement 5 (Prioritized): Need to increase student motivation through the opportunities to participate in extra curricular activities, field trips and other incentives. **Data Analysis/Root Cause:** Student attendance rate is lower than the state requirement.

Priority Need Statements

Need Statement 1: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements.

Data Analysis/Root Cause 1: Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 2: Need to improve attendance to the state requirement of 97% using incentives to help motivate students.

Data Analysis/Root Cause 2: Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Need Statement 2 Areas: Demographics - Student Learning - Perceptions

Need Statement 3: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.

Data Analysis/Root Cause 3: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Need Statement 3 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 4: Need to maintain a safe and sanitized campus environment, facilities and custodial supplies and equipment.

Data Analysis/Root Cause 4: A clean and safe campus environment and facilities will help maintain the health of our students and employees resulting in better attendance.

Need Statement 4 Areas: Perceptions

Need Statement 5: There needs to be an increase in parental involvement in all areas of the campus.

Data Analysis/Root Cause 5: Some parents are not able to volunteer because of the requirement of a social security number for clearance.

Need Statement 5 Areas: Perceptions

Need Statement 6: Need to increase student academic achievement in all areas.

Data Analysis/Root Cause 6: Data shows a need for improvement in all areas of the STAAR exam to have more students at the mastered level.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need tutorials for ELLS, Special Ed, and At-Risk across all grade levels.

Data Analysis/Root Cause 7: These populations have a lower passing rate on STAAR assessments, across all grade levels.

Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 8: Need to create a culture of readers through the use of the library and different software available for students.

Data Analysis/Root Cause 8: Data shows a need to increase reading assessment scores.

Need Statement 8 Areas: Perceptions

Need Statement 9: Need to increase student motivation through the opportunities to participate in extra curricular activities, field trips and other incentives.

Data Analysis/Root Cause 9: Student attendance rate is lower than the state requirement.

Need Statement 9 Areas: Perceptions

Need Statement 10: Need to provide instructional support for bilingual, migrant, at-risk and special-ed. students.

Data Analysis/Root Cause 10: Data indicates a lower rate of achievement for these sub-populations.

Need Statement 10 Areas: Demographics

Need Statement 11: Need to provide funding for the various student demographics in the regular ed. classroom and support programs on campus

Data Analysis/Root Cause 11: Students need support to achieve academic success.

Need Statement 11 Areas: Demographics

Need Statement 12: Need to provide time for LPAC to meet and update folders for our ELL students.

Data Analysis/Root Cause 12: Bilingual requirements to be met by set timelines.

Need Statement 12 Areas: School Processes & Programs

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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Postsecondary college, career or military-ready graduates including enlisting in U. S. armed services, earning an industry based certification, earning an associate degree, graduating with completed IEP and workforce readiness
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- 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
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data

- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Goals

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

Performance Objective 1: Perez Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics and science by 5 percentage points.

Evaluation Data Sources: STAAR/EOC performance reports

Summative Evaluation: None

Strategy 1: Provide SIOP & Metacognitive strategies to support ESL instruction to bilingual students daily for 30-45 minutes to support student transition into English through the State Transitional Model supported with the Texas Literacy Initiative Students (K-5) will demonstrate proficiency in reading & writing, math, science and social studies, through the ELPS across the curriculum in order to improve their meta-cognitive skills and produce products based on their ability across all content areas to increase effective communication. The Esperanza program will assist student into progressive transition.

All PD students will be monitored for success and receive assistance, as needed.

Milestone's/Strategy's Expected Results/Impact: Formative:
Eduphoria-Teacher walkthroughs to observe ESL/ELPS instruction.
TELPAS writing samples
Student writing benchmark
Summative:
Teacher-made tests,
Bilingual Progress reports
Bilingual Blue Card grades
products

Staff Responsible for Monitoring: Principal,
Bilingual Lead Teacher,
Language Arts Specialist,
Literacy Teacher Leader,
Teachers-35 FTE

Title I Schoolwide Elements: 2.4

Need Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Population: LEP and At-Risk

Start Date: September 1, 2020

End Date: June 10, 2021

Revision Date: May 21, 2020

Formative

Oct

Jan

Mar

Summative

June

Strategy 2: Grades K-5 (including resource students) will participate in In-House Tutorial (IHT) in a small group classroom setting in order to provide additional instruction in Response To Intervention standards for students in need of reading, grammar usage, writing style and math, science & social studies to support increased student achievement in those subject areas.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: BOY data, progress monitoring for students K-3rd DRA-BOY for 4th & 5th grade Students, Six weeks report cards Teacher six weeks tests. Summative: STAAR Test scores, TELPAS, TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Principal Facilitator Teachers K-Paraprofessionals</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All students includes Regular, LEP SpEd and At-Risk</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Need Statements: None</p> <p>Funding Sources: None</p>	

Strategy 3: Students identified by special education program will be supported by providing co-planning between regular and special education teachers in order to determine student progress, testing options, updated modifications, and response to instruction plans. Teachers will be provided supplies and materials to assist with delivery of instruction.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Six wks classroom teachers/sp ed coo planning, Weekly teacher benchmarks Summative: State Assessments</p> <p>Staff Responsible for Monitoring: Principal, Teachers, Sp. Ed., Resource & Inclusion</p> <p>Title I Schoolwide Elements: 2.6</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students includes Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Need Statements: None</p> <p>Funding Sources: None</p>	

Strategy 4: The Librarian and classroom teachers will provide TEKS Based instruction, to support classroom curriculum through the schools school-wide reading program (Accelerated Reading Program, Read-A-Thon, STAR), STEMScopes and provide books, reading materials and rewards to motivate students to read.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily Hygiene clean environment of facility. Summative: AR reports</p> <p>Staff Responsible for Monitoring: Principal, Librarian</p>	Formative
	Oct
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	<p>Need Statements: Perceptions 4</p> <p>Funding Sources: general supplies 211 Title I-A 211-12-6399-62-121-Y-30-0F2-Y \$2,000 printing media services 199 Local funds 199-11-6399-16-121-Y-11-0-00-Y \$500 subscriptions 199 Local funds 199-12-6399-00-121-Y-99-0-00-Y \$500 reading materials 199 Local funds 199-12-6329-00-121-Y-99-0-00-Y \$500 Renaissance Reading 211 Title I-A 211-11-6299-62-121-Y-30-0F2-Y \$3,000 general supplies-library 211 Title I-A 211-12-6399-00-121-Y-30-0F2-Y \$6,000 Reading Materials 211 Title I-A 211-12-6329-00-121-Y-30-0F2-Y \$7,000</p>
	Summative
	June

Strategy 5: Teachers will generate student instructional workbooks to assist, support, and sustain delivery of instruction in the implementation of the TEKS. Students will be provided printed work books with instructional material

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Media Center printed student workbooks Summative: Student cumulative grades.</p>	Formative
<p>Staff Responsible for Monitoring: Administration Teachers Media Center</p>	Oct Jan Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None</p>	June
<p>ESF Levers: None</p>	
<p>Population: All Students, Regular, LEP, Special Ed., At-Risk, T-I,</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 6: Perez Elementary will collaborate with the feeder Middle school to provide 5th grade students the opportunity to visit the middle school to ease the transition from elementary to middle school.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Scheduled dates on school newsletter Summative: Middle School campus visit surveys, Campus teacher surveys, Campus pre-registration to 6th grade</p> <p>Staff Responsible for Monitoring: 5th Grade Teachers Principal Parent Liaison Middle School Principal</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: 5th Grade Students</p> <p>Start Date: January 1, 2021</p> <p>End Date: April 30, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Need Statements: None</p> <p>Funding Sources: None</p>	

Strategy 7: Teachers will analyze student assessment data to make informed academic assessment decisions. They will meet once a six weeks period for instructional planning workshops to help close the gaps between sub-populations and increase achievement on state mandated assessments.

Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans, vertical alignment planning sessions, walkthroughs		Formative
Summative: student state assessments scores, PDAS		
Staff Responsible for Monitoring: Administration Dean of Instruction Teachers		Oct
		Jan
		Mar
		Summative
Title I Schoolwide Elements: 2.4	Need Statements: None	June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Population: GT, Bilingual, Sp. Ed, General Ed. Teachers		
Start Date: September 1, 2020		
End Date: June 10, 2021		
Revision Date: May 21, 2020		

Strategy 8: Teachers will submit weekly writing journals and science journals for each of their students to the Dean's Office for review by the Principal and Dean.


<p>Milestone's/Strategy's Expected Results/Impact: Formative: lesson plans, vertical alignment planning sessions, walkthroughs</p> <p>Summative: student writing assessment scores</p>	Formative
<p>Staff Responsible for Monitoring: Administration, Dean of Instruction, Teachers</p>	Oct
<p>Title I Schoolwide Elements: 2.4</p>	Jan
<p>TEA Priorities: None</p>	Mar
<p>ESF Levers: None</p>	Summative
<p>Population: GT, Bilingual, Sp. Ed, General Ed. Teachers</p>	June
<p>Start Date: September 4, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 9: Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs in order to enhance students skills and prepare them for testing.

Milestone's/Strategy's Expected Results/Impact: Formative: Curriculum Frameworks Walkthroughs Summative: PE Lesson Plans <hr/> Staff Responsible for Monitoring: Content area, Scope & Sequence TAHPERD Activity Resource Guide <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: All Students, Pre-K-5th grade Regular, LEP, Special Ed., At-Risk, T-I <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
	Oct
	Jan
	Mar
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Learning

Need Statement 2: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

School Processes & Programs

Need Statement 1: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Perceptions

Need Statement 4: Need to create a culture of readers through the use of the library and different software available for students. **Data Analysis/Root Cause:** Data shows a need to increase reading assessment scores.

Performance Objective 2: Perez Elementary 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

Summative Evaluation: None

Strategy 1: Progress monitoring of students in Pre-K & Kinder who are identified as At-Risk students will be provided support by the PreK & Kinder classroom aides, in order to increase fluency, word attack skills, comprehension & ELPS attainment as per the Literacy Grant Initiative, for students who demonstrate Still Developing at or below the 25% in TPRI/TEJAS LEE

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

Teacher progress monitoring,

Summative:

(CPALLS & TPRI) BOY/MOY/EOY

Staff Responsible for Monitoring: Principal

Teachers

Facilitator

Paraprofessionals

TLI Teacher Specialist

Title I Schoolwide Elements: 2.6

Need Statements: None

TEA Priorities: None

Funding Sources:

None

ESF Levers: None

Population: All Students includes Regular, LEP, Special Ed., At-Risk T-I

Start Date: September 1, 2020

End Date: April 30, 2021

Revision Date: May 21, 2020

Formative

Oct

Jan

Mar

Summative

June

Strategy 2: System for Sustainability of TLI Strategies:

PK students will be assessed with the CLI-Engage during BOY, MOY and EOY.

PK Teachers will use the OWL assessment to progress monitor students.

K-3rd students will be assessed with TPRI/Tejas LEE at BOY, MOY), and EOY). They will be progress monitored every 2 weeks. Data analysis will be done after the assessment to drive instruction and track student performance.

We will focus on explicit instruction, using TLI routines/strategies and fluency, and develop academic vocabulary. Pre-K-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Principal, Assistant Principal and Dean of Instruction with a copy of the fluency tracker for review. Walk-throughs will be conducted to ensure the implementation of routines and strategies.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: BOY and MOY CLI-Engage assessments, TPRI/Tejas LEE assessments, campus assessments and district benchmarks, walk-throughs</p> <p>Summative: EOY, CLI-Engage and TPRI/Tejas LEE assessments, TELPAS Reading, STAAR Reading, Math and Science</p> <p>Staff Responsible for Monitoring: Administration, Dean of Instruction, Curriculum, Specialists, PK-5th grade teachers</p>	Formative
	Oct
	Jan
Mar	
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: Title I, Migrants, Bilingual Students, Dyslexia, At Risk, G/T, Sp. Ed., Eco Dis.</p> <p>Start Date: September 1, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: None</p>	<p>Need Statements: None</p> <p>Funding Sources: None</p>
Summative	
	June

Strategy 3: The Pre-K-3 half day program and the Pre-K full day program will be implemented in order to better prepare qualified students academically.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Administrator for State Compensatory Education</p>	Formative
	Oct
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: AR, LEP, TI, MI</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Summative
<p>Need Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 4: Perez Elementary will host a HEAD Start Program for qualifying 3 year olds.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p> <p>Staff Responsible for Monitoring: Formative: Classroom walkthroughs, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY)</p>	Formative
	Oct
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: AR, LEP, TI, MI</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Summative
<p>Need Statements: None</p> <p>Funding Sources: None</p>	June



No Progress



Accomplished



Continue/Modify



Discontinue

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

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

Summative Evaluation: None

Strategy 1: The Spring TELPAS data will be used to address the academic needs and delivery of instruction of bilingual students, through rigorous ELPS, SIOP, and metacognitive instructional strategies to improve student achievement and address AMAOS criteria; in the areas of Listening, Speaking, Reading and Writing.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Analysis of data, and classroom walkthroughs Summative: TELPAS 2014 spring report</p>	Formative
<p>Staff Responsible for Monitoring: Principal Teachers</p>	Oct
	Jan
<p>Title I Schoolwide Elements: None</p>	Mar
<p>TEA Priorities: None</p>	Summative
<p>ESF Levers: None</p>	June
<p>Population: Bilingual Students</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	
<p>Need Statements: None</p>	
<p>Funding Sources: None</p>	

Strategy 2: The campus will hire a 5th Grade Class Size Reduction teacher to maintain a 22/1 student teacher ratio in order to close the achievement gap in science.

Milestone's/Strategy's Expected Results/Impact: Class sizes do not exceed the 22/1 ratio	Formative Oct Jan Mar Summative June
Staff Responsible for Monitoring: Administration	
Title I Schoolwide Elements: None	
TEA Priorities: None	
ESF Levers: None	
Population: All 5th grade students Regular, LEP, Special Ed., At-Risk, T-I	
Start Date: August 25, 2020	
End Date: June 10, 2021	
Revision Date: May 21, 2020	
Need Statements: None	
Funding Sources: None	

Strategy 3: K-5th grade ELL students will participate in after school tutorial sessions to improve their oral language development.

Milestone's/Strategy's Expected Results/Impact: Formative: Tutorial walkthroughs, student progress reports, benchmark scores, tutorial lesson plans, attendance reports, eSchools Plus, tutorial schedule Summative: STAAR and Retention Rate	Formative Oct Jan Mar Summative June
Staff Responsible for Monitoring: Administration, Classroom Teachers Administrator for Bilingual Ed.	
Title I Schoolwide Elements: 2.5	
TEA Priorities: None	
ESF Levers: None	
Population: Binlingual Students	
Start Date: September 1, 2020	
End Date: May 28, 2021	
Revision Date: May 21, 2020	
Need Statements: None	
Funding Sources: None	

Strategy 4: LPAC committee will meet as needed to review and update ELL Special Program Folders.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: LPAC meeting report deadlines Summative: students LPACed in a timely manner</p> <p>Staff Responsible for Monitoring: Administration, LPAC committee Administrator for Bilingual Ed.</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: Bilingual</p> <p>Start Date: September 1, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 5: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students; pre-test and post-test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Progress monitoring instruments Summative: BOY, MOY, EOY State & Norm Assessments</p> <p>Staff Responsible for Monitoring: Administration, PEIMS clerk, Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: PFS Migrant Students</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 6: The academic progress of 1st grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.

Milestone's/Strategy's Expected Results/Impact: Formative: Progress Reports Summative: EOY data results, report card <hr/> Staff Responsible for Monitoring: Administration, 1st grade Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: 1st Grade PFS Migrant Students <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
	Oct
	Jan
	Mar
	Summative
	June


Strategy 7: Elementary migrant students will have an equal opportunity to attend the school districts summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.


Milestone's/Strategy's Expected Results/Impact: Formative: Participants Summer lists Summative: End of Summer School documentation	Formative
	Oct
Staff Responsible for Monitoring: Administration, Teachers	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Population: PFS Migrant Students	
Start Date: August 25, 2020	
End Date: June 10, 2021	
Revision Date: May 21, 2020	
Need Statements: None	
Funding Sources: None	

Strategy 8: Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.

Milestone's/Strategy's Expected Results/Impact: Increase promotion rates and test performance.	Formative
	Oct
Staff Responsible for Monitoring: Administration, Classroom Teacher, Migrant Funded: Teacher, Tutorial Teacher, MSC	Jan
	Mar
Title I Schoolwide Elements: 2.6	Summative
TEA Priorities: None	June
ESF Levers: None	
Population: PFS Migrant Students	
Start Date: August 25, 2020	
End Date: June 10, 2021	
Revision Date: May 21, 2020	
Need Statements: None	
Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Performance Objective 4: 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase 5%. (revised 6-10-20)

Evaluation Data Sources: Results-based Data Analysis Report, STAAR Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation: None

Strategy 1: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.

Milestone's/Strategy's Expected Results/Impact: Formative: School POs, Student motivational Fund Balance checks Summative: Distribution of student supplies <hr/> Staff Responsible for Monitoring: Administrators, Parent Liaison <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: PFS Migrant students <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 2: Migrant students will be provided with hygiene products. The school nurse will conduct hygiene classroom lessons for all students including the migrant students, in order for students to implement and apply healthy hygiene habits.

Milestone's/Strategy's Expected Results/Impact: Formative: NGS List of Migrant Students. Summative: Receipts of hygiene supplies. Documentation log with students NGS numbers & signatures.	Formative
	Oct
	Jan
Staff Responsible for Monitoring: Administrators, Parent Liaison	Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Population: PFS Migrant Students Start Date: August 25, 2020 End Date: June 10, 2021 Revision Date: May 21, 2020	Summative June
Need Statements: None Funding Sources: None	


Strategy 3: 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.


Milestone's/Strategy's Expected Results/Impact: Timely placement into Interventions	Formative
	Oct
	Jan
Staff Responsible for Monitoring: Special Programs, Administrator, Migrant Funded: Teachers, Campus Clerks, DMC, MSC	Mar
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Population: Campus Faculty and Staff Start Date: August 25, 2020 End Date: June 10, 2021 Revision Date: May 21, 2020	Summative June
Need Statements: None Funding Sources: None	

Strategy 4: 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.

Milestone's/Strategy's Expected Results/Impact: Increase on-time graduation	Formative Oct Jan Mar Summative June	
Staff Responsible for Monitoring: Administration, Migrant Funded: Migrant Teachers, Clerks, MEP Secretary, DMC, MSC		
Title I Schoolwide Elements: None		Need Statements: None
TEA Priorities: None		Funding Sources:
ESF Levers: None		None
Population: PFS Migrant Personnel		
Start Date: August 25, 2020		
End Date: June 10, 2021		
Revision Date: May 21, 2020		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: None

Strategy 1: As per state and District guidelines, students identified as Gifted & Talented will participate in UIL and other district-wide extra-curricular programs, such as chess and brainsville in order to be provided opportunities to work on spontaneous, creative activities, aligned to literacy in order to support their understanding of various genres. (Math, Science & Social Studies)

Milestone's/Strategy's Expected Results/Impact: Formative: Student participation in G/T district events. Weekly pull-out in library Summative: Student portfolio end of year projects across disciplines	Formative
	Oct
Staff Responsible for Monitoring: Teachers-12 FTEs, G/T Pull-out teacher, G/T Lead teacher	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Population: GT Advanced Academics Lead Teacher	
Start Date: September 1, 2020	
End Date: June 10, 2021	
Revision Date: May 21, 2020	
Need Statements: Perceptions 5	
Funding Sources: general supplies-co-curricular 199 Local funds 199-36-6399-00-121-Y-99-0-00-Y \$100	

Strategy 2: Classroom teachers and the Fine Arts teachers will enhance art and music across the content areas based on monthly and/or seasonal themes. Students will be exposed to appropriate grade level art and music theory, fundamentals, and techniques to improve art and music appreciation. The Art and Music Teacher will be provided supplies and materials to assist with delivery of instruction.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Display of Student Products Walkthroughs Summative: PDAS Evaluation</p> <p>Staff Responsible for Monitoring: Art Teacher-1 FTE Music Teacher- 1 FTE</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 3: Students will be provided opportunities to correlate and make connections from classroom instruction in the various content areas, to real world experiences through the participation of grade specific field trips and extra-co-curricular events, such as but not limited to: UIL, Science Fair, Drill Team, Special Community events, parades, etc. Students will have adequate adult(s) supervision. (Ratio: 10:1)

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Transportation requests Correlation of lesson to field trip Summative: Field trip participation on scheduled date.</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Teachers, Support staff</p> <p>Title I Schoolwide Elements: 2.5</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Need Statements:
 Perceptions 5

Funding Sources:
 transportation 199 Local funds 199-11-6494-00-121-Y-11-0-00-Y \$5,000
 transportation-field trips 211 Title I-A 211-11-6494-00-121-Y-30-0F2-Y \$7,500

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Perceptions

Need Statement 5: Need to increase student motivation through the opportunities to participate in extra curricular activities, field trips and other incentives. **Data Analysis/Root Cause:** Student attendance rate is lower than the state requirement.

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

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

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

Summative Evaluation: None

Strategy 1: Custodial supplies such as but not limited to: hygiene, equipment, tools, protective safety items, indoor-outdoor supplies, fixed assets, and additional materials for the performance, operation maintenance, and daily function of the campus will be purchased. To address the well-being of a safe and healthy environment.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: P.O. requests maintenance requests Daily operation and performance of custodial staff. Summative: Custodial Staff evaluations Maintenance completion work orders.</p> <p>Staff Responsible for Monitoring: Principal, Head Custodian, Custodial staff, Secretary, Maintenance Dept.</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 2: The campus will purchase equipment/fixed assets that are necessary for the various instructional needs of the sub populations of students, staff, and school classrooms, microwave ovens for the Teachers Lounge, support programs, special educational programs, technology programs, and office productivity. This will facilitate the daily needs that are required for the operation of the campus.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Purchase orders, Work order requests Summative: Implementation, use, and consumption of equipment.</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Teachers, Support staff, Special Ed Teachers, Special Program Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June


Strategy 3: Campuses will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.


<p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administration Facilities and Maintenance staff</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: All campus facilities</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
<p>Need Statements: None</p> <hr/> <p>Funding Sources: None</p>	June

Strategy 4: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.

Milestone's/Strategy's Expected Results/Impact: Survey results from the campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data	Formative
	Oct Jan Mar
Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff	Summative
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Population: All campus facilities Start Date: August 25, 2020 End Date: June 10, 2021 Revision Date: May 21, 2020	
Need Statements: None Funding Sources: None	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Perceptions

Need Statement 2: Need to maintain a safe and sanitized campus environment, facilities and custodial supplies and equipment. **Data Analysis/Root Cause:** A clean and safe campus environment and facilities will help maintain the health of our students and employees resulting in better attendance.

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

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

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

Summative Evaluation: None

Strategy 1: Office personnel will perform their responsibilities to assist the campus administration, teachers, students and parents, through the use of various supplies and materials that are required for the daily operation of the campus/office.		
Milestone's/Strategy's Expected Results/Impact: None		Formative
Staff Responsible for Monitoring: Principal, Office staff Generated POs Summative: Budget expenditure report of utility resources		Oct
		Jan
		Mar
Title I Schoolwide Elements: None	Need Statements:	Summative
TEA Priorities: None	Demographics 4	June
ESF Levers: None	Funding Sources:	
Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I	general supplies 211 Title I-A 211-23-6399-65-121-Y30-0F2-Y \$500	
Start Date: August 25, 2020	general supplies 199 Local funds 199-23-6399-00-121-Y-99-0-00-Y \$2,500	
End Date: June 10, 2021	miscellaneous operating costs 199 Local funds 199-23-6499-53-121-Y-99-0-00-Y \$500	
Revision Date: May 21, 2020		


Strategy 2: The campus will purchase supplies and materials for the various instructional needs of the students, staff, school classrooms, support programs, special educational programs, technology programs, and office productivity. This will facilitate the daily needs that are required for the operation of the campus.


<p>Milestone's/Strategy's Expected Results/Impact: Formative: Work order requests Summative: Bi-Tech Purchase orders,</p> <p>Staff Responsible for Monitoring: Principal, Secretary, Teachers, Support staff</p>	Formative
	Oct
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	<p>Need Statements: Student Learning 1 School Processes & Programs 1</p> <p>Funding Sources: Copy Paper 199 Local funds 199-11-6396-00-121-Y-11-0-00-Y \$1,600 copy paper 211 Title I-A 211-11-6396-00-121-Y-30-0F2-Y \$3,000 general supplies 211 Title I-A 211-11-6399-00-121-Y-30-0F2-Y \$15,455 general supplies 211 Title I-A 211-23-6399-00-121-Y-30-0F2-Y \$4,000 general supplies 211 Title I-A 211-11-6399-01-121-Y-30-0F2-Y \$1,000</p>
	Summative
	June

Strategy 3: The Campus will support programs in the effective and efficient use of 100% of available budgeted funds based on the needs assessments.

<p>Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM committee</p>	Formative
	<p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: Campus Stakeholders</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	<p>Need Statements: None</p> <p>Funding Sources: None</p>
	Summative
	June

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Need Statement 4: Need to provide funding for the various student demographics in the regular ed. classroom and support programs on campus **Data Analysis/Root Cause:** Students need support to achieve academic success.

Student Learning

Need Statement 2: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

School Processes & Programs

Need Statement 1: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

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

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

Summative Evaluation: None

Strategy 1: Administration and Mentor Teacher will meet with New Teachers to assist with their professional development through mentoring of teaching strategies, classroom management lesson planning, campus and assessment procedures, dis aggregation of data etc. In addition to these and due to the high need, stipends are provided for lead teachers, supplemental duty, and bilingual. All teachers receive free health insurance, free extensive and secured parking. Teachers also receive non-monetary incentives.


<p>Milestone's/Strategy's Expected Results/Impact: Formative: PD session evaluations, Lesson Plans Summative: PD transcripts, T-TESS</p>	Formative
<p>Staff Responsible for Monitoring: Principal, Campus Administration</p>	Oct
<p>Title I Schoolwide Elements: None</p>	Jan
<p>Need Statements: None</p>	Mar
<p>TEA Priorities: None</p>	Summative
<p>ESF Levers: None</p>	June
<p>Funding Sources: None</p>	
<p>Population: GT, Bilingual, Sp. Ed., General Ed. Teachers</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 2: Recognize teachers during Teacher appreciation week and on other occasions. Provide recognition to teachers during school assemblies.

Milestone's/Strategy's Expected Results/Impact: Teacher Appreciation Week will be planned for recognition of teachers.		Formative Oct Jan Mar
Formative: draft or revised Teacher Appreciation Week Plan Summative: SBDM approved plan		
Staff Responsible for Monitoring: Campus Administration		
Title I Schoolwide Elements: None	Need Statements: None	Summative June
TEA Priorities: None	Funding Sources:	
ESF Levers: None	None	
Population: Campus Teachers		
Start Date: August 25, 2020		
End Date: June 10, 2021		
Revision Date: May 21, 2020		

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

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

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

Summative Evaluation: None

Strategy 1: Perez Elementary will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition's, co-/extra-curricular activities, and parent/community events.	
<p>Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases</p> <p>Staff Responsible for Monitoring: Campus Administration</p>	Formative
	Oct
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: BISD Stakeholders</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Summative
<p>Need Statements: None</p> <p>Funding Sources: None</p>	June

Strategy 2: Perez Elementary will update its website at least monthly including showcasing student and community activities.

Milestone's/Strategy's Expected Results/Impact: Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus activities and successes.

Formative: checklist of website indicating current

Summative: report at end of year for monthly checklist results

Staff Responsible for Monitoring: Campus Administration

Campus TST

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:

None

ESF Levers: None

Population: Perez Stakeholders

Start Date: August 25, 2020

End Date: June 10, 2021

Revision Date: May 21, 2020

Formative

Oct

Jan

Mar

Summative

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

Summative Evaluation: None

Strategy 1: Perez Elementary Administration will conduct an evaluation on out of school suspensions, in the school year 2017-2018 in order to monitor the students and supervise their attendance in school. The students will be encouraged with positive discipline management and recognition.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: School Messenger Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p> <p>Staff Responsible for Monitoring: Administration PEIMS data clerk Parents Parent Liaison Teachers</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Need Statements: None

Funding Sources:
None

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

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

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

Summative Evaluation: None

Strategy 1: The school administration will conduct student orientation meetings of the students code of conduct for 3rd - 5th grade students, parents, and staff.
Students, parents, and staff will be informed of the procedures that will be followed to enforce discipline, and address attendance & dropout rate.

Milestone's/Strategy's Expected Results/Impact: Formative: Beginning of year code of conduct session presentations

Summative:

Parent/Student receipt filed in PRC

Staff Responsible for Monitoring: Administration

3rd-5th grade students & teachers

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I

Start Date: August 25, 2020

End Date: December 18, 2020

Revision Date: May 21, 2020

Formative

Oct

Jan

Mar

Summative

June

Strategy 2: The school counselor will conduct classroom presentations, appropriate to each grade level, and the staff and students will receive professional development and specific presentations on specific topics:

- a) Bullying Prevention
- b) Violence/Conflict Resolution
- c) Recent drug use trends
- d) Resiliency/Developmental Assets
- e) Dating Violence
- f) Signs of Child Abuse
- g) RTI for behavior to recognize and use preventive measures
- h) Gang Awareness
- i) prevention/ and intervention

Counselor assistance will provide interventions for students classified as At-Risk. The counselor will be provided supplies and materials to assist with delivery of instruction.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Counselor classroom log presentations Crisis prevention trainings</p> <p>Summative: Counseling Department end of year evaluation.</p> <p>Staff Responsible for Monitoring: Administration 1 FTE-LOC CPI core response teams Teachers</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Need Statements: Demographics 2 Student Learning 1, 2 School Processes & Programs 1, 2</p> <p>Funding Sources: general supplies-counselor 199 Local funds 199-31-6399-00-121-Y-99-0-00-Y \$400 general supplies-counselor 211 Title I-A 211-31-6399-00-121-Y-30-0F2-Y \$800</p>	

Strategy 3: Perez Elementary will continuously update their annual Emergency Operations Plan to include various drills that are multi-hazard in nature such as:

- a) Lock downs (3 times a year)
- b) Shelter in place
- c) Reverse Evacuation
- d) Drop & Cover Evacuation etc,

In order to prevent, protect, recover and respond to various incidents regardless of cause, size, location, or complexity, in order to protect life, property, and the campus environment. The Emergency Operations Plan will be reviewed annually.

Milestone's/Strategy's Expected Results/Impact: Formative: Practice Drills Monthly Safety meetings Summative: Completion Reports of implemented practice drills	Formative
	Oct
Staff Responsible for Monitoring: Administration Staff BISD Police	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I	
Start Date: August 25, 2020	
End Date: June 10, 2021	
Revision Date: May 21, 2020	
Need Statements: None	
Funding Sources: None	

Strategy 4: Perez Elementary will implement an identification security system by:
 Requiring staff members to display an identification card while in school grounds
 Visitors must report to the office to identify, sign and wear a visitors pass
 And monitor all visitors on the campus for the safety of the students
 Parents will need to present and identification for late pick up of their children.
 Day Cares will need to present identification and a list of names of the students that will be picked up.
 The identification system will be monitored by all campus staff members for the safety of the students.

Milestone's/Strategy's Expected Results/Impact: Formative:	Formative
Visitors sign in log Summative: Sign-out logs	Oct Jan
Staff Responsible for Monitoring: Administration	Mar
Campus Staff Parents Students Office Staff Staff on duty	Summative June
Title I Schoolwide Elements: None	Need Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I	
Start Date: August 25, 2020	
End Date: June 11, 2021	
Revision Date: May 21, 2020	

Strategy 5: A security officer will be assigned to the campus for the whole year in order to safe guard the campus of possible intruders, vandalism, and security alerts in the areas of:

Gang Awareness

Bullying

Violence

Drug, Alcohol and Tobacco Awareness

Gun Safety

The campus staff will be prepared to have a Campus Response Team, and the Emergency Operations Plan to ensure the safety of the students and staff members on campus. The campus will also provide security during school sponsored Carnival Activities.

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

Visitors log

Staff IDs

Crisis Response Team

Summative:

Sign-out logs

Emergency Operation Plan

Formative

Oct

Jan

Mar

Summative

Staff Responsible for Monitoring: Administration

Campus Employees

BISD police

Security Officer

June

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I

Start Date: August 25, 2020


End Date: June 10, 2021


Revision Date: May 21, 2020

Strategy 6: Campus Certified, Classified, and Support Staff will receive the School Campus Handbook with current and continuous updates relevant to various Federal, State, Local, District and School Policies and Procedure Standards.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets, Agendas Walkthroughs, Formative PDAS evaluations Summative: ERO professional development individual running records.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative
	Oct
	Jan
	Mar
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: Campus Staff</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Summative
	June
<p>Need Statements: None</p> <p>Funding Sources: None</p>	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Demographics

Need Statement 2: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.

Data Analysis/Root Cause: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Student Learning

Need Statement 2: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 3: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.

Data Analysis/Root Cause: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

School Processes & Programs

Need Statement 1: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 2: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.

Data Analysis/Root Cause: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

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/district 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

Summative Evaluation: None

Strategy 1: The School will host parent-training meetings on various topics that will assist in improving student achievement in school and at home, in order for students to implement in their social and academic skills. In addition, parents will be invited to special presentations; such as, assemblies, Charro Days, etc. The parents will be communicated with through campus letters based on school and district happenings. Parent Liaison will be provided funds for supplies, materials, and refreshments.

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

Parent attendance sheets, fliers, and agendas.

Summative:

Cumulative parent Liaison binder

Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals

Staff Responsible for Monitoring: Parental Inv. Dept.,

Parent Liaison,

Teachers ,

Administration

Title I Schoolwide Elements: 3.2

TEA Priorities: None

ESF Levers: None

Population: Parents

Start Date: August 25, 2020

End Date: June 10, 2021

Revision Date: May 21, 2020

Need Statements:

Perceptions 3

Funding Sources:

food/snacks for meetings 199 Local funds 199-61-6499-53-121-Y-99-0-00-Y \$200

miscellaneous-parent center 211 Title I-A 211-61-6499-53-121-Y-30-0F2-Y \$900

Formative

Oct

Jan

Mar

Summative

June

Strategy 2: The School will make available the STAAR Index Results and CASAIP to parents via the campus web site in order to promote parental involvement and increase student achievement.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: six wks progress instrument Online documents Campus website Summative: End of year Parent Survey Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Title 1 Teacher</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Parents</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Need Statements: None</p> <p>Funding Sources: None</p>	

Strategy 3: Parents will be participating in Families in Training Exercises, Health Fair in order to promote and enhance student health & physical wellness, and provide students with balanced nutritional meals at home.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent attendance sheets Summative: Cumulative Liaison binder Fitness Gram student results Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p> <p>Staff Responsible for Monitoring: Parent Liaison, Administration</p> <p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Parents</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Need Statements: None</p> <p>Funding Sources: None</p>	

Strategy 4: Perez Elementary shall jointly develop with, and distribute to parents and family members of participating students, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

<p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <p>Distribution of policy document Parent notices Campus website</p> <p>Summative:</p> <p>Cumulative campus binder with participants sign-in sheet, and Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p> <p>Summative</p>
<p>Staff Responsible for Monitoring: Administration Parent Liaison</p>	<p>June</p>
<p>Title I Schoolwide Elements: 3.1</p>	<p>Need Statements: None</p>
<p>TEA Priorities: None</p>	<p>Funding Sources:</p>
<p>ESF Levers: None</p>	<p>None</p>
<p>Population: All Parents</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 5: DPAC: Bilingual, Migrant, G/T, and Sp Ed. Parent committee members will attend district meetings per school semester and present to the campus parents to provide awareness in the process of school review and improvement for student performance.

Milestone's/Strategy's Expected Results/Impact: Formative: Parent sign in sheets Summative: Meeting minutes Cumulative parent-liaison Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals	Formative
	Oct
	Jan
	Mar
Staff Responsible for Monitoring: Parent Liaison, Parent Reps	Summative
	June
Title I Schoolwide Elements: None	Need Statements: None
TEA Priorities: None	Funding Sources:
ESF Levers: None	None
Population: Parents	
Start Date: October 1, 2020	
End Date: March 31, 2021	
Revision Date: May 21, 2020	

Strategy 6: Title I annual parent meeting will provide an awareness of federal funds for economically and academically disadvantaged students to increase student achievement, and provide a high quality education for students for future world requirements. This meeting will be offered on Tuesday, September 15, 2020 at 4:30pm and Tuesday, September 17, 2020 at 1:30pm.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Sign in sheets Summative: Meeting minutes Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p> <p>Staff Responsible for Monitoring: Administration, Parent Liaison</p> <p>Title I Schoolwide Elements: None Need Statements: None</p> <p>TEA Priorities: None Funding Sources: None</p> <p>ESF Levers: None</p> <p>Population: Parents</p> <p>Start Date: September 15, 2020</p> <p>End Date: September 17, 2020</p> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 7: The School/Parent/Student Compact document will be provided to all parents and students, to inform parents and students of the responsibilities for:
 High student achievement, student attendance, parent/teacher responsibilities, to encourage student academic achievement as per state standards.

Milestone's/Strategy's Expected Results/Impact: Formative: Parent Sign in sheets, signed compacts, campus website Summative: Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals.	Formative
	Oct
Staff Responsible for Monitoring: Administration, Parent Liaison	Jan
	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Population: Parents and All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I	
Start Date: August 25, 2020	
End Date: June 10, 2021	
Revision Date: May 21, 2020	

Strategy 8: A campus parent evaluation survey will be issued to the parents. Results of survey will evaluate the effectiveness of the Campus Parental Involvement Program.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Random distribution of survey Summative: Survey results Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>	Formative
	Oct
	Jan
	Mar
<p>Staff Responsible for Monitoring: Administration, Parent Liaison</p>	Summative
<p>Title I Schoolwide Elements: None</p>	June
<p>TEA Priorities: None</p>	
<p>ESF Levers: None</p>	
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p>	
<p>Start Date: April 1, 2021</p>	
<p>End Date: April 30, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 9: The school will provide a Parent Liaison in order to assist, support, encourage and monitor the teachers, parents and students educational needs. Parent Liaison will conduct home visits, monitor student attendance and coordinate parent educational meetings on Thursdays at 1:30pm in the campus parent center and on occasion at 4:30pm.

<p>Milestone's/Strategy's Expected Results/Impact: Formative</p> <p>Monthly activity log</p> <p>Job description</p> <p>Summative</p> <p>Campus Summative Evaluation</p> <p>Yearly Contract</p> <p>Title I-A Parental Involvement Compliance Checklist, STAAR Results, Attendance rate and Discipline referrals</p>	Formative
	Oct
	Jan
	Mar
<p>Staff Responsible for Monitoring: Administration, Parent Liaison</p>	Summative
<p>Title I Schoolwide Elements: 3.2</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	June
<p>Need Statements:</p> <p>Perceptions 3</p> <p>Funding Sources:</p> <p>parent liaison mileage 199 Local funds 199-61-6399-00-121-Y-99-0-00-Y \$100</p> <p>parent liaison mileage 211 Title I-A 211-61-6411-00-121-Y-30-0F2-Y \$900</p> <p>parent liaison general supplies 211 Title I-A 211-61-6399-00-121-Y-30-0F2-Y \$900</p>	

Strategy 10: 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.

Milestone's/Strategy's Expected Results/Impact: Academic success for all PK-2nd grade students EOY Promotion Rate	Formative Oct Jan Mar Summative June	
Staff Responsible for Monitoring: Administration, Migrant NGS cluster clerk, MSC		
Title I Schoolwide Elements: None		Need Statements: None
TEA Priorities: None		Funding Sources: None
ESF Levers: None		
Population: PFS Migrant Parents of Pre-Kinder through 2nd Grade students		
Start Date: August 25, 2020		
End Date: June 10, 2021		
Revision Date: May 21, 2020		

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Perceptions

Need Statement 3: There needs to be an increase in parental involvement in all areas of the campus. **Data Analysis/Root Cause:** Some parents are not able to volunteer because of the requirement of a social security number for clearance.

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

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

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

Summative Evaluation: None

Strategy 1: Provide targeted staff development to highly qualified teachers who will carry out the instructional program on effectiveness of math, science & social studies strategies, the "TEXAS Literacy Grant initiative, and implement strategies in the five components of reading in order for students to read and understand literacy and informational text; in the ELPS components of : Listening, Speaking, Reading and Writing
 Instructional programs such as: LE Neuhaus & Esperanza will provide transitional support students who will demonstrate progress through the TELPAS and TPRI-TEJAS LEE assessment instruments. Teachers will be provided supplies and materials to assist with delivery of instruction.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Eduphoria-Teacher walkthroughs to observe delivery of instruction, and 2nd-4th Six wks. of student writing samples Summative: PDAS EOY passing/retention rates TELPAS annual reports</p>	<p>Formative Oct Jan Mar</p>
<p>Staff Responsible for Monitoring: Principal, Teachers 35 FTEs, Dean of Instruction, Language Arts Specialist,</p>	<p>Summative June</p>
<p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Population: Title I, Migrants, Bilingual Students, Dyslexia, At Risk, G/T, Sp. Ed., Eco Dis. Start Date: August 25, 2020 End Date: June 10, 2021 Revision Date: May 21, 2020</p>	<p>Need Statements: Demographics 2 Student Learning 2 School Processes & Programs 2 Funding Sources: supplies 199 Local funds 199-11-6399-00-121-Y-11-0-00-Y \$4,578 science 199 Local funds 199-11-6399-01-121-Y-11-0-00-Y \$800</p>

Strategy 2: Perez Elementary Special Education teachers and diagnostician will be trained in IEP/IDEA/PLAFS based standards, to improve student IEP instructional goals and objectives for special education students to improve student performance on the state mandated assessments.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Training implementation. lesson plans Summative: Teacher PDAS, State assessments</p>	Formative
<p>Staff Responsible for Monitoring: Administration Special Ed teachers Diagnostician Special Ed. Dept.</p>	<p>Oct Jan Mar</p>
<p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Population: Special Education Students Start Date: August 25, 2020 End Date: December 18, 2020 Revision Date: May 21, 2020</p>	<p>Summative June</p>
<p>Need Statements: None</p>	
<p>Funding Sources: None</p>	

Strategy 3: Teachers will be provided professional development training in the TELPAS Educational Guide, to address the needs of the bilingual subpopulation of students in order to close achievement gaps.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets and agendas Summative: Fall, Winter, & Spring TELPAS implementation <hr/> Staff Responsible for Monitoring: Administration, Teachers <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: Bilingual Students <hr/> Start Date: August 25, 2020 <hr/> End Date: February 26, 2021 <hr/> Revision Date: May 21, 2020	Formative
	Oct
	Jan
	Mar
	Summative
	June

Strategy 4: The art and music Teacher will attend local, regional, state, and/or national conferences for professional development. Students will be provided updates on current art trends.

Milestone's/Strategy's Expected Results/Impact: Formative: Professional Leave registration Summative: ERO Certificate of Completion <hr/> Staff Responsible for Monitoring: Administration, Art Teacher, Music Teacher <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
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	June

Strategy 5: The Instructional Dean will provide professional development support to the staff, horizontal and vertical alignment planning sessions for classroom teachers, data analysis across core content areas, in order to make informed academic assessment decisions to support progress monitoring students identified At-Risk, and close the achievement gap of At-Risk populations through TIER instruction. Teachers will be provided supplies and materials to assist with delivery of instruction and substitutes will be provided so that teachers may write curriculum.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom walkthroughs compiled through Eduphoria-PDAS, lesson plans, Teacher benchmark data, Progress monitoring of students, ERO Session Evaluation Report, ERO Session Attendance Report Summative: STAAR</p> <p>Staff Responsible for Monitoring: Administration Administrator for State Compensatory Education</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: MI, AR, DYS, LEP, TI</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
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	June

Need Statements:
Demographics 2
Student Learning 1, 2, 5
School Processes & Programs 1, 2

Funding Sources:
general supplies 211 Title I-A 211-13-6399-65-121-Y-30-0F2-Y \$1,000
general supplies 199 Local funds 199-13-6399-00-121-Y-99-0-00-Y \$800
employee travel 199 Local funds 199-13-6411-23-121-Y-11-0-00-Y \$100
general supplies 211 Title I-A 211-13-6399-00-121-Y-30-0F2-Y \$5,000
general supplies 162 State Compensatory 162-11-6399-00-121-Y-30-000-Y \$23,800
substitutes 211 Title I-A 211-11-6112-18-121-Y-30-0F2-Y \$11,800
general supplies 199 Local funds 199-13-6399-65-121-Y-99-000-Y \$300

Strategy 6: All campus staff members will participate in professional development for:

- Conflict Resolution
- Discipline strategies
- Emotional Distress
- Family problems
- Alcohol problems,

In order to assist students with issues that interferes with their learning. Interventions will be provided to the staff in order to assist the student to defer at-risk placement in the academic area.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher(s) professional development agendas & Sign in sheets.</p> <p>Summative: Referral document log</p> <p>Staff Responsible for Monitoring: Administration Counselor CPI core response teams</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
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Strategy 7: The school Counselor will attend various professional Development sessions/conferences to maintain current state license requirements and best classroom practices, in order to improve the student(s) well being.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Conference registration documentation Out of District Travel Documents Summative: Reimbursement documents.</p>	Formative
<p>Staff Responsible for Monitoring: Administration Counselor</p>	Oct Jan Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None ESF Levers: None Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I Start Date: August 25, 2020 End Date: June 10, 2021 Revision Date: May 21, 2020</p>	Need Statements: None Funding Sources: None June

Strategy 8: Campus Staff, Teachers, and Support Programs will be provided professional development in the areas of:
 Classroom & Discipline Management
 Principles of Effective Classroom Instruction
 Discipline strategies & Student Code of Conduct
 To ensure the staff maintains current and effective instructional and disciplinary pedagogy.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets, Agendas Walkthroughs Summative: ERO professional development individual running records. <hr/> Staff Responsible for Monitoring: Administration Facilitator Curriculum Specialists Department Specialists <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
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	June

Strategy 9: Professional development will be provided to the Campus Professional Staff in the area of:

T-TESS

In order for new and current certified and classified staff to maintain highly effective instructional and disciplinary pedagogy.

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

Sign-in Sheets, Agendas

Walkthroughs, Formative PDAS evaluations

Summative:

ERO professional development individual running records. Certified & Classified annual evaluations

PDAS summative Evaluations

Staff Responsible for Monitoring: Administration

Dean of Instruction

Title I Schoolwide Elements: None

Need Statements: None

TEA Priorities: None

Funding Sources:

ESF Levers: None

None

Population: Campus Staff and Personnel

Start Date: August 19, 2020

End Date: June 10, 2021

Revision Date: May 21, 2020

Formative

Oct

Jan

Mar

Summative

June

Strategy 10: The district and the campus will offer professional development technology opportunities. Teachers will provide students with instructional technology modules to enrich visual and audio content based comprehension.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets for trainings Summative: Performance teacher portfolios	Formative
	Oct
	Jan
Staff Responsible for Monitoring: Technology Dept., Administration	Mar
Title I Schoolwide Elements: None	Summative
TEA Priorities: None	June
ESF Levers: None	
Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I	
Start Date: August 25, 2020	
End Date: June 10, 2021	
Revision Date: June 10, 2021	

Strategy 11: Professional development will be provided to the campus principal, assistant principal, dean, and teachers, certified support staff and classified staff to support their daily professional responsibilities in their certifications, to address the campus needs; through local, state and national sessions/conferences for the purpose of staying current with curriculum and state assessment trends that will impact student achievement and instructional performance with the classroom teachers.

Milestone's/Strategy's Expected Results/Impact: Formative: Professional leaves Summative: Annual performance evaluations		Formative
Staff Responsible for Monitoring: Principal, Assistant Principal, Dean of Instruction		Oct
Title I Schoolwide Elements: None		Jan
Need Statements: None		Mar
TEA Priorities: None	Funding Sources:	Summative
ESF Levers: None	None	
Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I		
Start Date: August 25, 2020		
End Date: June 10, 2021		
Revision Date: May 21, 2020		June

Strategy 12: The campus administration will provide Faculty/Staff meetings to address information from the Federal, State, Local, District, and Department updates, guidelines, policies & procedures, to maintain the campus personnel current on information in relations to their employment responsibilities.

Milestone's/Strategy's Expected Results/Impact: Formative: Scheduled meetings Sign in/Agendas Summative: ERO Employee Transcript <hr/> Staff Responsible for Monitoring: School Administration, Office Staff <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: All Campus Employees <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
	Oct
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Need Statement 2: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.
Data Analysis/Root Cause: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Student Learning

Need Statement 2: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 3: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.
Data Analysis/Root Cause: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

Need Statement 5: Need to increase student academic achievement in all areas. **Data Analysis/Root Cause:** Data shows a need for improvement in all areas of the STAAR exam to have more students at the mastered level.

School Processes & Programs

Need Statement 1: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Need Statement 2: Need to provide professional development for faculty, staff, and administration that targets specific academic areas, especially in the area of technology.
Data Analysis/Root Cause: Technology needs have increased due to Covid-19 and distance learning and the need to increase academic achievement.

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: All schools 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

Summative Evaluation: None

Strategy 1: Students will be taught technology TEKS using a computer and/or internet as appropriate to grade level throughout the year. Students will apply computer literacy strategies to assist with online testing. The classroom teacher will be provided supplies and materials to assist with delivery of instruction such as but not limited to: e.g. Study Island, ink, etc.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Student technology projects Summative: Student presentation projects</p> <hr/> <p>Staff Responsible for Monitoring: Principal, Instructional Tech. Dept, Teachers-40 FTE</p> <hr/> <p>Title I Schoolwide Elements: 2.4</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
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	June

Strategy 2: Teachers will integrate technology into their curriculum. Students will be exposed to instructional modules to increase comprehension in various content areas. Teachers will be provided supplies and materials to assist with delivery of instruction.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Summative: Summative generated computer reports</p>	Formative
	Oct
	Jan
<p>Staff Responsible for Monitoring: Principal, Teachers-40 FTE</p>	Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None</p>	June
<p>ESF Levers: None</p>	
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	
<p>Need Statements: None</p>	
<p>Funding Sources: None</p>	


Strategy 3: The campus technology needs will be addressed through the purchase of necessary components such as but not limited to: supplies, contractual services (Study Island, Living with Science, Renaissance Learning AR & STAR, library service, computer lab programs, etc.) Classroom computers, Ipads, Smart Boards, printers, projectors, scanners, cameras, laptops, net books, light bulbs, software, ELMO/projectors (EduSmart), TVs and hardware as needed (pen/external drives, ink cartridges, etc.), laminator, poster maker, for the classrooms, support staff programs and campus leadership office supplies E.g.


<p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Needs Assessment survey Summative: Student performance technology portfolios</p>	<p>Formative</p> <p>Oct</p> <p>Jan</p> <p>Mar</p>
<p>Staff Responsible for Monitoring: Administration, Teachers-40-FTEs</p>	
<p>Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None</p>	<p>Summative</p> <p>June</p>
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I Start Date: August 25, 2020 End Date: June 10, 2021 Revision Date: May 21, 2020</p>	<p>Need Statements: Student Learning 1 School Processes & Programs 1 Perceptions 4</p> <p>Funding Sources: computer-counselor 211 Title I-A 211-31-6398-00-121-Y-30-0F2-Y \$500 toner/ink 199 Local funds 199-11-6399-62-121-Y-11-0-00-Y \$1,000 toner/ink-nurse 199 Local funds 199-33-6399-65-121-Y-99-0-00-Y \$200 computers/electronic devices 162 State Compensatory 162-11-6398-62-121-Y-30-000-Y \$55,000 student computers 211 Title I-A 211-11-6398-62-00-121-Y-30-0F2-Y \$45,000 ink 211 Title I-A 211-11-6399-62-121-Y-30-0F2-Y \$3,000 ink-nurse 211 Title I-A 211-33-6399-65-00-121-Y-30-0F2-Y \$250</p>

Strategy 4: Perez Elementary Staff & students will complete the annual School Technology and Readiness (STaR) Chart to assess technology proficiency.

Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets Application of technology training in the classroom Walkthroughs Summative: Completion of the survey online.	Formative
	Oct Jan Mar
Staff Responsible for Monitoring: Administration, Campus Staff	Summative
Title I Schoolwide Elements: None TEA Priorities: None ESF Levers: None Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I and Staff Start Date: March 1, 2021 End Date: April 30, 2021 Revision Date: May 21, 2020	June
Need Statements: None Funding Sources: None	

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

Student Learning

Need Statement 2: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

School Processes & Programs

Need Statement 1: Need to provide instructional supplies, materials and resources, including computers, Ipads, and software to address increased demands for varied instructional models or new program requirements. **Data Analysis/Root Cause:** Instructional supplies, materials and resources are needed to assist in student success.

Perceptions

Need Statement 4: Need to create a culture of readers through the use of the library and different software available for students. **Data Analysis/Root Cause:** Data shows a need to increase reading assessment 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 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Summative Evaluation: None

Strategy 1: The School will recognize the students each six weeks and at the end of the school year for perfect attendance and honor roll with certificates/trophies/incentives during parent/student assemblies. In order to motivate students to improve their school attendance rate and academic success.

To obtain perfect attendance, student(s) must be present the entire instructional day for the reporting attendance period, and be able to obtain and be rewarded with an end of year incentive for perfect attendance for the school year.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily teacher attendance documentation(s)</p> <p>Summative: Six weeks attendance reports</p>	<p>Formative</p>
<p>Staff Responsible for Monitoring: Administration, Counselor, Teachers-40 FTEs, Data Entry Clerk</p>	<p>Oct</p>
<p>Title I Schoolwide Elements: None</p>	<p>Jan</p>
<p>TEA Priorities: None</p>	<p>Mar</p>
<p>ESF Levers: None</p>	<p>Summative</p>
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p>	<p>June</p>
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 2: A documentation log form binder will be kept in the office for tardiness, early releases, medical excuses and absences for each child in order to communicate/conference with parents about attendance and student academic performance.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily teacher attendance documentation(s) Summative: Six weeks attendance reports</p>	Formative
<p>Staff Responsible for Monitoring: Parent Liaison Office Staff Administration</p>	Oct Jan Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None</p>	June
<p>ESF Levers: None</p>	
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 3: Office personnel and Campus Administration will implement the use of School Messenger Notification System to effectively monitor campus/student attendance.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p> <p>Staff Responsible for Monitoring: Principal, PEIMS Administrator, PEIMS clerk, PIEMS Department, Parent Liaison</p> <p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students, All Parents, Campus Staff, Campus Administration, Pupil Services Dept.</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	Formative
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Strategy 4: Parents will be facilitated opportunities to monitor their childrens attendance via School Messenger Notification System. Parents will be aware of the impact and importance of attendance for their children through school messages delivered to their listed phones numbers on file.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: School Messenger Daily student attendance teacher classroom rosters Daily (9:40 a.m..) log in attendance on-line Tardiness slips</p> <p>Summative: Six weeks attendance verification reports AEIS attendance %</p> <p>Staff Responsible for Monitoring: Campus PEIMS clerk Computer services PEIMS Supervisor Principal Parent Liaison Parents</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: All Students, Campus Attendance, Parent Liaison, Parents</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<hr/> <p>Need Statements: None</p> <hr/> <p>Funding Sources: None</p>	

Strategy 5: The administration will assist parents/students with homebound services due to a severe: illness, surgery, or immediate hospitalization, in order for students to maintain their academic grade-level performance.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Homebound/campus documentation services. Summative: Homebound student portfolio</p> <hr/> <p>Staff Responsible for Monitoring: Administration Counselor Teachers Parent Liaison</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
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	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Demographics

Need Statement 1: Need to improve attendance to the state requirement of 97% using incentives to help motivate students. **Data Analysis/Root Cause:** Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Student Learning

Need Statement 1: Need to improve attendance to the state requirement of 97% using incentives to help motivate students. **Data Analysis/Root Cause:** Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

Perceptions

Need Statement 1: Need to improve attendance to the state requirement of 97% using incentives to help motivate students. **Data Analysis/Root Cause:** Campus attendance is below the state requirement and the outdoor campus doesn't help change the culture of not sending children to school during inclement weather.

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

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

Summative Evaluation: None

Strategy 1: As per BISD policy, Perez Elementary School will implement after school tutorials, extended day and remediation strategies that will provide specific instruction in the core content areas to improve student achievement. Instructional materials will be purchased to support the specific academic and instructional needs of the students.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Tutorial walkthroughs, student progress reports, benchmark scores, tutorial lesson plans, attendance reports, eSchools Plus, tutorial schedule Summative: STAAR and Retention Rate</p>	Formative
<p>Staff Responsible for Monitoring: Administration, Classroom Teachers Administrator for State Compensatory Education</p>	Oct Jan Mar
<p>Title I Schoolwide Elements: 2.5</p>	Summative
<p>TEA Priorities: None</p>	June
<p>ESF Levers: None</p>	
<p>Population: MI, AR, DYS, LEP, TI</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	
<p>Need Statements: Student Learning 4 School Processes & Programs 3</p> <p>Funding Sources: extra duty pay-SSI 162 State Compensatory 162-11-6118-00-121-Y-24-SSI-Y \$7,574 professional extra duty pay 162 State Compensatory 162-11-6118-00-121-Y-30-000-Y \$80,000 copy paper 162 State Compensatory 162-11-6396-00-121-Y-30-000-Y \$3,500 professional extra duty pay 211 Title I-A 211-11-6118-00-121-Y30-ASP-Y \$24,083 extra duty pay- overtime 211 Title I-A 211-11-6121-00-121-Y-30-ASP-Y \$5,803</p>	

Strategy 2: Upon campus registration procedures, registrant parents of homeless students will complete the Student Residency Questionnaire and identified homeless students will be referred to the District Home Youth Project Department. Homeless letters will be filed in the student(s) PRCs.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom/Office/Parent Liaison referrals, student progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate</p> <hr/> <p>Staff Responsible for Monitoring: Administration Teacher(s) Counselor Nurse</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: Elementary AR</p> <hr/> <p>Start Date: August 25, 2020</p> <hr/> <p>End Date: June 10, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
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	Summative
	June

Strategy 3: The campus will retain highly qualified certified and classified personnel to provide the services needed for the daily operation of the institution to service the students in various programs. A Library Aide will be funded to assist the Librarian with the daily operation procedures of the use of the library's book data base, check-in/out procedures, and inventory of the library resources.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily library maintenance procedures Summative Library Paraprofessional District/Campus Evaluation</p>	Formative
	Oct
	Jan
<p>Staff Responsible for Monitoring: Principal, 1FTE Library Aide</p>	Mar
<p>Title I Schoolwide Elements: None</p>	Summative
<p>TEA Priorities: None</p>	June
<p>ESF Levers: None</p>	
<p>Population: All Students Pre-K/5th grade Regular, LEP, Special Ed., At-Risk, T-I</p>	
<p>Start Date: August 25, 2020</p>	
<p>End Date: June 10, 2021</p>	
<p>Revision Date: May 21, 2020</p>	

Strategy 4: A food pantry and clothes closet will be implemented at Perez Elementary School 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, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.

<p>Milestone's/Strategy's Expected Results/Impact: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Benchmark Scores, Student Progress Reports</p> <hr/> <p>Staff Responsible for Monitoring: Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs</p> <hr/> <p>Title I Schoolwide Elements: None</p> <hr/> <p>TEA Priorities: None</p> <hr/> <p>ESF Levers: None</p> <hr/> <p>Population: Elementary AR</p> <hr/> <p>Start Date: July 1, 2020</p> <hr/> <p>End Date: June 30, 2021</p> <hr/> <p>Revision Date: May 21, 2020</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Student Learning

Need Statement 4: Need tutorials for ELLS, Special Ed, and At-Risk across all grade levels. **Data Analysis/Root Cause:** These populations have a lower passing rate on STAAR assessments, across all grade levels.

School Processes & Programs

Need Statement 3: Need tutorials for ELLS, Special Ed, and At-Risk across all grade levels. **Data Analysis/Root Cause:** These populations have a lower passing rate on STAAR assessments, across all grade levels.

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.

Summative Evaluation: None

Strategy 1: Funding for support personnel such as the school nurse will be provided for students to be assisted with health, hygiene, and wellness services and materials.

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

- Monthly school nurse logs
- List of hygiene supplies
- Summative
- Bi-Tec purchase orders
- Yearly Evaluation/Contract

Formative

Oct

Jan

Mar

Staff Responsible for Monitoring: Principal, School Nurse- 1FTE-TI at 40%

Summative

June

Title I Schoolwide Elements: None

Need Statements:

TEA Priorities: None

Demographics 4

ESF Levers: None

Funding Sources:

Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,

general supplies-nurse 199 Local funds 199-33-6399-00-121-Y-99-0-00-Y \$100

Start Date: August 25, 2020

general supplies-nurse 211 Title I-A 211-33-6399-00-121-Y-30-0F2-Y \$200

End Date: June 10, 2021

Revision Date: May 21, 2020

Strategy 2: The campus Nurse will provide various screenings to students who are lacking medical support. Parents and students will be provided referrals to various medical facilities for the health and well-being of the child to attend school. The Librarian will maintain an atmosphere for the wellness of the students, the use of appropriate hygiene materials will be used to maintain clean books and a clean library.

<p>Milestone's/Strategy's Expected Results/Impact: Formative: Nurse presentations Parent liaison parent meetings agendas & sign in sheets Summative: District listings of wellness centers</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers Parent Liaison Attendance Clerk Nurse</p>	Formative
	Oct
	Jan
	Mar
	Summative
	June
<p>Title I Schoolwide Elements: None</p> <p>TEA Priorities: None</p> <p>ESF Levers: None</p> <p>Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I,</p> <p>Start Date: August 25, 2020</p> <p>End Date: June 10, 2021</p> <p>Revision Date: May 21, 2020</p>	<p>Need Statements: None</p> <p>Funding Sources: None</p>

Strategy 3: To promote and ensure physical fitness, students in grades Pre-K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week and middle school students in grades 6-8 for at least 4 total semesters, so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Teachers will be provided supplies and materials to assist with delivery of instruction, safety of students, or maintain facilities. The school will also purchase playground equipment.

Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, PE student rosters, Playground activities Summative: School Health Index, Physical Fitness Assessment, Increase overall wellness		Formative
Staff Responsible for Monitoring: PE Instructional Equipment, Playground Equipment		Oct
Title I Schoolwide Elements: None	Need Statements:	Jan
TEA Priorities: None	Demographics 4	Mar
ESF Levers: None	Funding Sources:	Summative
Population: All students, Pre-Kinder- 5th grade, Regular, LEP, Special Ed., At-Risk, T-I	PE supplies 199 Local funds 199-11-6399-51-121-Y-11-0-00-Y \$1,000	June
Start Date: August 25, 2020	PE Supplies 211 Title I-A 211-11-6399-51-121-Y-30-0F2-Y \$1,000	
End Date: June 10, 2021		
Revision Date: May 21, 2020		

Strategy 4: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Teachers will be provided supplies and materials to assist with delivery of instruction.

Milestone's/Strategy's Expected Results/Impact: Formative: CATCH Lesson Plans Walkthroughs CATCH Activities CATCH Reports Student Grades Summative: School Health Index Improvement Plan <hr/> Staff Responsible for Monitoring: CATCH Curriculum <hr/> Title I Schoolwide Elements: None <hr/> TEA Priorities: None <hr/> ESF Levers: None <hr/> Population: All Students, Pre-K-5th grade, Regular, LEP, Special Ed., At-Risk, T-I, Parents <hr/> Start Date: August 25, 2020 <hr/> End Date: June 10, 2021 <hr/> Revision Date: May 21, 2020	Formative
	Oct
	Jan
	Mar
	Summative
	June

 No Progress
 Accomplished
 Continue/Modify
 Discontinue

Demographics

Need Statement 4: Need to provide funding for the various student demographics in the regular ed. classroom and support programs on campus **Data Analysis/Root Cause:** Students need support to achieve academic success.

State Compensatory

Personnel for Perez Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Pena, J.	Dean of Instruction	State Comp.	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Title I, Campus Improvement Plan is based on a comprehensive needs assessment of Perez Elementary, that takes into account information of students' academic achievement levels in relation to the State academic standards, particularly at-risk students, or students failing to meet the challenges of State academic standards and any other factors as determined by the Local Education Agency (LEA).

CNA Summary: The Comprehensive Needs Assessment is comprised of the strengths and needs ranked within each Multiple Measure of Data, which include Demographics, Students Academic Achievement, School Processes & Programs, and Perceptions. The list of the data sources include the following:
District/Campus Goals

Texas Education Agency Accountability Summary Report

TEA Academic Performance Report Card

STAAR, TELPAS, TPRI, Tejas LEE, Benchmark Results

Student Groups & Behavior Data

Campus Needs Assessment Surveys completed by staff, students, and parents

The Title I Schoolwide Element's Strategy: 6.1.8.

Perez Elementary conducts a Campus Needs Assessment Survey during the Spring Elementary

School Open House in the computer lab to encourage feedback of the school's overall performance.

Populations: All Parents, Students, Staff

The CNA was reviewed and revised on May 21, 2020.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan was developed by the SBDM committee. The CNA was reviewed and sub-committees developed the new performance measures and needs were identified. We identified problem statements and root causes to help us implement the needed strategies to improve performance measures.

2.2: Regular monitoring and revision

The Campus Improvement Plan is continually monitored at Perez Elementary to help us identify the needs that call for funding or spending on supplies,

materials, fixed assets and personnel that will help meet these needs. The SBDM committee will meet throughout the 2020-2021 school year to review the CIP for revisions, budget updates and formative reviews to be made in November, January, April and June.

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

The CIP is available for all stakeholders to view on our campus website and is available in print with our Dean of Instruction. It is translated into Spanish upon request.

2.4: Opportunities for all children to meet State standards

Every student at Perez Elementary is given the opportunity to meet State standards. Every teacher is highly qualified and well trained in the latest strategies to help their students succeed. Tutorials are offered through out the year to help students who are having difficulty. Any student who is at-risk of failure is placed on an RtI and monitored with necessary accommodations.

2.5: Increased learning time and well-rounded education

Perez Elementary is dedicated to maximizing instructional time. Students in need of assistance are given in-school tutorial during special program times, in the areas of reading, writing, mathematics and science. They are also encouraged to attend after school tutorials and extended day. Students are given the opportunity to participate in extra-curricular activities at Perez Elementary to receive a well-rounded education. At Perez Elementary students attend classes in music, art, library, computer labs as well as their regular classes. They are also encouraged to be a part of the dance team, choir and participate in Art contests and UIL, Brainsville and Science Fair along with other activities.

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

The needs of all students, particularly at-risk are met by the faculty and staff at Perez Elementary. These students are given the opportunity to attend tutorials both in-huse and after school. Instruction is differentiated by the teachers to meet the students need. If needed, students are placed on an RtI with accommodations.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Perez Elementary shall jointly develop with, and distribute to parents and family members of participating students, a written parent and family engagement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements. Parents shall be notified of the policy in an understandable and uniform format and to the extent practicable, provided in a language the parents can understand. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school.

Requirement 1. The list of individuals and their roles who assisted in the development of the Parent and Family Engagement Policy include:

Michael Moreno - Administrator

Julie Peña - Meeting Facilitator

Sandra Perez- Parent Liaison

Arturo Nelson - Community Representative

Enrique Peña - Community Representative

Jade

Chavez- Parent

Veronica Nava - Parent

Requirement 2. The Parent and Family Engagement Policy was prepared, reviewed and revised in March 09, 2020. It was distributed on campus and via parent meetings on campus March 11, 2020.

Requirement 3. The Parent and Family Engagement Policy is prepared and provided to parents in English and Spanish.

Requirement 4. Please refer to the following for Element Validations documentation: All Title I documentation (i.e. agendas, sign-in sheets, handouts, etc.) is kept in the Parental Involvement Title I Binder and monitored by the Parent Liaison in the parent center on campus.

The Title I Schoolwide Element's Strategy: 6.1.4 Review, revise, complete, and disseminate a Family Engagement Policy to delineate how parents will be actively involved at the campus level with the intention of increasing participation via parent meetings.

Populations: Parents

3.2: Offer flexible number of parent involvement meetings

Parental Involvement meetings are usually held once a week, on Thursdays at 1:30pm, for our parents, on occasion they are offered at 4:30pm. Documentation of these meetings can be found in the Title I Part A Parent and Family Engagement Compliance Binder, which is located in the Parent Center at Perez Elementary. These meetings are provided to parents by the campus parent liaison, as well as the District's Parental Involvement Center. Curriculum specialists, district department heads and community members also make presentations. Parents are also asked to communicate with their child's teachers during their conference times, before or after school. Parents are always invited to attend school assemblies on a six weeks basis for student award recognition ceremonies. The required Title I-A meeting will take place on Tuesday, September 15, 2020, at 4:30pm and Thursday, September 17, 2020, at 1:30pm.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Infante, Rogelio	Library Aide	Title I-A	1
Little, J. 'Nice	Nurse	Title I-A	40%
Lopez, Guadalupe G.	Title I-A Aide	Title I-A	1
Perez, Sandra	Parent Liaison	Title I-A	1

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Julie Pena	Dean of Instruction
Administrator	Michael Moreno	Principal
Non-classroom Professional	Hector M. Garcia	Asst. Principal
Business Representative	William Anderson	The Neighborhood Pharmacy
Business Representative	Enrique Pena	Attorney, Law Office of E. Pena & Associates, P.C.
Classroom Teacher	Elizabeth Lopez Y1	Kinder
Classroom Teacher	Araceli Bolado Y2	2nd Grade
Classroom Teacher	Mercy Paz Y1	3rd Grade
Community Representative	Dr. Cristina Anderson	Dentist- Dental Worx
Community Representative	Arturo Nelson	Dialectics
Non-classroom Professional	Oscar Guajardo Y2	Counselor
Classroom Teacher	Daisy Lugo Y2	PK-4 Teacher
Classroom Teacher	Armindia Nava Y1	PK-3 Teacher
Classroom Teacher	Patricia Young Y1	2nd Grade Teacher
Classroom Teacher	Esperanza Flores Y1	4th Grade Teacher
Classroom Teacher	Luz Cardenas Y2	PK-3
Classroom Teacher	Rosalinda Garza Y1	Kinder Teacher
Classroom Teacher	Juan Uresti Y2	4th Grade Teacher
Classroom Teacher	Javier Alaniz	Teacher
Non-classroom Professional	Dora Alamo Y2	Counselor
Paraprofessional	Nancy Ford Y1	Special Ed. Paraprofessional
Paraprofessional	Fatima Barrera Y2	PK-4 paraprofessional
Parent	Jade Chavez	Parent

Committee Role	Name	Position
Parent	Veronica Nava	Parent
Student	Jadelynn Flores	Student
District-level Professional	Sandra Lopez	Area Assistant Superintendent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	printing media services	199-11-6399-16-121-Y-11-0-00-Y	\$500.00
1	1	4	subscriptions	199-12-6399-00-121-Y-99-0-00-Y	\$500.00
1	1	4	reading materials	199-12-6329-00-121-Y-99-0-00-Y	\$500.00
1	5	1	general supplies-co-curricular	199-36-6399-00-121-Y-99-0-00-Y	\$100.00
1	5	3	transportation	199-11-6494-00-121-Y-11-0-00-Y	\$5,000.00
2	1	1	custodial supplies	199-51-6315-00-121-Y-99-0-00-Y	\$6,000.00
2	1	1	general supplies-custodians	199-51-6399-00-121-Y-99-0-00-Y	\$200.00
3	1	1	general supplies	199-23-6399-00-121-Y-99-0-00-Y	\$2,500.00
3	1	1	miscellaneous operating costs	199-23-6499-53-121-Y-99-0-00-Y	\$500.00
3	1	2	Copy Paper	199-11-6396-00-121-Y-11-0-00-Y	\$1,600.00
5	2	2	general supplies-counselor	199-31-6399-00-121-Y-99-0-00-Y	\$400.00
6	1	1	food/snacks for meetings	199-61-6499-53-121-Y-99-0-00-Y	\$200.00
6	1	9	parent liaison mileage	199-61-6399-00-121-Y-99-0-00-Y	\$100.00
7	1	1	supplies	199-11-6399-00-121-Y-11-0-00-Y	\$4,578.00
7	1	1	science	199-11-6399-01-121-Y-11-0-00-Y	\$800.00
7	1	5	general supplies	199-13-6399-00-121-Y-99-0-00-Y	\$800.00
7	1	5	employee travel	199-13-6411-23-121-Y-11-0-00-Y	\$100.00
7	1	5	general supplies	199-13-6399-65-121-Y-99-000-Y	\$300.00
8	1	3	toner/ink	199-11-6399-62-121-Y-11-0-00-Y	\$1,000.00
8	1	3	toner/ink-nurse	199-33-6399-65-121-Y-99-0-00-Y	\$200.00
9	1	1	incentives	199-11-6498-00-121-Y-11-0-00-Y	\$4,000.00
9	1	1	snacks	199-11-6499-53-121-Y-11-0-00-Y	\$1,500.00
9	3	1	general supplies-nurse	199-33-6399-00-121-Y-99-0-00-Y	\$100.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	3	PE supplies	199-11-6399-51-121-Y-11-0-00-Y	\$1,000.00
Sub-Total					\$32,478.00
Budgeted Fund Source Amount					\$32,478.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	5	general supplies	162-11-6399-00-121-Y-30-000-Y	\$23,800.00
8	1	3	computers/electronic devices	162-11-6398-62-121-Y-30-000-Y	\$55,000.00
9	2	1	extra duty pay-SSI	162-11-6118-00-121-Y-24-SSI-Y	\$7,574.00
9	2	1	professional extra duty pay	162-11-6118-00-121-Y-30-000-Y	\$80,000.00
9	2	1	copy paper	162-11-6396-00-121-Y-30-000-Y	\$3,500.00
Sub-Total					\$169,874.00
Budgeted Fund Source Amount					\$169,874.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	general supplies	211-12-6399-62-121-Y-30-0F2-Y	\$2,000.00
1	1	4	Renaissance Reading	211-11-6299-62-121-Y-30-0F2-Y	\$3,000.00
1	1	4	general supplies-library	211-12-6399-00-121-Y-30-0F2-Y	\$6,000.00
1	1	4	Reading Materials	211-12-6329-00-121-Y-30-0F2-Y	\$7,000.00
1	1	5	printing-media center	211-11-6399-16-121-Y-30-0F2-Y	\$2,500.00
1	5	3	transportation-field trips	211-11-6494-00-121-Y-30-0F2-Y	\$7,500.00
3	1	1	general supplies	211-23-6399-65-121-Y30-0F2-Y	\$500.00
3	1	2	copy paper	211-11-6396-00-121-Y-30-0F2-Y	\$3,000.00
3	1	2	general supplies	211-11-6399-00-121-Y-30-0F2-Y	\$15,455.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	1	2	general supplies	211-23-6399-00-121-Y-30-0F2-Y	\$4,000.00
3	1	2	general supplies	211-11-6399-01-121-Y-30-0F2-Y	\$1,000.00
5	2	2	general supplies-counselor	211-31-6399-00-121-Y-30-0F2-Y	\$800.00
6	1	1	miscellaneous-parent center	211-61-6499-53-121-Y-30-0F2-Y	\$900.00
6	1	9	parent liaison mileage	211-61-6411-00-121-Y-30-0F2-Y	\$900.00
6	1	9	parent liaison general supplies	211-61-6399-00-121-Y-30-0F2-Y	\$900.00
7	1	5	general supplies	211-13-6399-65-121-Y-30-0F2-Y	\$1,000.00
7	1	5	general supplies	211-13-6399-00-121-Y-30-0F2-Y	\$5,000.00
7	1	5	substitutes	211-11-6112-18-121-Y-30-0F2-Y	\$11,800.00
8	1	3	computer-counselor	211-31-6398-00-121-Y-30-0F2-Y	\$500.00
8	1	3	student computers	211-11-6398-62-00-121-Y-30-0F2-Y	\$45,000.00
8	1	3	ink	211-11-6399-62-121-Y-30-0F2-Y	\$3,000.00
8	1	3	ink-nurse	211-33-6399-65-00-121-Y-30-0F2-Y	\$250.00
9	2	1	professional extra duty pay	211-11-6118-00-121-Y30-ASP-Y	\$24,083.00
9	2	1	extra duty pay- overtime	211-11-6121-00-121-Y-30-ASP-Y	\$5,803.00
9	3	1	general supplies-nurse	211-33-6399-00-121-Y-30-0F2-Y	\$200.00
9	3	3	PE Supplies	211-11-6399-51-121-Y-30-0F2-Y	\$1,000.00
Sub-Total					\$153,091.00
Budgeted Fund Source Amount					\$153,091.00
+/- Difference					\$0.00
Grand Total					\$355,443.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PEREZ EL**

Campus Number: **031901121**

2019 Accountability Rating: **B**

Distinction Designations:

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

Total Students: 471
 Grade Span: EE - 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)
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STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading

At Approaches Grade Level or Above	2019	76%	80%	70%	-	70%	-	-	-	-	56%	-	71%	*	69%	68%
	2018	77%	80%	81%	-	83%	-	*	-	-	25%	-	81%	*	81%	80%
At Meets Grade Level or Above	2019	45%	46%	46%	-	46%	-	-	-	-	33%	-	44%	*	43%	45%
	2018	43%	42%	42%	-	43%	-	*	-	-	13%	-	43%	*	43%	30%
At Masters Grade Level	2019	27%	26%	16%	-	16%	-	-	-	-	11%	-	15%	*	11%	14%
	2018	25%	22%	25%	-	26%	-	*	-	-	0%	-	26%	*	26%	13%

Grade 3 Mathematics

At Approaches Grade Level or Above	2019	79%	85%	76%	-	76%	-	-	-	-	56%	-	76%	*	74%	91%
	2018	78%	86%	89%	-	90%	-	*	-	-	25%	-	88%	*	88%	88%
At Meets Grade Level or Above	2019	49%	56%	30%	-	30%	-	-	-	-	33%	-	32%	*	29%	32%
	2018	47%	54%	51%	-	52%	-	*	-	-	13%	-	52%	*	52%	50%
At Masters Grade Level	2019	25%	27%	5%	-	5%	-	-	-	-	0%	-	6%	*	6%	9%
	2018	23%	27%	16%	-	17%	-	*	-	-	13%	-	17%	*	17%	16%

Grade 4 Reading

At Approaches Grade Level or Above	2019	75%	83%	83%	-	85%	-	*	-	-	58%	-	82%	100%	85%	79%
	2018	73%	79%	85%	-	84%	-	-	-	-	63%	-	88%	67%	84%	84%
At Meets Grade Level or Above	2019	44%	51%	61%	-	62%	-	*	-	-	42%	-	60%	67%	62%	53%
	2018	46%	49%	61%	-	60%	-	-	-	-	44%	-	64%	44%	61%	68%
At Masters Grade Level	2019	22%	23%	26%	-	26%	-	*	-	-	8%	-	25%	33%	23%	21%
	2018	24%	23%	27%	-	28%	-	-	-	-	13%	-	28%	22%	28%	26%

Grade 4 Mathematics

At Approaches Grade Level or Above	2019	75%	82%	83%	-	85%	-	*	-	-	33%	-	83%	83%	82%	79%
	2018	78%	86%	92%	-	92%	-	-	-	-	75%	-	90%	100%	92%	93%
At Meets Grade Level or Above	2019	48%	53%	50%	-	51%	-	*	-	-	33%	-	48%	67%	50%	50%
	2018	49%	56%	62%	-	63%	-	-	-	-	38%	-	63%	60%	63%	60%
At Masters Grade Level	2019	28%	30%	32%	-	32%	-	*	-	-	25%	-	33%	17%	33%	38%
	2018	27%	30%	33%	-	33%	-	-	-	-	13%	-	31%	40%	32%	30%

Grade 4 Writing

At Approaches Grade Level or Above	2019	67%	78%	88%	-	89%	-	*	-	-	42%	-	87%	100%	87%	85%
	2018	63%	74%	88%	-	88%	-	-	-	-	75%	-	91%	75%	88%	82%
At Meets Grade Level or Above	2019	35%	44%	55%	-	55%	-	*	-	-	33%	-	55%	50%	55%	56%
	2018	39%	48%	62%	-	62%	-	-	-	-	44%	-	64%	50%	63%	59%
At Masters Grade Level	2019	11%	14%	21%	-	22%	-	*	-	-	0%	-	18%	50%	18%	18%
	2018	11%	14%	15%	-	15%	-	-	-	-	0%	-	16%	13%	16%	12%

Grade 5 Reading^

At Approaches Grade Level or Above	2019	86%	91%	89%	-	89%	-	-	-	-	74%	-	90%	86%	89%	86%
	2018	84%	90%	95%	-	95%	*	-	-	-	*	-	96%	86%	95%	94%
At Meets Grade Level or Above	2019	54%	56%	57%	-	57%	-	-	-	-	42%	-	60%	29%	55%	62%
	2018	54%	59%	67%	-	66%	*	-	-	-	*	-	68%	57%	66%	63%

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

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

Total Students: 471
 Grade Span: EE - 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%	23%	-	23%	-	-	-	-	-	5%	-	24%	14%	23%	19%
	2018	26%	28%	21%	-	20%	*	-	-	-	-	*	-	20%	29%	21%	31%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	97%	-	97%	-	-	-	-	-	95%	-	97%	100%	97%	95%
	2018	91%	97%	97%	-	97%	*	-	-	-	-	75%	-	96%	100%	97%	100%
At Meets Grade Level or Above	2019	58%	70%	69%	-	69%	-	-	-	-	-	53%	-	69%	71%	69%	64%
	2018	58%	74%	80%	-	80%	*	-	-	-	-	38%	-	81%	71%	80%	82%
At Masters Grade Level	2019	36%	46%	32%	-	32%	-	-	-	-	-	0%	-	29%	57%	31%	24%
	2018	30%	43%	39%	-	38%	*	-	-	-	-	13%	-	39%	43%	40%	44%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	83%	-	83%	-	-	-	-	-	63%	-	84%	71%	82%	78%
	2018	76%	85%	78%	-	78%	*	-	-	-	-	38%	-	80%	67%	78%	71%
At Meets Grade Level or Above	2019	49%	60%	55%	-	55%	-	-	-	-	-	37%	-	56%	43%	52%	59%
	2018	41%	51%	50%	-	49%	*	-	-	-	-	25%	-	48%	67%	50%	41%
At Masters Grade Level	2019	24%	28%	17%	-	17%	-	-	-	-	-	11%	-	18%	14%	16%	15%
	2018	17%	20%	7%	-	7%	*	-	-	-	-	0%	-	7%	0%	7%	9%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	85%	-	86%	-	*	-	-	-	63%	-	85%	87%	84%	83%
	2018	77%	78%	88%	-	88%	*	*	-	-	-	61%	-	89%	84%	88%	86%
At Meets Grade Level or Above	2019	50%	52%	55%	-	55%	-	*	-	-	-	40%	-	55%	51%	54%	55%
	2018	48%	49%	59%	-	59%	*	*	-	-	-	36%	-	60%	55%	60%	57%
At Masters Grade Level	2019	24%	23%	23%	-	23%	-	*	-	-	-	7%	-	22%	29%	22%	20%
	2018	22%	21%	23%	-	23%	*	*	-	-	-	8%	-	23%	24%	23%	23%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	83%	-	83%	-	*	-	-	-	65%	-	82%	88%	83%	80%
	2018	74%	74%	87%	-	87%	*	*	-	-	-	57%	-	88%	76%	87%	86%
At Meets Grade Level or Above	2019	48%	47%	56%	-	56%	-	*	-	-	-	40%	-	57%	50%	55%	55%
	2018	46%	44%	57%	-	56%	*	*	-	-	-	39%	-	58%	47%	57%	55%
At Masters Grade Level	2019	21%	18%	23%	-	23%	-	*	-	-	-	8%	-	22%	25%	20%	18%
	2018	19%	17%	25%	-	24%	*	*	-	-	-	11%	-	25%	24%	25%	24%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	87%	-	87%	-	*	-	-	-	68%	-	87%	88%	86%	89%
	2018	81%	85%	92%	-	93%	*	*	-	-	-	63%	-	92%	100%	92%	93%
At Meets Grade Level or Above	2019	52%	57%	53%	-	53%	-	*	-	-	-	43%	-	53%	56%	53%	52%
	2018	50%	55%	64%	-	65%	*	*	-	-	-	31%	-	65%	61%	65%	64%
At Masters Grade Level	2019	26%	31%	26%	-	26%	-	*	-	-	-	8%	-	26%	31%	26%	26%
	2018	24%	28%	30%	-	29%	*	*	-	-	-	13%	-	28%	39%	30%	30%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	88%	-	89%	-	*	-	-	-	42%	-	87%	100%	87%	85%
	2018	66%	71%	88%	-	88%	-	*	-	-	-	75%	-	91%	75%	88%	82%
At Meets Grade Level or Above	2019	38%	44%	55%	-	55%	-	*	-	-	-	33%	-	55%	50%	55%	56%
	2018	41%	45%	62%	-	62%	-	-	-	-	-	44%	-	64%	50%	63%	59%
At Masters Grade Level	2019	14%	15%	21%	-	22%	-	*	-	-	-	0%	-	18%	50%	18%	18%
	2018	13%	13%	15%	-	15%	-	-	-	-	-	0%	-	16%	13%	16%	12%

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

	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)
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	83%	-	83%	-	-	-	-	63%	-	84%	71%	82%	78%
	2018	80%	82%	78%	-	78%	*	-	-	-	38%	-	80%	67%	78%	71%
At Meets Grade Level or Above	2019	54%	55%	55%	-	55%	-	-	-	-	37%	-	56%	43%	52%	59%
	2018	51%	51%	50%	-	49%	*	-	-	-	25%	-	48%	67%	50%	41%
At Masters Grade Level	2019	25%	21%	17%	-	17%	-	-	-	-	11%	-	18%	14%	16%	15%
	2018	23%	19%	7%	-	7%	*	-	-	-	0%	-	7%	0%	7%	9%

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

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PEREZ EL
Campus Number: 031901121

		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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	72	-	73	-	*	-	-	-	58	-	70	90	71	74
	2018	63	65	71	-	70	-	-	-	-	-	84	-	71	69	70	74
Grade 4 Mathematics	2019	65	64	66	-	67	-	*	-	-	-	42	-	65	80	65	71
	2018	65	66	71	-	70	-	-	-	-	-	66	-	69	83	70	73
Grade 5 ELA/Reading	2019	81	78	86	-	86	-	-	-	-	-	72	-	84	100	85	82
	2018	80	81	75	-	74	*	-	-	-	-	*	-	71	100	74	77
Grade 5 Mathematics	2019	83	88	82	-	82	-	-	-	-	-	83	-	80	100	82	80
	2018	81	87	82	-	81	*	-	-	-	-	88	-	82	79	82	80
All Grades Both Subjects	2019	69	69	77	-	77	-	*	-	-	-	67	-	75	93	76	77
	2018	69	71	74	-	74	*	-	-	-	-	80	-	73	82	74	76
All Grades ELA/Reading	2019	68	67	79	-	80	-	*	-	-	-	67	-	77	95	78	79
	2018	69	69	73	-	72	*	-	-	-	-	88	-	71	83	72	75
All Grades Mathematics	2019	70	71	74	-	75	-	*	-	-	-	67	-	73	91	74	76
	2018	70	72	76	-	76	*	-	-	-	-	73	-	75	81	76	76

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	37%	-	38%	-	*	-	-	-	23%	38%	40%
	2018	38%	44%	50%	-	50%	-	-	-	-	-	*	50%	46%
Mathematics	2019	45%	57%	38%	-	42%	-	*	-	-	-	40%	38%	29%
	2018	47%	57%	57%	-	57%	-	-	-	-	-	50%	57%	67%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	84%	-	84%	-	-	-	-	-	43%	83%	70%
Students Requiring Accelerated Instruction														
	2019	22%	16%	16%	-	16%	-	-	-	-	-	57%	17%	30%
STAAR Cumulative Met Standard														
	2019	86%	91%	87%	-	87%	-	-	-	-	-	57%	86%	74%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	90%	-	90%	-	-	-	-	-	64%	90%	81%
Students Requiring Accelerated Instruction														
	2019	17%	8%	10%	-	10%	-	-	-	-	-	36%	10%	19%
STAAR Cumulative Met Standard														
	2019	90%	96%	97%	-	97%	-	-	-	-	-	93%	97%	93%

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 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
STAAR Performance Rate by Subject and Performance Level														
All Grades All Subjects														
At Approaches Grade Level or Above	2019	78%	81%	85%	76%	76%	-	-	-	-	-	-	76%	76%
	2018	77%	78%	88%	78%	78%	-	-	-	-	-	*	78%	79%
At Meets Grade Level or Above	2019	50%	52%	55%	43%	43%	-	-	-	-	-	-	43%	43%
	2018	48%	49%	59%	41%	41%	-	-	-	-	-	*	41%	41%
At Masters Grade Level	2019	24%	23%	23%	16%	16%	-	-	-	-	-	-	16%	16%
	2018	22%	21%	23%	16%	16%	-	-	-	-	-	*	16%	16%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	83%	70%	70%	-	-	-	-	-	-	70%	70%
	2018	74%	74%	87%	75%	75%	-	-	-	-	-	*	75%	76%
At Meets Grade Level or Above	2019	48%	47%	56%	45%	45%	-	-	-	-	-	-	45%	45%
	2018	46%	44%	57%	42%	42%	-	-	-	-	-	*	42%	41%
At Masters Grade Level	2019	21%	18%	23%	11%	11%	-	-	-	-	-	-	11%	11%
	2018	19%	17%	25%	17%	17%	-	-	-	-	-	*	17%	17%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	86%	87%	83%	83%	-	-	-	-	-	-	83%	83%
	2018	81%	85%	92%	88%	88%	-	-	-	-	-	*	88%	88%
At Meets Grade Level or Above	2019	52%	57%	53%	38%	38%	-	-	-	-	-	-	38%	38%
	2018	50%	55%	64%	47%	47%	-	-	-	-	-	*	47%	46%
At Masters Grade Level	2019	26%	31%	26%	22%	22%	-	-	-	-	-	-	22%	22%
	2018	24%	28%	30%	22%	22%	-	-	-	-	-	*	22%	22%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	76%	88%	76%	76%	-	-	-	-	-	-	76%	76%
	2018	66%	71%	88%	72%	72%	-	-	-	-	-	-	72%	72%
At Meets Grade Level or Above	2019	38%	44%	55%	52%	52%	-	-	-	-	-	-	52%	52%
	2018	41%	45%	62%	39%	39%	-	-	-	-	-	-	39%	39%
At Masters Grade Level	2019	14%	15%	21%	19%	19%	-	-	-	-	-	-	19%	19%
	2018	13%	13%	15%	11%	11%	-	-	-	-	-	-	11%	11%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	83%	71%	71%	-	-	-	-	-	-	71%	71%
	2018	80%	82%	78%	63%	63%	-	-	-	-	-	-	63%	63%
At Meets Grade Level or Above	2019	54%	55%	55%	46%	46%	-	-	-	-	-	-	46%	46%
	2018	51%	51%	50%	26%	26%	-	-	-	-	-	-	26%	26%
At Masters Grade Level	2019	25%	21%	17%	13%	13%	-	-	-	-	-	-	13%	13%
	2018	23%	19%	7%	0%	0%	-	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	69%	77%	79%	79%	-	-	-	-	-	-	79%	79%
	2018	69%	71%	74%	78%	78%	-	-	-	-	-	*	78%	77%
All Grades ELA/Reading	2019	68%	67%	79%	80%	80%	-	-	-	-	-	-	80%	80%
	2018	69%	69%	73%	72%	72%	-	-	-	-	-	*	72%	72%
All Grades Mathematics	2019	70%	71%	74%	79%	79%	-	-	-	-	-	-	79%	79%
	2018	70%	72%	76%	83%	83%	-	-	-	-	-	*	83%	82%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	48%	37%	40%	40%	-	-	-	-	-	-	40%	40%
	2018	38%	44%	50%	46%	46%	-	-	-	-	-	-	46%	46%
Mathematics	2019	45%	57%	38%	29%	29%	-	-	-	-	-	-	29%	29%
	2018	47%	57%	57%	67%	67%	-	-	-	-	-	-	67%	67%

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

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

Total Students: 471
 Grade Span: EE - 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)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	*	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	92%	-	92%	-	*	-	-	-	90%	91%	90%
Not Included in Accountability													
Mobile	4%	2%	5%	-	5%	-	*	-	-	-	5%	5%	3%
Other Exclusions	1%	2%	4%	-	4%	-	*	-	-	-	5%	4%	8%
Not Tested	1%	0%	0%	-	0%	-	*	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	*	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	*	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	*	*	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	88%	-	88%	*	*	-	-	-	85%	89%	78%
Not Included in Accountability													
Mobile	4%	3%	8%	-	8%	*	*	-	-	-	9%	8%	14%
Other Exclusions	1%	2%	3%	-	3%	*	*	-	-	-	6%	3%	8%
Not Tested	1%	0%	0%	-	0%	*	*	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	*	*	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	*	*	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: PEREZ EL

Campus Number: 031901121

Total Students: 471

Grade Span: EE - 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)
Attendance Rate													
2017-18	95.4%	95.4%	94.4%	-	94.4%	*	*	-	-	-	90.8%	94.7%	94.1%
2016-17	95.7%	95.8%	95.0%	-	95.0%	*	*	-	-	-	93.4%	95.0%	94.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus Attendance, Graduation, and Dropout Rates

District Name: BROWNSVILLE ISD

Campus Name: PEREZ EL

Campus Number: 031901121

Total Students: 471

Grade Span: EE - 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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
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

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

Total Students: 471

Grade Span: EE - 05

School Type: Elementary

District Name: BROWNSVILLE ISD

Campus Name: PEREZ EL

Campus Number: 031901121

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) ***													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates ***													
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%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
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
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 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%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

Total Students: 471
 Grade Span: EE - 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)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
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%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
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%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
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
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
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

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

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

Total Students: 471
 Grade Span: EE - 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
SAT/ACT Results (Annual Graduates) ***													
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
Average SAT Score (Annual Graduates) ***													
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
Average ACT Score (Annual Graduates) ***													
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

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

Total Students: 471
Grade Span: EE - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: PEREZ EL
Campus Number: 031901121

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
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%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	471	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	9	1.9%	0.2%	0.3%
Pre-Kindergarten	84	17.8%	8.0%	4.4%
Kindergarten	61	13.0%	5.9%	6.9%
Grade 1	58	12.3%	6.8%	7.1%
Grade 2	69	14.6%	6.6%	7.2%
Grade 3	48	10.2%	6.5%	7.3%
Grade 4	70	14.9%	6.9%	7.6%
Grade 5	72	15.3%	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	464	98.5%	98.3%	52.6%
White	5	1.1%	1.4%	27.4%
American Indian	2	0.4%	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	447	94.9%	88.5%	60.6%
Non-Educationally Disadvantaged	24	5.1%	11.5%	39.4%
Section 504 Students	43	9.1%	8.7%	6.5%
English Learners (EL)	233	49.5%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	30	6.4%	5.4%	3.6%
At-Risk	360	76.4%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	83			
By Type of Primary Disability				
Students with Intellectual Disabilities	41	49.4%	55.3%	42.4%
Students with Physical Disabilities	10	12.0%	11.5%	21.9%
Students with Autism	16	19.3%	12.2%	13.7%
Students with Behavioral Disabilities	5	6.0%	18.9%	20.6%
Students with Non-Categorical Early Childhood	11	13.3%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	88	22.6%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	88	22.6%		
White	0	0.0%		
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	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	9.1%	10.7%	3.1%	11.1%	16.2%	5.5%
Grade 2	13.2%	5.9%	1.8%	16.7%	3.0%	2.3%
Grade 3	5.4%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	4.2%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.7%	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	18.7	19.2	18.9
Grade 1	16.2	17.8	18.8
Grade 2	17.5	17.8	18.7
Grade 3	11.9	19.2	18.9
Grade 4	14.2	21.6	19.2
Grade 5	17.3	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: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	56.0	100.0%	100.0%	100.0%
Professional Staff:	40.0	71.4%	56.5%	64.1%
Teachers	32.2	57.5%	44.0%	49.8%
Professional Support	4.8	8.6%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	5.4%	2.9%	3.0%
Educational Aides:	16.0	28.6%	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	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	52.8	94.4%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	31.1	96.5%	90.3%	27.7%
White	1.1	3.5%	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	3.1	9.7%	32.0%	23.8%
Females	29.1	90.3%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	24.6	76.3%	79.4%	73.6%
Masters	7.6	23.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	3.1%	2.7%	7.0%
1-5 Years Experience	0.0	0.0%	14.3%	28.9%
6-10 Years Experience	0.3	1.0%	17.6%	19.0%
11-20 Years Experience	21.7	67.5%	39.3%	29.3%
Over 20 Years Experience	9.1	28.3%	26.0%	15.7%
Number of Students per Teacher	14.6	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	18.0	8.8	6.3
Average Years Experience of Principals with District	18.0	8.4	5.4
Average Years Experience of Assistant Principals	14.0	8.4	5.3
Average Years Experience of Assistant Principals with District	14.0	8.2	4.7
Average Years Experience of Teachers:	17.6	15.1	11.1
Average Years Experience of Teachers with District:	17.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$44,569	\$49,007	\$47,218
1-5 Years Experience	-	\$49,170	\$50,408
6-10 Years Experience	\$59,080	\$50,423	\$52,786
11-20 Years Experience	\$56,150	\$55,575	\$56,041
Over 20 Years Experience	\$60,742	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$57,122	\$55,810	\$54,122
Professional Support	\$67,441	\$67,073	\$64,069
Campus Administration (School Leadership)	\$84,444	\$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: PEREZ EL
 Campus Number: 031901121

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

Total Students: 471
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	233	49.5%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	23	4.9%	12.0%	8.1%
Special Education	83	17.6%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.5	4.5%	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	24.8	77.2%	78.8%	71.4%
Special Education	5.6	17.3%	11.4%	9.1%
Other	0.3	1.0%	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](#)

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.

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	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.
Student Report	
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.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	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.
Prohibited Conduct	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.
Investigation of Report	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.
Concluding the Investigation	<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>
Notice to Parents	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.
District Action	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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 59% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	60%	69%	59%
2021	61%	70%	60%
2022	62%	71%	61%
2023	63%	72%	62%
2024	64%	73%	63%

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 72% to 77% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
73%	74%	75%	76%	77%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	72%	79%	68%
2021	73%	80%	69%
2022	74%	81%	70%
2023	75%	82%	71%
2024	76%	83%	72%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 69% to 74% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
70%	71%	72%	73%	74%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	72%	71%	70%
2021	73%	72%	71%
2022	74%	73%	72%
2023	75%	74%	73%
2024	76%	75%	74%

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 76% to 81% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
77%	78%	79%	80%	81%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	76%	77%	79%
2021	77%	78%	80%
2022	78%	79%	81%
2023	79%	80%	82%
2024	80%	81%	83%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 70% to 75% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
71%	72%	73%	74%	75%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	73%	71%	82%
2021	74%	72%	83%
2022	75%	73%	84%
2023	76%	74%	85%
2024	77%	75%	86%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 19% to 24% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
20%	21%	22%	23%	24%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	18%	19%	14%
2021	19%	20%	15%
2022	20%	21%	16%
2023	21%	22%	17%
2024	22%	23%	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 21% to 26% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
22%	23%	24%	25%	26%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	20%	18%	18%
2021	21%	19%	19%
2022	22%	20%	20%
2023	23%	21%	21%
2024	24%	22%	22%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 46% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	48%	47%	44%
2021	49%	48%	45%
2022	50%	49%	46%
2023	51%	50%	47%
2024	52%	51%	48%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 22% to 27% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
23%	24%	25%	26%	27%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	24%	24%	21%
2021	25%	25%	22%
2022	26%	26%	23%
2023	27%	27%	24%
2024	28%	28%	25%

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 20% to 25% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
21%	22%	23%	24%	25%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	22%	22%	24%
2021	23%	23%	25%
2022	24%	24%	26%
2023	25%	25%	27%
2024	26%	26%	28%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 9% to 14% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
10%	11%	12%	13%	14%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	10%	10%	6%
2021	11%	11%	7%
2022	12%	12%	8%
2023	13%	13%	9%
2024	14%	14%	10%

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 12% to 17% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
13%	14%	15%	16%	17%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	13%	14%	17%
2021	14%	15%	18%
2022	15%	16%	19%
2023	16%	17%	20%
2024	17%	18%	21%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PEREZ 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 46% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	47%	44%	46%	34%
2021	48%	45%	47%	35%
2022	49%	46%	48%	36%
2023	50%	47%	49%	37%
2024	51%	48%	50%	38%

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 30% to 35% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
31%	32%	33%	34%	35%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	31%	30%	33%	34%
2021	32%	31%	34%	35%
2022	33%	32%	35%	36%
2023	34%	33%	36%	37%
2024	35%	34%	37%	38%

Minimum size criteria set to 10 or more students.