

Brownsville Independent School District

Keller Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

Keller Elementary School Mission Statement

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

Vision

Keller Elementary - Going for the ...

Give and Earn Respect

Own Your Actions

Lead by Example

Demonstrate Cooperation

Value Statement

Excellence: The Keller Instinct!

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Comprehensive Needs Assessment

Needs Assessment Overview

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

STAAR/EOC performance reports are not available to COVID 19. Process evaluation is base on benchmark and other assessments.

Demographics

Demographics Summary

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

The student population at Keller Elementary School is approximately 586 and serves students from Pre-kinder-3 through Fifth Grade. According to the PEIMS Data Review of our campus profile, 96.85 % of the student population is Hispanic, 70% is White and 0.4% is of the student population is African American. From our student population 93.8% are identified as Economically Disadvantaged. 40.5% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition 70.2% of our entire student population is At-risk, 7.8% is enrolled in Special Education Services, and 6.9% is receiving Gifted and Talented Education.

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

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

Tutorial classes are provided after school and Saturdays for at-risk students and English Language Learners in 3rd through fifth grade through State Compensatory and Title I. Extended day is an academically focused afterschool program for all grade level students.

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

Demographics Strengths

1. Keller has a caring committed teaching staff that strives to put the needs of the students first.
2. 22:1 student to teacher ratio is not exceeded for classrooms in Kinder through 4th grades.
3. RTI plans are updated as a team. A 3-6 week for monitoring cycle is in place for TIER II and III student which includes current assessment/academic data and team input.
4. More Gifted and Talented Students Identified and actively participate in the district's Galaxy Program.
5. Keller has a high rate of bilingually certified teachers in core level areas to assist students with language aquisition.
6. Collaboration with higher learning institutions in the area of language arts (Pre-k3 - 5th grades).
7. Several teachers lead district staff development on curriculum and instruction.
8. Weekly PLC meetings provide the opportunity for professional development on instructional strategies, data analysis and improvement planning based on student needs for increased student achievement.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

Student Learning

Student Learning Summary

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

Accountability - Preliminary 2019 STAAR Results (Longitudinal)

By Grade Level & Content with 2018 to 2019 Change

	Reading	Math	Writing	Science
3rd Grade	74% (-13)	87% (-1)		
4th Grade	81% (-2)	80% (-4)	84% (+3)	
5th Grade	94% (+3)	97% (+3)		77% (-7)

Percentage of Content and All Subjects (5-Year Change)

	2014	2015	2016	2017	2018	2019*	Change
3rd-5th Reading	76%	76%	79%	87%	87%	84%	-3
3rd-5th Math	81%	77%	87%	89%	89%	88%	-1
3rd-5th All Subjects	78%	76%	79%	89%	86%	94%	+8
District	79%	76%	79%	87%	81%	84%	+3

Summary--All Subjects (Comparison to District)

	Reading	Math	Writing	Science	All Subjects
Keller Elementary	83%	88%	82%	76%	84%
District	84%	87%	77%	83%	84%

Student Learning Strengths

Student Academic Strengths:

1. Special Education student performance in the core curricular areas. Special education teachers will co-teach with teachers to assist students with core-curriculum strategies.
2. Reading fluency increase in all grade levels. Fluency is monitored every 3 weeks and progress is tracked.
3. Dyslexia TPRI Screeners for Kindergarten - 2nd Grades.
5. Journal and Composition writing in all grade levels.
6. Increase of registration and recruitment of student in the Pre-K3 and Pre-K4 programs.
7. Increase of health and nutrition awareness through the Nurse's Office.
8. Academic focus on 5th grade SSI students within the first 3 weeks of start of year.
9. Higher rate of students meeting the "Approaches" goal for 3rd and 4th grade STAAR.
10. Higher rate of progress for students in 4th grade math and reading, assessed and monitored through end of six weeks checkpoints.
11. Extra-curricular activities such as UIL, Science Fair, Coding, Destination Imagination and Fine Arts.
12. An increase in one to one mobile technology devices for students.
13. An increase in the use of web-based instructional formats for delivery of instruction.

Need Statements Identifying Student Learning Needs

Need Statement 1: A significant gap between Pre-Kinder and Kinder Phonological Awareness is evident. **Data Analysis/Root Cause:** Stronger support is needed for curriculum planning to add a strong phonological awareness element throughout all core subjects in Pre-K3, Pre-K4 and Kindergarten.

Need Statement 2: A great reduction is students performing at A and B Honor Roll for the six weeks and for the school year. **Data Analysis/Root Cause:** Grade level teachers percentage monitoring using Eschools and incorporating a data analysis process that would have resulted in increased student scores is not evident school wide.

Need Statement 3 (Prioritized): Student tardiness and absences have caused major interruptions with classroom instructional processes. **Data Analysis/Root Cause:** Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

To best support campus efforts and meet identified needs at the District and Campus level; activities, resources, and implementation timelines related to Family and Community Involvement are set forth in the Parent and Community section of the 2020-2021 Campus Improvement Plan.

The school conducts periodic evaluations of campus performance in all aspects of the working components of the campus. The CNA surveys provide the SBDM and various campus based committees, administration and grade levels with input as to what and how the operations of our campus are conducted, thus providing feedback on all programs that our campus operates under.

School Processes & Programs Strengths

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

1. Promote college awareness year round. Each grade level representing a college or university of their choosing and incorporate it within their decor and instruction.
2. Promote and collaborate with the University of Texas - UT-Health program in creating awareness and participation in family health education.
3. The campus provides immediate interventions for all students in need of assistance.
4. Keller has online assessments for 3rd - 5th grades in all state testing areas.
4. Parent Teacher Meetings are held each month with important topics about our campus, district and state policies.
5. Review and discussions with teachers about students needs and intervention strategies takes place every 3rd week of the six weeks.
6. Assigned weekly collaboration days for Math and Science to share effective teaching practices and analyze data.
7. Classroom schedules are shared and displayed for campus and district evaluators and staff.
8. Keller has 4 desktop computer labs and 2nd - 5th grades have a one to one mobile device for student use

After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following Curriculum, Instruction and Assessment areas of improvement would be addressed:

Campus assessments in every grade level to monitor student progress will be created and used to receive student data on the students progress through STAAR content instructional alignment, horizontal and vertical alignment, benchmark results, use and assessment of supplemental resources which focus on TEKS and STAAR standards. Students will also participate in off campus learning opportunities in the form of field trips to enhance academic learning, be involved with the community and be able to see additional opportunities provided by student field trips (this will include funding for field trip student meals). Administration and teachers will analyze assessment data from TANGO, Eduphoria and Lead4ward to disaggregate results and target the areas of need and provide adequate and appropriate STAAR instructional resource procurement **(SE 1.1)**. Teachers will be given the opportunity to vertically and horizontally plan and align to meet the needs of the students based on data results.

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

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

Technology software, desktop computers, laptops and updates for Math, Reading, Writing, and Science will be purchased to enhance the lessons taking place in the classrooms and computer labs. The purchase of these items including the STAR Renaissance program will help with the vertical alignment necessary in our campus to help improve student achievement.

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

Need Statements Identifying School Processes & Programs Needs

Need Statement 1: The campus technology resource inventory is still short of the goal to have a one to one device for all students. **Data Analysis/Root Cause:** The campus technology inventory is quickly deemed obsolete due to constant software updates.

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

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

Need Statement 4: Teachers need updated hardware and software to deliver virtual instructional lessons using a hybrid model. **Data Analysis/Root Cause:** Students are losing focus with the lack of virtual variety to keep students engaged throughout the teacher led lesson.

Perceptions

Perceptions Summary

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

Our campus continuously involves its stakeholders in the reviewing and decision making processes to achieve high level expectations for work and students. This involvement helps create the strengths of the campus' culture and climate. We continually strive to involve our parents to volunteer at our campus to assist in the daily activities and student programs. In the Keller 2020 Title IA Parent Family Survey 100% of the parents who responded answered yes to the question; Does your campus display a welcoming environment?

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

Perceptions Strengths

1. Keller is a safe and positive learning environment for all members.
2. Provides positive teacher and student interactions to allow for a sense of belonging.
3. Students have many opportunities to develop strengths and interests through a variety of extra-curricular clubs offered to all students.
4. Teachers are a part of instructional partnerships with local universities to further develop their teaching practices.
5. We have a strong commitment to provide an open communication forum with parents throughout the school year.

Need Statements Identifying Perceptions Needs

Need Statement 1: Keller needs to improve the opportunities we have for parents to visit our campus allowing our students to showcase their work and talent. **Data**

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

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

Priority Need Statements

Need Statement 1: Student tardiness and absences have caused major interruptions with classroom instructional processes.

Data Analysis/Root Cause 1: Attendance monitoring and consequences were inconsistent. Communication with parents about the importance of arriving on time to maximize the classroom time for teachers. Parent liaison needs to facilitate a closer working relationship with parents to inform them of the importance of being in school.

Need Statement 1 Areas: Demographics - Student Learning

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Observation Survey results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Professional development needs assessment data

Parent/Community Data

- Parent surveys and/or other feedback




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: Keller student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science. by 5 percentage points.








HB3 Goal

Evaluation Data Sources: Students will increase Performance Standards status within Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Circle, TPRI/Tejas Lee, SELP/SSLP. Summative Evaluation 1: College Readiness Skills and Preparation will be evaluated by data derived from Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, Circle, TPRI/Tejas Lee.

Strategy 1 Details	Reviews			
<p>Strategy 1: All PK-5 classrooms will specifically target the Texas Essential Knowledge and Skills (TEKS) to improve test scores utilizing the following strategies, programs and materials including collaborative planning, FASCT, RTI, TLI, SIOP, language enrichment, phonological awareness math manipulatives, scientific interactive journals, multisensory grammar.</p> <p>Materials include: LJC Create replenishables, StemScopes, Science and Writing, STAAR Success Reading and Writing, Pearson Materials, STAAR Master, Rise and Shine, Reading Books, Student Remedial resources, classroom readers, picture books, manipulatives and general supplies.</p> <p>Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Milestone's/Strategy's Expected Results/Impact: Six Weeks Report Cards, Standardized Scores, TELPAS, TPRI/TEJAS Lee, Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.4 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: October 27, 2020</p> <p>Funding Sources: Classroom General Supplies - 211 Title I-A - 211-11-6399-62-143-Y-30-0F2-Y - \$5,000, Classroom General Supplies - 211 Title I-A - 211-11-6399-00-143-Y-30-0F2 - \$24,430, Copy Paper - 162 State Compensatory - 162-11-6396-00-143-Y-30-000-Y - \$1,472.46, Copy Paper - 199 Local funds - 199-11-63-96-00-143-Y-11-0-00-Y - \$2,000, - 211 Title I-A - 211-13-6399-00-143-Y-30-AYP-Y - \$3,000, Copy Paper - 211 Title I-A - 211-11-6396-00-143-Y-30-0F2 - \$2,000, Classroom General Supplies - 162 State Compensatory - 162-11-6399-00-143-Y-30-000-Y - \$16,455</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress.</p> <p>Milestone's/Strategy's Expected Results/Impact: CPM TELPAS TPRI/Tejas Lee STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.4 - Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Implementation of RTI strategies through small group tutoring of TIER II and TIER III Students in K-5 will be conducted to support academic growth and success in core areas of TIER II and TIER III students. RTI routines will also be incorporated within the teacher's daily lessons. Academic Vocabulary and Tango -FCRR's will be act as curricular supports. Professional Development in interventions and time for collaboration will be provided.</p> <p>Milestone's/Strategy's Expected Results/Impact: BOY, MOY, EOY, Progress Monitoring, campus assessments, district benchmarks, STAAR</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus virtual collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week.</p> <p>Teachers will also be afforded opportunities to attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies to support virtual instruction for teachers will be provided as needed. Supplies will be geared toward facilitating the virtual experience for teachers such as wireless and mobile technological equipment.</p> <p>ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.5 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p>Strategy 5: PK-5 teachers will collect student writing samples throughout the school year. Writing samples will be compiled to monitor the students progress for TELPAS, student progress and grade level alignment in all core areas. Administration participates in review of writing journals to randomly review student progress.</p> <p>Milestone's/Strategy's Expected Results/Impact: CPM, TPRI/Tejas Lee TELPAS STAAR</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 6 Details	Reviews			
<p>Strategy 6: Extended Day and Tutorial will target our At-Risk Population in Kinder - 5th Grades. This population of students will include our 5th grade SSI students. Extended Day Students will have essential resources to support the academic focus of the daily instructional strategies and campus will provide extra duty pay for employees. Supplemental Resource Materials will be reproduced at the media center so each student will have their own copy of various resources to enhance the daily classroom activities and raise students test scores.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: October 27, 2020</p> <p>Funding Sources: Tutorial SSI - 162 State Compensatory - 162-11-6118-00-143-Y-24-SSI-Y - \$5,824, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-143-Y-30-ASP-Y - \$30,505, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-143-Y-30-000-Y - \$60,445</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				








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

Performance Objective 2: Keller early childhood performance will increase by 5 percentage points over end-of-year 2018 results.

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Pre-K3-Kinder students will utilize the districts curriculum framework to integrate a cross-curricular program to focus on social emotional, language and communication, emergent literacy, math, science, social studies,arts, and technology (OWL)(Pearson).</p> <p>Milestone's/Strategy's Expected Results/Impact: CPM/TPRI Assessments Writing Samples TELPAS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Early Childhood Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The early childhood program including PK 3 will be provided the full day in order to better prepare qualified students academically. The Pre-K program will target oral language and readiness skills. The program will utilize manipulatives such as counters, flash cards, board games, clay, crayons, paints, center activities and printables to facilitate the learning process.</p> <p>Milestone's/Strategy's Expected Results/Impact: CPM/TPRI Assessments Writing Samples TELPAS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Early Childhood Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 26, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<p>Strategy 3: PK-3 - Kinder teachers will vertically align the curriculum to ensure a high quality early childhood education program. Alignment focus will include: oral vocabulary, phonological awareness, alphabet knowledge and mathematics.</p> <p>Milestone's/Strategy's Expected Results/Impact: CPM/TPRI Assessments Writing Samples TELPAS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Early Childhood Teachers</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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


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


HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Language Arts, Math and Science Supplemental Materials which target the state adopted TEKS and supplement the district curriculum will be purchased to support our campus hands on science initiative for PK- 5th grades every Tuesday. These materials will also enhance the general education and sup-pop classroom instruction : including special education, ELL, and Migrant. Purchase will improve STAAR, TELPAS and TPRI, CPALLS, and other tests. Materials include:LJCreate replenishables, Measuring Up Reading and Math, Science and Writing, STAAR Success Reading and Writing, HMH materials, STAAR Master, Rise and Shine, reading books, student remedial resources, classroom readers, picture books, manipulatives,FASCT program focused materials and general supplies. Duplicating paper will be purchased to duplicate supplemental resource materials for students. Media Services will be utilized for other duplicating services.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Campus Principal Assistant Principal Instructional Dean Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4 - Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: All PK-5th Grade teachers and support staff will strengthen student reading performance, critical thinking skills, fluency, appreciation for literature through, AR, Read Aloud, SSR and web platforms . Fluency monitoring is performed on a daily basis with teacher reports submitted to administration every 3 weeks. The librarian will assess 1st - 5th grade students using the Renaissance STAR program to set the student's Reading AR Levels.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Campus Principal Assistant Principal Instructional Dean Classroom Teacher</p> <p>Title I Schoolwide Elements: 2.4 - Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

 No Progress

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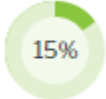
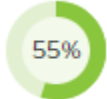




 Continue/Modify








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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2017-2018 participation.

Evaluation Data Sources: Regional and state competition participation numbers

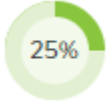

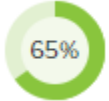
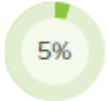

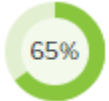
Strategy 1 Details	Reviews			
<p>Strategy 1: The art and music teacher will integrate the art/music curriculum with activities that incorporate all areas of STAAR objectives including Reading, Math, Writing and Science through the use of technology including the use of reinforcement of the STAAR-Math objectives and experiment with patterns/numbers/proportions of designs to create an original aesthetic artwork or musical composition piece. STAAR-and TEKS objectives will be enhanced with different art activities incorporating reflections/atmosphere/ /color theory and usage of materials, vocabulary and art/music history to be able to implement hands on activities, and develop quality artwork and musical performance pieces.</p> <p>Milestone's/Strategy's Expected Results/Impact: Student Yearly Average, Submittal and Placement of Competition Pieces, STAAR Assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Art Teacher Music Teacher</p> <p>Title I Schoolwide Elements: 2.5 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be encouraged to participate in UIL Art, Music, Destination Imagination and Ballroom Dancing. Students will participate at the local, district and state level (placement). Materials, resources for competition will be purchased to enhance competition opportunities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Student Yearly Average, STAAR Assessments, Competition Acolades</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor</p> <p>Title I Schoolwide Elements: 2.5 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				











Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers and students will have an opportunity to fund raise and attend various out of school field trip opportunities to further enhance classroom learning objectives, make worldly connections with outside community entities, while celebrating efforts well deserved by students with educationally based field trips.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including, CPM, TPRI/Tejas Lee, SELP/SSLP and STAAR.</p> <p>Staff Responsible for Monitoring: Teachers, Assistant Principal, Counselors, Principal, Instructional Dean Extracurricular Sponsor</p> <p>Title I Schoolwide Elements: 2.5 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 70%	 70%	
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 5: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.

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











Strategy 1 Details	Reviews			
<p>Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Funding Sources: Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y - \$900, General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y - \$900, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators. Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.2 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed.</p> <p>Milestone's/Strategy's Expected Results/Impact: EXPECTED RESULTS OF SBDM</p> <ul style="list-style-type: none"> * Improved student performance * Improved community involvement * Clearly established accountability parameters * Raised staff productivity and satisfaction * Commitment to implementation of planning * Increased flexibility at the campus level in the allocation and use of resources * Coordination of regular and special programs <p>Staff Responsible for Monitoring: Principal, Assistant Principal Dean of Instruction SBDM Members</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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








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

Strategy 1 Details	Reviews			
<p>Strategy 1: Keller will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. A year long campaign will promote energy saving procedures from staff and students by utilizing memos, posters and classroom activities to act as lessons and practice reminders.</p> <p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Staff Responsible for Monitoring: Administration Teachers Staff Custodians</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 45%	 50%	
Strategy 2 Details	Reviews			
<p>Strategy 2: In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use).</p> <p>Milestone's/Strategy's Expected Results/Impact: Lesson Plans Parent Meetings Recycling Pickup Calendar</p> <p>Staff Responsible for Monitoring: Administration Teachers Staff Custodians</p> <p>Title I Schoolwide Elements: 2.5 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
	 35%	 40%	 60%	
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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











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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will utilize available budgeted funds based on the Campus Needs Assessment. The campus will purchase based on needs addressed in the Campus Improvement Plans. Distribution of funds will be follow the financial purchasing policies.</p> <p>Milestone's/Strategy's Expected Results/Impact: Budget will be utilized fully based on the calendar for each funding source. All items, programs and learning supports will be purchased to address campus needs.</p> <p>Staff Responsible for Monitoring: Administration SBDM</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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











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

Strategy 1 Details	Reviews			
<p>Strategy 1: Grizzly Award-VIP Teachers - award based on academic performance. Fluency Banner-every six weeks the top fluency classroom in each grade level sports the Fluency Banner. Team Gold Award-All faculty and staff are recognized for academic efforts throughout the year.</p> <p>Milestone's/Strategy's Expected Results/Impact: Faculty and Staff retention. Higher percentage scores on CNA</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Counselor Librarian</p> <p>Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will participate in collaborative gatherings to strive to create a sense of community and enhance a positive culture and climate within the administration, faculty and staff.</p> <p>Milestone's/Strategy's Expected Results/Impact: Faculty and Staff retention. Higher percentage scores on CNA</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Counselor Lead Teachers</p> <p>Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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








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

Strategy 1 Details	Reviews			
<p>Strategy 1: Keller will promote the history and origins along with current accomplishments weekly through the website and media venues. The campus will recognize students and campus activities utilizing the District's and Campus' Social Media platform as a way to reach out to our community and parents.</p> <p>Milestone's/Strategy's Expected Results/Impact: Weekly social media postings Brownsville Herald submissions and publications</p> <p>Staff Responsible for Monitoring: Administration Counselors Parent Liason</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Keller will focus on training and maintaining a welcoming reception for parents and community. The focus being on soft skills to encourage student recruitment and registration.</p> <p>Milestone's/Strategy's Expected Results/Impact: Higher recruitment and retainment of student enrollment.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Office Staff Faculty and Staff</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will hold a Meet the Teacher Night prior to school start date. The campus will utilize the marquee to advertise and inform parents of registration opportunities. Milestone's/Strategy's Expected Results/Impact: Higher registration percentage.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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



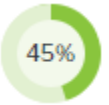
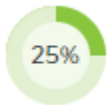

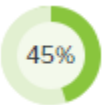
Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.







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 Rtl plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.











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

Performance Objective 2: Refine and implement all safety plans across for the campus 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide training for administrators and teachers: (a)to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b)assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Milestone's/Strategy's Expected Results/Impact: Administrative walkthroughs, TTESS Staff Responsible for Monitoring: Administrators Teachers Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Provide professional development based on level of expertise and need in the following areas: a.)Bullying Prevention b.)Violence/conflict resolution c.)Recent drug use trends d.)Resiliency/Developmental Assets e.)Dating Violence f.)Signs of Child Abuse g.)Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Milestone's/Strategy's Expected Results/Impact: Office Discipline Referrals, Parent-Teacher conferences, Behavior RTI referrals, PEIMS Discipline Data. Staff Responsible for Monitoring: Administrators, Faculty and Staff Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				


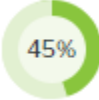


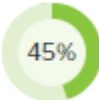

Strategy 3 Details	Reviews			
<p>Strategy 3: Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation.</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Milestone's/Strategy's Expected Results/Impact: District Security Evaluations, District Safety Audits</p> <p>Staff Responsible for Monitoring: Principals Assistant Principals Faculty and Staff Campus Counselors District Security BISD Police</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Parent Presentations will be made periodically at campuses</p> <p>Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy EOP-Safety Procedures</p> <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Milestone's/Strategy's Expected Results/Impact: District Security Evaluations, District Safety Audits, RTI Behavior Referrals, PEIMS Discipline Reports.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Clerk, Counselors, BISD Police and Security Services</p>	Formative			Summative
	Oct	Jan	Mar	June
				











Strategy 5 Details	Reviews			
<p>Strategy 5: Administration will ensure that campus counselors provide individual counseling and group guidance to help students cope effectively with personal, social, academic, and family concerns.</p> <p>Milestone's/Strategy's Expected Results/Impact: RTI Behavior Referrals, Office Discipline Referrals, Nurse Referrals, PEIMS Discipline Reports.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Counselors</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p>Strategy 6: Keller Elementary will provide our staff with personal protective equipment in order to ensure the safety and general health of our students and employees. Items such as hand sanitizer, antibacterial wipes, masks and sanitizing spray will be purchased.</p> <p>Milestone's/Strategy's Expected Results/Impact: Reduced student and staff absences and reduced nurse's referrals.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Funding Sources: Personal Protective Equipment - PPE - 211 Title I-A - 211-11-6399-00-143-Y-30-0F2-Y - \$17,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;"> No Progress</div> <div style="text-align: center;"> Accomplished</div> <div style="text-align: center;"> Continue/Modify</div> <div style="text-align: center;"> Discontinue</div> </div>				

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, 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 2019-2020 to 2020-2021.

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








Strategy 1 Details	Reviews			
<p>Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. The campus parental liaison will initiate the meetings and follow through with invitations, guest speakers, reservations, attaining supplies and other meeting requirements.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Funding Sources: Employee Travel - 211 Title I-A - 211-61-6411-00-143-Y-30-0F2-Y - \$900, General Supplies - 211 Title I-A - 211-61-6399-00-143-Y-30-0F2-Y - \$900, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-143-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Meetings will be followed by an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Meeting documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation.</p> <p>Staff Responsible for Monitoring: Principal Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parental Involvement Policy, Parental Compact. Weekly Meeting Documentation.</p> <p>Summative: STAAR Results, Attendance Rate, Discipline Referrals and Parent Participation, RTI Behavior Referrals, Nurse Referrals, PEIMS Discipline Reports.</p> <p>Staff Responsible for Monitoring: Campus Administrators. Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.2 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Keller SBDM committee members engage in a formative review of CIP strategies in quarterly during the year. Revisions to strategies are made at any time they are needed but usually occur during this process as the SBDM analyzes formative data and current teacher and student needs. During each review, SBDM members look at strategies in terms of what progress has been made in implementation and the impact the strategy is having on student achievement. Strategies can be modified, redirected or discontinued so the needs of the campus are addressed. The Keller CIP is available upon request and can be translated in Spanish if needed.</p> <p>Milestone's/Strategy's Expected Results/Impact: EXPECTED RESULTS OF SBDM</p> <ul style="list-style-type: none"> * Improved student performance * Improved community involvement * Clearly established accountability parameters * Raised staff productivity and satisfaction * Commitment to implementation of planning * Increased flexibility at the campus level in the allocation and use of resources * Coordination of regular and special programs <p>Staff Responsible for Monitoring: Principal, Assistant Principal Dean of Instruction SBDM Members</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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







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








Strategy 1 Details	Reviews			
<p>Strategy 1: New and Existing Teachers and paraprofessionals will have the opportunity to grow professionally through a 3 hour campus collaboration planning every 3 weeks in the area of reading and social studies. and designated math and science planning twice a week. Teachers will also be afforded opportunities to virtually attend and/or participate in local/state conferences, peer mentoring, workshops, maintenance meetings, etc. Materials and supplies will be provided as needed. Materials and supplies to support virtual instruction for teachers will be provided as needed. Supplies will be geared toward facilitating the virtual experience for teachers such as wireless and mobile technological equipment.</p> <p>ELAR/SLAR TEKS Pre-Kindergarten Guidelines Center for Improving the Readiness of Children for Learning and Education (CIRCLE) PK TLI (Sustainability) Response to Intervention (RTI) CCRS (College and Career Readiness Standards) TPRI/Tejas Lee SIOP Esperanza, Language Enrichment</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores,Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR,TPRI/Tejas Lee,SELP/SSLP</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: GE,TI, MI, LEP,SE,AR,GT,DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

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

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











Strategy 1 Details	Reviews			
<p>Strategy 1: Students in PK-2nd Grade will have access to a one to one device to be utilized in centers. Internet based instruction with platforms such as Ignite, See Saw and Google Classroom will facilitate the instructional strategies to support the current TEKS, TELPAS, Reading, Math, Science, and Writing objectives within the core curriculum. Instructional web-based curriculum supports such as NEWSELA, Screencastify, STemScopes and Nearpod will be purchased. 3rd - 5th Grade will use Google Classroom to work on assigned tasks and receive immediate feedback with a later integration of Schoology.</p> <p>Milestone's/Strategy's Expected Results/Impact: Student Yearly Average, C&I Internet Based Programs- Teacher Reports STAAR Assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Revision Date: October 27, 2020</p> <p>Funding Sources: Capital Assets - 162 State Compensatory - 162-11-6398-62-143-Y-30-000-Y - \$24,900, Software - 162 State Compensatory - 162-11-6299-62-143-Y-30-000-Y - \$9,459.80</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Technological Infrastructure and computers for support services and administration are needed to prepare, review and monitor instructional programs at the campus and district level. Equipment will also assist with Professional development for teachers and staff. Technology hardware should include Ipads, desktops, laptops, monitors, projector, printers, printer supplies, speakers and cameras.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: STAAR,</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Instructional Dean</p> <p>Title I Schoolwide Elements: 2.6 - Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Funding Sources: Equipment under 5,000 - Technology Hardware - 211 Title I-A - 211-11-6398-00-143-Y-30-0F2 - \$5,000, Technology Hardware - 162 State Compensatory - 162-13-6399-00-143-Y-30-000-Y - \$3,000 , Equipment under 5,000 - Technology Hardware - 211 Title I-A - 211-11-6398-62-143-Y-30-0F2 - \$10,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Our campus will implement a Blended Learning Curriculum in all 2nd grade classrooms. Each student will obtain an IPAD for performance based technological learning. This supplemental instruction device will be used to enhance the core curriculum. Learning and instructional apps will be utilized to correlate instruction with the State standards. Each device will include an IPAD cover and keyboard for better accessibility.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Progress Reports, Attendance Reports, Lesson Plans, Software Usage Reports, Testing Monitoring Reports: TPRI, TELPAS</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Librarian 2nd Grade Teachers</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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








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

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Implement campus attendance goals that addresses procedures, roles responsibilities and a formal written plan for Monitoring/management included in campus Improvement Plan Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Milestone's/Strategy's Expected Results/Impact: Attendance rates by six weeks, Attendance Management plans as needed by campus visitations by attendance office.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Parents will be informed and encouraged of the campus and district attendance policies. This includes the campus tardy policy. The tardy policy will communicate the importance of maximizing the instruction time in the classroom resulting in better student performance in campus, district and state assessments.</p> <p>Milestone's/Strategy's Expected Results/Impact: Attendance rates will increase by six weeks. The expected result is to exceed the district's goal of 96% attendance.</p> <p>Staff Responsible for Monitoring: Principal Asst. Principals PEIMS Classroom Teacher Supervisor Attendance Liaisons Attendance Office Data Entry Clerk</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p>  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

Performance Objective 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.

Strategy 1 Details	Reviews			
<p>Strategy 1: 1) Keller Elementary will implement tutorials and remediation strategies in core-area subjects for at-risk of failing students in order to decrease the retention rate and improve student achievement in 3rd and 4th grades. SSI tutorials will be implemented for 5th grade students to close achievement gap within the TEKS objectives and STAAR performance. The subject Areas include: Reading, Writing, Math and Science. General supplies will be purchased to operate extended day programs.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CIP 9-2.1 CNA7</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus Six Weeks Trends Assessment Scores, Six Weeks Fluency Rates, District Benchmark Scores and State Assessments including STAAR, TPRI/Tejas Lee, SELP/SSLP</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Instructional Dean Counselors Classroom Teacher</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

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

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: School Nurse will provide health services and education for all students. Presentations will be provided throughout the school year, focusing on general health, hygiene and oral health care. Health care supplies are essential to providing adequate care for students on a daily basis.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020 CIP 9-3.1 CNA 7</p> <p>Milestone's/Strategy's Expected Results/Impact: Higher Attendance Rate, Campus, District and State Assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal School Nurse</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: GE, TI, MI, LEP, SE, AR, GT, DYS</p> <p>Timeline: Aug 2019-June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Higher Attendance Rate, Campus, District and State Assessments</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Physical Education Teachers</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Keller Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-143-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$60,445.00
162-11-6299-62-143-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$15,000.00
162-11-6118-00-143-Y-24-SSI-Y	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$5,824.00
162-11-6118-00-143-y-30-asp-y	6127 Extra Duty Pay/Paraprofessional - Locally Defined	\$0.00
6100 Subtotal:		\$81,269.00
6300 Supplies and Services		
162-11-6398-62-143-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$15,000.00
162-11-6396-00-143-Y-30-000-Y	6399 General Supplies	\$5,000.00
162-11-6399-00-143-Y-30-000-Y	6399 General Supplies	\$26,355.00
162-13-6399-00-143-Y-30-000-Y	6399 General Supplies	\$3,000.00
6300 Subtotal:		\$49,355.00

Personnel for Keller Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delma A. Perez	Dean of Instruction	State Compensatory	1.00
Eblen Garcia	FP Teacher Aide	Special Programs	1.0
Elizabeth Martinez	Pre-Kinder	State Compensatory	1.0
Esmeralda Lozano	Dyslexia	State Compensatory	1.0
Frances Ibarra	Nurse	Special Programs	.40
Jesus Garza	Pre-Kinder Teacher	State Compensatory	1.0
Maria Antonia Garcia Gonzalez	Pre-Kinder Teacher	State Compensatory	1.0
Melva Garcia	Library Aide	Special Programs	1.0
Pamela Gomez	Parent Liaison	Special Programs	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A comprehensive needs assessment was conducted on May 26, 2019. The SBDM Committee reviewed the data from multiple sources such as attendance, discipline reports, campus and district campus assessments, TELPAS and STAAR scores, grade level retentions, teacher appraisal data and District CNA. Keller services a diverse population of students including economically disadvantaged and at risk students. Student achievement has been continuous due to high expectations of instructional rigor in the classroom and a strong team approach incorporating collaborative planning and refining delivery of instruction. Our campus uses research based instructional models within our daily instruction, with a focus on intervention strategies to address any gaps in academic progress.

CNA Summary: The comprehensive Needs Assessment is a compilation of the strengths and needs with each of the multiple measures of data

District/Campus Goals

Texas Education Agency Accountability Summary Report

TEA Academic Performance Report Card

STAAR, TELPAS, TPRI, Tejas Lee, CPalls, District and Campus Checkpoints

Campus Needs Assessment: Staff, Students and Parents

The Title I Schoolwide Element's Strategy: 6.1.1 Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Ensure all Parents, Students and Staff participate in the Campus Needs Survey. Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. (CIP pg. 37)

Populations: All Parents, Students and Staff

Budget:

The CNA was reviewed on May 26, 2019

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

2.1 Campus Improvement Plan developed with appropriate stakeholders

Our SBDM is made up of appropriate team of stakeholders. Stakeholders include principal, assistant principal, dean of instruction, general education teachers, special education teachers, Title I teachers, special population teachers, paraprofessionals, parents, buisnnes members and community members. This allows for all parties to have input and come to conclusions on effective decision making for our campus.

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

2.2: Regular monitoring and revision

2.2 Regular monitoring and revision

Keller's SBDM committee reviews and revises the Campus Improvement Plan to reflect Brownsville ISD's Board Legal and Local Policies. Our committee is comprised of classroom teachers, three parents of students who are currently enrolled in our school, two community representatives, two business representatives, a district level professional and professional non-teaching staff. The team collaborates to develop the CNA to align strategies and address the most crucial problem areas as addressed in the problem statements in the Multiple Measures of Data section of the CIP: School Processes and Programs.

Keller Elementary's Campus Improvement Plan was reviewed, revised and approved on June 17, 2019 the individuals listed below.

Name	Position	Role
Javier J. Garza	Principal	Administrator
Delma A. Perez	Meeting Facilitator	Non-Classroom Professional
Gabriel Gutierrez	Counselor	Non-Classroom Professional
Liliana Cantu	Principal Secretary	Paraprofessional
Elizabeth Martinez	Pre-Kinder Teacher	Classroom Teacher
Melissa DeLeon	Kinder Teacher	Classroom Teacher
Danae Gallegos	First Grade Teacher	Classroom Teacher
Dionicia Gonzalez	Second Grade Teacher	Classroom Teacher
Sandra Hotcaveg	Third Grade Teacher	Classroom Teacher
Yessenia Pena	Fourth Grade Teacher	Classroom Teacher
Marisol Trevino	Fifth Grade Teacher	Classroom Teacher
Alvino Olvera	Sped Ed Teacher	Classroom Teacher
Ximena Charles	NEHS President	Student
Camila Charles	NEHS Vice-President	Student
Vanessa Garza	Pediatric Nurse	Community Representative
Fernando Perez	TCM Region Administrator	Community Representative

Name	Position	Role
Abelardo Castro	Whataburger Manager	Business Representative
Daniel Charles	OSHA Evaluator	Business Representative
Sandra Garcia	Curriculum Specialist	District Level Representative

The Title I School Wide Element's Strategy 6.1.4

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

SBDM presented and approved Parent Compact on April 8, 2021

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

The Keller Elementary Campus Improvement Plan is available to parents and the public upon request. The CIP is also available on our campus webpage. The CIP is provided in English and can be translated in Spanish upon request.

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

2.4: Opportunities for all children to meet State standards

Schoolwide Reform Strategies which Keller Elementary will be implementing instructional strategies and review of policy to address school needs.

Pre-Kindergarten-3 to Fifth grades will implement programs and curriculum that will focus on the Texas Essential Knowledge and Skills (TEKS) which will outline what students are to learn in each grade.

CNA 1.1.1

All students are provided opportunities to engage in learning experiences that will ensure success in meeting state standards. Teachers and the dean analyze written compositions on a weekly basis to adjust instruction for students' needs. Also to gauge students' developmental progress in the area of ELA.

Students will also improve reading skills by utilizing the following researched-based strategies and programs: Teacher collaborative planning, FASCT, RTI, TLI, Language Enrichment, Phonological Awareness, Use of Math Manipulatives, Scientific Interactive Journaling, Multisensory Grammar, Blended Learning.

Population: Students: GE, TI, MI, LEP, SE, AR, GT, DYS

Title Program Budget:

The CNA was reviewed on June 17, 2019

2.5: Increased learning time and well-rounded education

Keller Elementary will use researched strategies and programs to provide all students to meet the State's proficient and advanced levels of academic performance.

The instructional focus will include:

(1) Expansion of the Pre-Kinder program to provide students with an opportunity for Kindergarten Readiness; services in Pre-K3 with an AM and PM session. (2) A Response to intervention model with intervention strategies for students in a TIER II and TIER III category. (3) Implement and sustain evidence-based reading interventions for struggling readers and English language learners. (4) Implement and sustain the FASCT writing program with teacher opportunities for professional development in order to deliver the content of the program effectively. (5) A technologically focused classroom with opportunities for all students to have access to a computer lab and/or technology in the classroom and grow our digital literacy program. (6) Student access to fine arts with a weekly 45-minute session in art and music classes. (7) Struggling students identified as ELL's have instructional supports from a bilingual assistant. (8) A co-teaching/inclusion model has been adopted by our special education specialist, administration, teachers and parents. (9) Gifted and Talented students will have an opportunity to participate in research projects for the Fall and Spring semesters. (10) Student-centered approaches to classroom learning which provide our students developmentally appropriate learning environment that meets the needs of each individual student. (8) Promote community and parent involvement in our school.

Population: Students: GE, TI, MI, LEP, SE, AR, GT, DYS

Title Program Budget:

The CNA was reviewed on June 17, 2019

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

Keller Elementary will address the needs of all students in school, but particularly the needs of the students not meeting the challenging State academic

standards.

Keller will utilize strategies, activities, programs and curriculum which will target the needs of our students. Keller will provide multiple opportunities for students who are At Risk to develop the skills necessary to close the achievement gap. Intervention programs and strategies will be monitored and assessed to ensure student success.

Programs: (1) A Response to Intervention Model with intervention strategies for students in a TIER II and TIER III category. (2) After-school tutorial for struggling students and students in 4th grade who did not score in the Approaches Level for any of the State Assessed Areas within 15 days of the start of the school year. (3) Multiple sources of assessment data is disaggregated to identify which supports are needed for At-Risk students, supports such as Special Education, 504/Dyslexia, ELL Instructional Supports, SSI Afterschool Tutorial, Homeless Youth, Parental Involvement Resources. (4) District curriculum support specialist can collaborate and make recommendations for instructional material supports and provide professional development. (5) Technology supports can offer differentiated instruction for student's identified specific learning strengths and weakness.

Strategies: (7) FASCT instructional strategies in Reading and Writing. (8) TLI sustained reading strategies in all grade levels. (9) Blended Learning Instruction in all core areas (10) phonological awareness activities FCRRs - multisensory grammar, Pearson, Benchmark (Tiered Resources), (11) use of math manipulatives. (12) Use of interactive journals (13) Daily fluency tracking.

Population: Students: GE, TI, MI, LEP, SE, AR, GT, DYS

Title Program Budget:

The CNA was reviewed on June 17, 2019

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Keller works with the BISD Parental Involvement program staff to support our campus and district personnel in ensuring that all appropriate parental involvement activities and policies are implemented. In August of the new school year, all parents are invited to review our family engagement policy and our home-school compact. This group recommends changes that may be needed or no changes at all. As a result of this meeting, both documents are included in the parent handbook and are posted on the campus website. We also distribute the parent a family engagement policy at Meet the Teacher Night in August. The home-school compact is discussed and signed within the first 3 weeks of school.

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

Parent Compact was presented and approved by SBDM on April 8, 2021

3.2: Offer flexible number of parent involvement meetings

Keller provides parent liaison services at the campus and at the district level. Our campus holds multiple sessions at a variety of scheduled times to accommodate our parents who have full schedules. We also provide parent and community opportunities to gain information and provided feedback at campus and district events including Open House, student performances, and recognition events.

Our campus also welcome parents/ guardians and community members to come to meet with campus and district staff at any appropriate opportunity. District and campus committees encourage active parent, business, and community participation.

Population: Parents

Title Program Budget:

The CNA was reviewed on June 17, 2019

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abel DeLeon	Class Reduction Teacher	Federal Programs	1.0
Eblen Garcia	Para-Professional	Federal Programs	1.0
Frances Ibarra	Nurse	Title I	.4
Melva Garcia	Library Aide	Title I	1.0
Pamela Gomez	Parent Liasion	Title I	1.0

2020-2021 Site Based Decision Making Team

Committee Role	Name	Position
Paraprofessional	Liliana Cantu	Principal Secretary
Non-classroom Professional	Gabriel Gutierrez	Counselor
Classroom Teacher	Danae Gallegos	1st Grade Teacher
Classroom Teacher	Dionicia Gonzalez	2nd Grade Teacher
Classroom Teacher	Darlene Navarro	3rd Grade Teacher
Classroom Teacher	Ysennia Pena	4th Grade Teacher
Classroom Teacher	Marisol Trevino	5th Grade Teacher
Classroom Teacher	Elizabeth Martinez	Pre-Kinder Teacher
Classroom Teacher	Melissa DeLeon	Kinder Teacher
Classroom Teacher	Alvino Olvera	Sped Ed Teacher
Business Representative	Abelardo Castro	Whataburger Manager
Business Representative	Daniel Charles	OSHA Evaluator
Community Representative	Fernando Perez	TCM Team Member
Community Representative	Vanessa Garza	Pediatric Nurse
District-level Professional	Sandra Garcia	Curriculum Specialist
Parent	Cristina Morales	Parent
Parent	Jacklyn Guzman	Parent
Student	Ximena Charles	Student
Non-classroom Professional	Delma Perez	Meeting Facilitator
Administrator	Javier Garza	Administrator

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-63-96-00-143-Y-11-0-00-Y	\$2,000.00
Sub-Total					\$2,000.00
Budgeted Fund Source Amount					\$2,000.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	162-11-6396-00-143-Y-30-000-Y	\$1,472.46
1	1	1	Classroom General Supplies	162-11-6399-00-143-Y-30-000-Y	\$16,455.00
1	1	6	Tutorial SSI	162-11-6118-00-143-Y-24-SSI-Y	\$5,824.00
1	1	6	Professional Extra Duty Pay	162-11-6118-00-143-Y-30-000-Y	\$60,445.00
8	1	1	Capital Assets	162-11-6398-62-143-Y-30-000-Y	\$24,900.00
8	1	1	Software	162-11-6299-62-143-Y-30-000-Y	\$9,459.80
8	1	2	Technology Hardware	162-13-6399-00-143-Y-30-000-Y	\$3,000.00
Sub-Total					\$121,556.26
Budgeted Fund Source Amount					\$130,700.00
+/- Difference					\$9,143.74
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Classroom General Supplies	211-11-6399-62-143-Y-30-0F2-Y	\$5,000.00
1	1	1	Classroom General Supplies	211-11-6399-00-143-Y-30-0F2	\$24,430.00
1	1	1		211-13-6399-00-143-Y-30-AYP-Y	\$3,000.00
1	1	1	Copy Paper	211-11-6396-00-143-Y-30-0F2	\$2,000.00
1	1	6	Professional Extra Duty Pay	211-11-6118-00-143-Y-30-ASP-Y	\$30,505.00
1	5	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	\$900.00
1	5	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	\$900.00
1	5	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	\$900.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
5	2	6	Personal Protective Equipment - PPE	211-11-6399-00-143-Y-30-0F2-Y	\$17,000.00
6	1	1	Employee Travel	211-61-6411-00-143-Y-30-0F2-Y	\$900.00
6	1	1	General Supplies	211-61-6399-00-143-Y-30-0F2-Y	\$900.00
6	1	1	Misc. Operating Costs	211-61-6499-53-143-Y-30-0F2-Y	\$900.00
8	1	2	Equipment under 5,000 - Technology Hardware	211-11-6398-00-143-Y-30-0F2	\$5,000.00
8	1	2	Equipment under 5,000 - Technology Hardware	211-11-6398-62-143-Y-30-0F2	\$10,000.00
Sub-Total					\$102,335.00
Budgeted Fund Source Amount					\$110,251.00
+/- Difference					\$7,916.00
255 Title II, Part A (TPTR/Class Size)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
Grand Total					\$225,891.26

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **KELLER EL**

Campus Number: **031901143**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	80%	75%	-	75%	-	-	-	-	63%	*	76%	63%	73%	71%
	2018	77%	80%	88%	-	88%	*	-	-	-	83%	*	88%	*	88%	86%
At Meets Grade Level or Above	2019	45%	46%	48%	-	48%	-	-	-	-	50%	*	50%	25%	45%	44%
	2018	43%	42%	47%	-	48%	*	-	-	-	33%	*	47%	*	46%	25%
At Masters Grade Level	2019	27%	26%	31%	-	31%	-	-	-	-	25%	*	33%	13%	27%	27%
	2018	25%	22%	30%	-	30%	*	-	-	-	0%	*	29%	*	30%	11%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	85%	88%	-	88%	-	-	-	-	63%	*	89%	75%	86%	85%
	2018	78%	86%	89%	-	89%	*	-	-	-	67%	*	88%	*	89%	86%
At Meets Grade Level or Above	2019	49%	56%	62%	-	62%	-	-	-	-	50%	*	64%	38%	58%	56%
	2018	47%	54%	64%	-	64%	*	-	-	-	67%	*	65%	*	64%	56%
At Masters Grade Level	2019	25%	27%	33%	-	33%	-	-	-	-	50%	*	36%	13%	30%	27%
	2018	23%	27%	41%	-	40%	*	-	-	-	50%	*	41%	*	41%	33%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	83%	84%	-	83%	*	-	-	-	80%	*	82%	100%	80%	77%
	2018	73%	79%	84%	-	84%	-	-	-	-	100%	-	84%	83%	84%	76%
At Meets Grade Level or Above	2019	44%	51%	57%	-	56%	*	-	-	-	20%	*	56%	63%	52%	46%
	2018	46%	49%	49%	-	49%	-	-	-	-	60%	-	48%	58%	47%	43%
At Masters Grade Level	2019	22%	23%	27%	-	26%	*	-	-	-	0%	*	27%	25%	26%	14%
	2018	24%	23%	25%	-	25%	-	-	-	-	10%	-	26%	17%	26%	22%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	82%	81%	-	81%	*	-	-	-	80%	*	82%	75%	80%	80%
	2018	78%	86%	85%	-	85%	-	-	-	-	70%	-	88%	67%	85%	85%
At Meets Grade Level or Above	2019	48%	53%	47%	-	46%	*	-	-	-	60%	*	48%	38%	46%	40%
	2018	49%	56%	48%	-	48%	-	-	-	-	50%	-	50%	33%	48%	41%
At Masters Grade Level	2019	28%	30%	35%	-	35%	*	-	-	-	60%	*	38%	13%	34%	29%
	2018	27%	30%	19%	-	19%	-	-	-	-	0%	-	19%	17%	19%	15%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	78%	84%	-	83%	*	-	-	-	60%	*	85%	75%	82%	77%
	2018	63%	74%	84%	-	84%	-	-	-	-	80%	-	83%	92%	84%	79%
At Meets Grade Level or Above	2019	35%	44%	53%	-	53%	*	-	-	-	40%	*	55%	38%	49%	31%
	2018	39%	48%	60%	-	60%	-	-	-	-	50%	-	61%	58%	60%	47%
At Masters Grade Level	2019	11%	14%	28%	-	28%	*	-	-	-	20%	*	30%	13%	23%	11%
	2018	11%	14%	20%	-	20%	-	-	-	-	30%	-	21%	8%	21%	16%
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	91%	94%	-	94%	-	-	-	-	56%	-	93%	100%	92%	90%
	2018	84%	90%	93%	-	93%	-	-	-	-	67%	-	95%	75%	93%	88%
At Meets Grade Level or Above	2019	54%	56%	65%	-	65%	-	-	-	-	44%	-	63%	88%	63%	52%
	2018	54%	59%	70%	-	70%	-	-	-	-	33%	-	70%	75%	70%	65%

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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%	36%	-	36%	-	-	-	-	-	22%	-	36%	38%	34%	25%
	2018	26%	28%	32%	-	32%	-	-	-	-	-	0%	-	32%	38%	33%	26%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	97%	-	97%	-	-	-	-	-	78%	-	97%	100%	96%	96%
	2018	91%	97%	96%	-	96%	-	-	-	-	-	83%	-	97%	88%	96%	95%
At Meets Grade Level or Above	2019	58%	70%	74%	-	74%	-	-	-	-	-	56%	-	75%	63%	71%	69%
	2018	58%	74%	85%	-	85%	-	-	-	-	-	67%	-	86%	75%	84%	77%
At Masters Grade Level	2019	36%	46%	49%	-	49%	-	-	-	-	-	33%	-	49%	50%	46%	38%
	2018	30%	43%	55%	-	55%	-	-	-	-	-	33%	-	54%	63%	54%	56%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	78%	-	78%	-	-	-	-	-	44%	-	77%	88%	75%	64%
	2018	76%	85%	87%	-	87%	-	-	-	-	-	67%	-	87%	88%	87%	88%
At Meets Grade Level or Above	2019	49%	60%	52%	-	52%	-	-	-	-	-	44%	-	51%	63%	50%	40%
	2018	41%	51%	56%	-	56%	-	-	-	-	-	33%	-	57%	50%	55%	51%
At Masters Grade Level	2019	24%	28%	26%	-	26%	-	-	-	-	-	22%	-	24%	38%	24%	19%
	2018	17%	20%	24%	-	24%	-	-	-	-	-	17%	-	25%	13%	23%	28%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	85%	-	85%	*	-	-	-	-	64%	86%	85%	84%	83%	80%
	2018	77%	78%	88%	-	88%	*	-	-	-	-	78%	*	89%	82%	88%	85%
At Meets Grade Level or Above	2019	50%	52%	58%	-	57%	*	-	-	-	-	47%	57%	58%	52%	55%	48%
	2018	48%	49%	59%	-	59%	*	-	-	-	-	50%	*	60%	55%	59%	51%
At Masters Grade Level	2019	24%	23%	34%	-	33%	*	-	-	-	-	29%	14%	34%	25%	31%	24%
	2018	22%	21%	30%	-	30%	*	-	-	-	-	17%	*	31%	24%	30%	26%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	85%	-	85%	*	-	-	-	-	64%	*	84%	88%	82%	80%
	2018	74%	74%	88%	-	88%	*	-	-	-	-	86%	*	89%	78%	88%	83%
At Meets Grade Level or Above	2019	48%	47%	57%	-	57%	*	-	-	-	-	41%	*	57%	58%	54%	48%
	2018	46%	44%	55%	-	55%	*	-	-	-	-	45%	*	55%	61%	54%	46%
At Masters Grade Level	2019	21%	18%	32%	-	31%	*	-	-	-	-	18%	*	32%	25%	29%	23%
	2018	19%	17%	29%	-	29%	*	-	-	-	-	5%	*	29%	26%	29%	20%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	89%	-	89%	*	-	-	-	-	73%	*	90%	83%	88%	88%
	2018	81%	85%	90%	-	90%	*	-	-	-	-	73%	*	91%	78%	90%	89%
At Meets Grade Level or Above	2019	52%	57%	62%	-	62%	*	-	-	-	-	55%	*	63%	46%	59%	56%
	2018	50%	55%	65%	-	64%	*	-	-	-	-	59%	*	66%	48%	65%	58%
At Masters Grade Level	2019	26%	31%	40%	-	40%	*	-	-	-	-	45%	*	42%	25%	37%	31%
	2018	24%	28%	37%	-	37%	*	-	-	-	-	23%	*	37%	35%	37%	34%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	84%	-	83%	*	-	-	-	-	60%	*	85%	75%	82%	77%
	2018	66%	71%	84%	-	84%	-	-	-	-	-	80%	-	83%	92%	84%	79%
At Meets Grade Level or Above	2019	38%	44%	53%	-	53%	*	-	-	-	-	40%	*	55%	38%	49%	31%
	2018	41%	45%	60%	-	60%	-	-	-	-	-	50%	-	61%	58%	60%	47%
At Masters Grade Level	2019	14%	15%	28%	-	28%	*	-	-	-	-	20%	*	30%	13%	23%	11%
	2018	13%	13%	20%	-	20%	-	-	-	-	-	30%	-	21%	8%	21%	16%

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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)
All Grades Science																
At Approaches Grade Level or Above	2019	81%	84%	78%	-	78%	-	-	-	-	44%	-	77%	88%	75%	64%
	2018	80%	82%	87%	-	87%	-	-	-	-	67%	-	87%	88%	87%	88%
At Meets Grade Level or Above	2019	54%	55%	52%	-	52%	-	-	-	-	44%	-	51%	63%	50%	40%
	2018	51%	51%	56%	-	56%	-	-	-	-	33%	-	57%	50%	55%	51%
At Masters Grade Level	2019	25%	21%	26%	-	26%	-	-	-	-	22%	-	24%	38%	24%	19%
	2018	23%	19%	24%	-	24%	-	-	-	-	17%	-	25%	13%	23%	28%

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	58	-	58	*	-	-	-	-	70	*	58	64	59	59
	2018	63	65	62	-	62	-	-	-	-	-	100	-	63	55	61	63
Grade 4 Mathematics	2019	65	64	60	-	60	*	-	-	-	-	80	*	59	71	59	51
	2018	65	66	49	-	49	-	-	-	-	-	75	-	51	33	49	44
Grade 5 ELA/Reading	2019	81	78	82	-	82	-	-	-	-	-	50	-	81	100	80	79
	2018	80	81	69	-	69	-	-	-	-	-	50	-	66	100	70	68
Grade 5 Mathematics	2019	83	88	94	-	94	-	-	-	-	-	89	-	95	88	92	92
	2018	81	87	85	-	85	-	-	-	-	-	42	-	84	94	85	86
All Grades Both Subjects	2019	69	69	75	-	75	*	-	-	-	-	71	*	75	82	74	73
	2018	69	71	66	-	66	-	-	-	-	-	72	-	66	65	66	65
All Grades ELA/Reading	2019	68	67	72	-	72	*	-	-	-	-	57	*	71	83	70	70
	2018	69	69	65	-	65	-	-	-	-	-	81	-	65	74	65	65
All Grades Mathematics	2019	70	71	79	-	79	*	-	-	-	-	86	*	79	80	77	75
	2018	70	72	66	-	66	-	-	-	-	-	63	-	67	58	66	65

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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%	79%	-	79%	-	-	-	-	-	*	76%	73%
	2018	38%	44%	44%	-	44%	-	-	-	-	-	*	44%	*
Mathematics	2019	45%	57%	71%	-	71%	-	-	-	-	-	*	70%	80%
	2018	47%	57%	67%	-	67%	-	-	-	-	-	*	67%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	86%	-	86%	-	-	-	-	-	0%	86%	82%
Students Requiring Accelerated Instruction														
	2019	22%	16%	14%	-	14%	-	-	-	-	-	100%	14%	18%
STAAR Cumulative Met Standard														
	2019	86%	91%	94%	-	94%	-	-	-	-	-	20%	92%	94%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	94%	-	94%	-	-	-	-	-	40%	95%	94%
Students Requiring Accelerated Instruction														
	2019	17%	8%	6%	-	6%	-	-	-	-	-	60%	5%	6%
STAAR Cumulative Met Standard														
	2019	90%	96%	97%	-	97%	-	-	-	-	-	60%	96%	97%

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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%	78%	78%	-	-	-	-	-	38%	78%	77%
	2018	77%	78%	88%	81%	81%	-	-	-	-	-	*	81%	80%
At Meets Grade Level or Above	2019	50%	52%	58%	38%	38%	-	-	-	-	-	38%	38%	38%
	2018	48%	49%	59%	38%	38%	-	-	-	-	-	*	38%	38%
At Masters Grade Level	2019	24%	23%	34%	17%	17%	-	-	-	-	-	0%	17%	16%
	2018	22%	21%	30%	15%	15%	-	-	-	-	-	*	15%	14%
All Grades ELA/Reading														
At Approaches Grade Level or Above	2019	75%	76%	85%	79%	79%	-	-	-	-	-	*	79%	78%
	2018	74%	74%	88%	78%	78%	-	-	-	-	-	*	78%	77%
At Meets Grade Level or Above	2019	48%	47%	57%	37%	37%	-	-	-	-	-	*	37%	37%
	2018	46%	44%	55%	30%	30%	-	-	-	-	-	*	30%	29%
At Masters Grade Level	2019	21%	18%	32%	15%	15%	-	-	-	-	-	*	15%	15%
	2018	19%	17%	29%	10%	10%	-	-	-	-	-	*	10%	10%
All Grades Mathematics														
At Approaches Grade Level or Above	2019	82%	86%	89%	87%	87%	-	-	-	-	-	*	87%	85%
	2018	81%	85%	90%	86%	86%	-	-	-	-	-	*	86%	85%
At Meets Grade Level or Above	2019	52%	57%	62%	49%	49%	-	-	-	-	-	*	49%	48%
	2018	50%	55%	65%	48%	48%	-	-	-	-	-	*	48%	48%
At Masters Grade Level	2019	26%	31%	40%	24%	24%	-	-	-	-	-	*	24%	23%
	2018	24%	28%	37%	23%	23%	-	-	-	-	-	*	23%	22%
All Grades Writing														
At Approaches Grade Level or Above	2019	68%	76%	84%	70%	70%	-	-	-	-	-	*	70%	68%
	2018	66%	71%	84%	73%	73%	-	-	-	-	-	-	73%	73%
At Meets Grade Level or Above	2019	38%	44%	53%	9%	9%	-	-	-	-	-	*	9%	12%
	2018	41%	45%	60%	40%	40%	-	-	-	-	-	-	40%	40%
At Masters Grade Level	2019	14%	15%	28%	0%	0%	-	-	-	-	-	*	0%	0%
	2018	13%	13%	20%	7%	7%	-	-	-	-	-	-	7%	7%
All Grades Science														
At Approaches Grade Level or Above	2019	81%	84%	78%	59%	59%	-	-	-	-	-	-	59%	59%
	2018	80%	82%	87%	83%	83%	-	-	-	-	-	-	83%	83%
At Meets Grade Level or Above	2019	54%	55%	52%	34%	34%	-	-	-	-	-	-	34%	34%
	2018	51%	51%	56%	35%	35%	-	-	-	-	-	-	35%	35%
At Masters Grade Level	2019	25%	21%	26%	16%	16%	-	-	-	-	-	-	16%	16%
	2018	23%	19%	24%	13%	13%	-	-	-	-	-	-	13%	13%
School Progress Domain - Academic Growth Score														
All Grades Both Subjects	2019	69%	69%	75%	71%	71%	-	-	-	-	-	*	71%	71%
	2018	69%	71%	66%	57%	57%	-	-	-	-	-	-	57%	57%
All Grades ELA/Reading	2019	68%	67%	72%	71%	71%	-	-	-	-	-	*	71%	72%
	2018	69%	69%	65%	59%	59%	-	-	-	-	-	-	59%	59%
All Grades Mathematics	2019	70%	71%	79%	71%	71%	-	-	-	-	-	*	71%	70%
	2018	70%	72%	66%	55%	55%	-	-	-	-	-	-	55%	55%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)														
Reading	2019	41%	48%	79%	79%	79%	-	-	-	-	-	*	79%	73%
	2018	38%	44%	44%	*	*	-	-	-	-	-	-	*	*
Mathematics	2019	45%	57%	71%	89%	89%	-	-	-	-	-	*	89%	80%
	2018	47%	57%	67%	*	*	-	-	-	-	-	-	*	*

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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%	93%	-	93%	*	-	-	-	-	84%	92%	92%
Not Included in Accountability													
Mobile	4%	2%	6%	-	6%	*	-	-	-	-	12%	6%	5%
Other Exclusions	1%	2%	1%	-	1%	*	-	-	-	-	4%	1%	3%
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%	96%	-	96%	*	*	-	-	-	97%	96%	93%
Not Included in Accountability													
Mobile	4%	3%	3%	-	3%	*	*	-	-	-	3%	3%	4%
Other Exclusions	1%	2%	1%	-	1%	*	*	-	-	-	0%	1%	3%
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%

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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%	96.7%	-	96.7%	*	*	-	*	-	95.0%	96.8%	96.6%
2016-17	95.7%	95.8%	97.4%	-	97.4%	*	-	*	*	-	96.5%	97.4%	97.4%
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%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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)
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
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 Campus Number: 031901143

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

Total Students: 591
 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: KELLER EL
 Campus Number: 031901143

Total Students: 591
 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

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 Texas Academic Performance Report
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Total Students: 591
 Grade Span: EE - 05
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	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

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 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)
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: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	591	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	5	0.8%	0.2%	0.3%
Pre-Kindergarten	85	14.4%	8.0%	4.4%
Kindergarten	66	11.2%	5.9%	6.9%
Grade 1	77	13.0%	6.8%	7.1%
Grade 2	86	14.6%	6.6%	7.2%
Grade 3	89	15.1%	6.5%	7.3%
Grade 4	82	13.9%	6.9%	7.6%
Grade 5	101	17.1%	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	584	98.8%	98.3%	52.6%
White	5	0.8%	1.4%	27.4%
American Indian	1	0.2%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	1	0.2%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	501	84.8%	88.5%	60.6%
Non-Educationally Disadvantaged	90	15.2%	11.5%	39.4%
Section 504 Students	41	6.9%	8.7%	6.5%
English Learners (EL)	240	40.6%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	36	6.1%	5.4%	3.6%
At-Risk	420	71.1%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	52			
By Type of Primary Disability				
Students with Intellectual Disabilities	15	28.8%	55.3%	42.4%
Students with Physical Disabilities	10	19.2%	11.5%	21.9%
Students with Autism	13	25.0%	12.2%	13.7%
Students with Behavioral Disabilities	8	15.4%	18.9%	20.6%
Students with Non-Categorical Early Childhood	6	11.5%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	59	12.0%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 Grade Span: EE - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	0	0.0%		
Hispanic	55	11.2%		
White	2	0.4%		
American Indian	1	0.2%		
Asian	0	0.0%		
Pacific Islander	1	0.2%		
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	12.2%	10.7%	3.1%	12.5%	16.2%	5.5%
Grade 2	6.2%	5.9%	1.8%	22.2%	3.0%	2.3%
Grade 3	2.6%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	9.1%	1.0%	0.5%
Grade 5	0.0%	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	18.5	19.2	18.9
Grade 1	17.4	17.8	18.8
Grade 2	18.5	17.8	18.7
Grade 3	20.4	19.2	18.9
Grade 4	18.9	21.6	19.2
Grade 5	21.0	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	56.9	100.0%	100.0%	100.0%
Professional Staff:	42.9	75.5%	56.5%	64.1%
Teachers	35.4	62.3%	44.0%	49.8%
Professional Support	4.5	7.9%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	5.3%	2.9%	3.0%
Educational Aides:	13.9	24.5%	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	1.0	n/a	11.0	1,097.0
Total Minority Staff:	54.3	95.5%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	32.4	91.5%	90.3%	27.7%
White	2.0	5.6%	8.9%	58.4%
American Indian	1.0	2.8%	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	5.1	14.4%	32.0%	23.8%
Females	30.3	85.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	30.3	85.6%	79.4%	73.6%
Masters	5.1	14.4%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.8%	2.7%	7.0%
1-5 Years Experience	3.0	8.5%	14.3%	28.9%
6-10 Years Experience	10.0	28.2%	17.6%	19.0%
11-20 Years Experience	18.1	51.1%	39.3%	29.3%
Over 20 Years Experience	3.3	9.4%	26.0%	15.7%
Number of Students per Teacher	16.7	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 Grade Span: EE - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	4.0	8.8	6.3
Average Years Experience of Principals with District	4.0	8.4	5.4
Average Years Experience of Assistant Principals	12.0	8.4	5.3
Average Years Experience of Assistant Principals with District	11.0	8.2	4.7
Average Years Experience of Teachers:	13.8	15.1	11.1
Average Years Experience of Teachers with District:	13.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$51,120	\$49,007	\$47,218
1-5 Years Experience	\$64,210	\$49,170	\$50,408
6-10 Years Experience	\$48,528	\$50,423	\$52,786
11-20 Years Experience	\$58,229	\$55,575	\$56,041
Over 20 Years Experience	\$64,477	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$56,383	\$55,810	\$54,122
Professional Support	\$59,621	\$67,073	\$64,069
Campus Administration (School Leadership)	\$79,503	\$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: KELLER EL
 Campus Number: 031901143

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

Total Students: 591
 Grade Span: EE - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	229	38.7%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	39	6.6%	12.0%	8.1%
Special Education	52	8.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	5.2%	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	0.2	0.6%	0.5%	2.0%
Regular Education	29.4	82.9%	78.8%	71.4%
Special Education	4.0	11.2%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

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

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

ENGLISH PK – 2ND C-PM & TPRI

BEGINNING OF YEAR TO END OF YEAR DATA -- FALL 2019-SPRING 2020

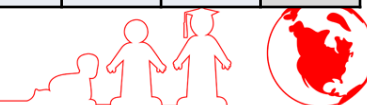
C-PM <i>Assessed</i>	PRE-KINDERGARTEN 3 YR OLDS			
	BOY	MOY	EOY	GAP
PHONOLOGICAL AWARENESS SCREEN	0%			-70%
RAPID LETTER NAMING	0%			-70%
RAPID VOC. NAMING	0%			-70%

C-PM <i>Assessed</i>	PRE-KINDERGARTEN 4 YR OLDS			
	BOY	MOY	EOY	GAP
PHONOLOGICAL AWARENESS SCREEN	0%	12%		-58%
RAPID LETTER NAMING	7%	31%		-39%
RAPID VOC. NAMING	4%	15%		-55%



70%

TPRI	Kindergarten <i>Assessed</i>				First Grade <i>Assessed</i>				Second Grade <i>Assessed</i>				Third Grade <i>Assessed</i>			
	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
PHONOLOGICAL AWARENESS	5%	14%		-56%	28%	59%		-32%								
PHONICS	66%	83%		+13%	38%	77%		+7%	15%	27%		-43%				
LISTENING COMPREHENSION	44%	76%		+6%												
WORD READING					10%	34%		-36%	38%	60%		-10%				
FLUENCY					33%	41%		-29%	56%	57%		-13%				
READING COMPREHENSION					10%	41%		-29%	52%	44%		-26%				



SPANISH PK – 2ND C-PM & TEJAS LEE

BEGINNING OF YEAR TO END OF YEAR DATA -- FALL 2019 – SPRING 2020

CPM Assessed	PRE-KINDERGARTEN 3 YR OLDS			
	BOY	MOY	EOY	GAP
PHONOLOGICAL AWARENESS SCREEN	0%			
RAPID LETTER NAMING	0%			
RAPID VOC. NAMING	0%			

CPM Assessed	PRE-KINDERGARTEN 4 YR OLDS			
	BOY	MOY	EOY	GAP
PHONOLOGICAL AWARENESS SCREEN	73%			
RAPID LETTER NAMING	14%			
RAPID VOC. NAMING	18%			



70%

Tejas LEE	Kindergarten Assessed				First Grade 1 Assessed				Second Grade 0 Assessed				Third Grade Assessed			
	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP	BOY	MOY	EOY	GAP
PHONOLOGICAL AWARENESS	0%	0%			0%	0%										
PHONICS	0%	0%			0%	0%			0%	0%						
LISTENING COMPREHENSION	0%	0%														
WORD READING					0%	100%		+30%	0%	0%						
FLUENCY					0%	0%			0%	0%						
READING COMPREHENSION					0%	0%			0%	0%						



Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832

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>

Grade 3 FEBRUARY Benchmarks

Grade 3 MATH	Teacher 1		Teacher 2 (SPED)		Teacher 3 (SPED)		Teacher 4(G/T)		OVERALL	
	#	%age	#	%age	#	%age	#	%age	%age	
N	10	45%	13	62%	5	23%	1	5%	34%	
A	9	55% ↑	6	38% ↑	6	77% ↑	5	95% ↓	66% ↑	
Me	3	14%	1	10%	2	50%	6	70%	35%	
Ma	0	0%	1	5%	9	41%	8	40%	21%	
	22		21		22		20			

Grade 3 READ	Teacher 1		Teacher 2 (SPED)		Teacher 3 (SPED)		Teacher 4 (G/T)		OVERALL	
	#	%age	#	%age	#	%age	#	%age	%age	
N	10	48%	13	65%	5	23%	1	5%	35%	
A	10	52% ↑	5	35% ↑	8	77% ↑	5	95% ↑	65% ↑	
Me	1	5%	1	5%	4	41%	3	68%	30%	
Ma	0	0%	1	5%	5	23%	10	53%	20%	
	21		20		22		19			

Grade 4 FEBRUARY Benchmarks

Grade 4 MATH	Teacher 1 (SPED)		Teacher 2		Teacher 3 (G/T)		Teacher 4		OVERALL	
	#	%age	#	%age	#	%age	#	%age	%age	
N	14	61%	9	39%	3	13%	8	38%	38%	
A	9	39% ↓	12	61% ↓	6	87% ↓	5	62% ↓	62% ↓	
Me	0	0%	2	9%	6	61%	4	38%	27%	
Ma	0	0%	0	0%	8	35%	4	19%	13%	
	23		23		23		21			

Grade 4 READ	Teacher 1 (SPED)		Teacher 2		Teacher 3 (G/T)		Teacher 4		OVERALL	
	#	%age	#	%age	#	%age	#	%age	%age	
N	7	30%	6	25%	1	4%	2	10%	17%	
A	6	70% ↑	12	75% ↑	4	96% ↓	7	90% ↑	83% ↑	
Me	6	43%	3	25%	4	78%	5	57%	51%	
Ma	4	17%	3	13%	14	61%	7	33%	31%	
	23		24		23		21			

Grade 4 WRIT	Teacher 1 (SPED)		Teacher 2		Teacher 3 (G/T)		Teacher 4		OVERALL	
	#	%age	#	%age	#	%age	#	%age	%age	
N	10	45%	8	33%	0	0%	5	24%	26%	
A	5	55% ↓	11	67% ↑	6	100% ↑	7	76% ↑	74% ↑	
Me	4	32%	3	21%	5	74%	2	43%	42%	
Ma	3	14%	2	8%	12	52%	7	33%	27%	
	22		24		23		21			

Grade 5 FEBRUARY Benchmarks

Grade 5 MATH	Teacher 1 (SPED)		Teacher 2		Teacher 3 (G/T)		Teacher 4		OVERALL		
	#	%age	#	%age	#	%age	#	%age	%age		
N	3	13%	0	0%	0	0%	5	23%	9%		N
A	4	87% ↑	7	100% ↑	5	100% ↑	6	77% ↓	91% ↑		A
Me	4	69%	8	65%	4	75%	7	50%	64%		Me
Ma	12	52%	5	24%	11	55%	4	18%	37%		Ma
	23		21		20		22				

Grade 5 READ	Teacher 1 (SPED)		Teacher 2		Teacher 3 (G/T)		Teacher 4		OVERALL		
	#	%age	#	%age	#	%age	#	%age	%age		
N	5	22%	4	20%	3	14%	6	27%	21%		N
A	6	78% ↓	5	80% ↓	1	86% ↓	7	73% ↓	79% ↓		A
Me	4	52%	7	55%	6	85%	4	41%	57%		Me
Ma	8	35%	4	20%	11	55%	5	23%	33%		Ma
	23		20		21		22				

Grade 5 SCI	Teacher 1 (SPED)		Teacher 2		Teacher 3 (G/T)		Teacher 4		OVERALL		
	#	%age	#	%age	#	%age	#	%age	%age		
N	10	43%	9	45%	8	38%	17	77%	51%		N
A	4	57% ↓	7	55% ↓	7	62% ↓	4	23% ↓	49% ↓		A
Me	7	39%	3	20%	2	29%	0	0%	23%		Me
Ma	2	9%	1	5%	4	19%	1	5%	9%		Ma
	23		20		21		22				