Brownsville Independent School District

Aiken Elementary

Campus Improvement Plan

2020-2021

Mission Statement

Brownsville Independent School District will produce well-educated graduates who can pursue higher educational opportunities and who will become responsible citizens in a changing global society by utilizing all resources to provide equitable opportunities for students.

Vision

At Bruce Aiken Elementary our teachers, parents, and community will motivate, inspire and educate all children to be productive lifelong learners who will pursue a post-secondary education and/or career; Possess both independent and group learning thinking skills in a multi-cultural, multi-lingual rapidly changing world; and Identify and maximize physical, financial, and human resources by unifying community and school commitment to excellence in education and equal educational opportunity for all students.

Value Statement

Brownsville ISD Core Commitments

1. All children will be taught, will learn, and will perform at or above their academic levels in all core subject areas and the District will provide a high quality curriculum and instructional program to facilitate children reaching their full potential.
2. The District will eliminate student achievement gaps in the areas of: gender, socio-economic levels, ethnicity, and program specific populations (i.e. LEP and Special Education) in all core subject areas.
3. The District will provide a safe, clean, and orderly learning environment for every child and staff member as a means of optimizing the teaching and learning process.
4. The District will recruit, hire, value, and retain highly qualified and experienced personnel who will ensure that all students' educational needs are met and that all children achieve on grade level.
5. The District will implement parent, business, and community involvement partnerships essential to enhancing the overall quality of our students' education and ensuring every child's academic success.

Table of Contents

Comprehensive Needs Assessment 5
Demographics 5
Student Learning 7
School Processes & Programs 10
Perceptions 12
Priority Need Statements 13
Comprehensive Needs Assessment Data Documentation 14
Goals 16
Goal 1: Aiken 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. 16
Goal 2: Aiken Elementary, 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. 30
Goal 3: The Campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. 32
Goal 4: Aiken Elem 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) 35
Goal 5: The campus will maintain a safe and disciplined environment conducive to student learning. 37
Goal 6: Our campus with district Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. 41
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. 47
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. 49
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. 53
Targeted Support Strategies 65
State Compensatory 66
Personnel for Aiken Elementary 66
Title I Schoolwide Elements 67
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA) 67
1.1: Comprehensive Needs Assessment 67
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP) 67
2.1: Campus Improvement Plan developed with appropriate stakeholders 67
2.2: Regular monitoring and revision 68
2.3: Available to parents and community in an understandable format and language 68
2.4: Opportunities for all children to meet State standards 68
2.5: Increased learning time and well-rounded education 68
2.6: Address needs of all students, particularly at-risk 68
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE) 68
3.1: Develop and distribute Parent and Family Engagement Policy 68

3.2: Offer flexible number of parent involvement meetings 68
Title I Personnel 70
2020-2021 Site Based Decision Making Committee 71
Campus Funding Summary 72
Addendums 76

Comprehensive Needs Assessment

Revised/Approved: May 15, 2020

Demographics

Demographics Summary

Our campus has 705 students including Pre-Kinder (3 year olds)- 5th grade students. 109 students are serviced in the PK-3 and PK-4 classes. There are 96 kinder students, 104 first grade students, 100 2nd grade students, 99 3rd grade students, 95 4th grade students, 102 5th grade students.

1 student is White and 99.9% of our student populations is Hispanic.

97% of our students are economically disadvantaged. 58% are English Learners and 80% of our student populations is considered at risk.

There are 88 students with dissabilities - 38 students (43%) with intellectual dissabilities, 29 students (33%) with behavioral dissabilities. The campus has 47 students identified as Gifted and Talented. 65 students are serviced under 504.

Data gathered from TEA TAPR Report, 18-19.

Demographics Strengths

Strengths

- 1. 1 Distinction Earned- Science
- 2. 89% system safeguards met
- 3. Planning/ Data Analysis and Progress monitoring

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.

Need Statement 2 (Prioritized): Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to

COVID 19.

Student Learning

Student Learning Summary

Teachers use TANGO software to analyze student data and identify the needs of the students. Several data sources are reviewed such as AEIS report, Eduphoria Aware, TPRI/Tejas Lee, Stanford 10, Brigance Diagnostic, Benchmards, Promotion/Retention Rates, and TELPAS results.

The following information originated from the 2018-2019 TAPR results.

Primary grade levels

Grade Levels:K-2

Non-special education rates of retention: Kinder (1.1%), Grade 1 (17.1%), and Grade 2 (11.8%) Grade 3 (2.7%), Grade 4 (1.2%), Grade 5 (0%). Reported grade levels in 1st-4th grade are higher than the state percentages.

Special Education rates of retention: Kinder (11%), Grade 1 (12.5%) and Grade 2 (0.0%).

STAAR Summary of 3rd-5th Grades Tested

A student group that performed less than or equal to the state average in a given STAAR tested content area is identified as a priority.

The following data is the student achievement profile for ALL students at Aiken Elementary School. (19-20 Data is not available due to COVID19)

Grade Level	Subject	16-17	17-18	18-19
3rd	Reading	66%	76%	70% 40%
3rd	Mathematics	68%	76%	80% 52%
4th	Reading	64%	77%	72% 36%
4th	Mathematics	78%	85%	68% 43%
4th	Writing	60%	77%	66%
5th	Reading	77%	81%	82% 44%
5th	Mathematics	88%	95%	91% 57%
5th	Science	72%	75%	81% 48%

The following data is the student achievement profile showing performance variation between all student groups:

Reading 3rd Grade: At-Risk 68.13%, Economic Disadvantage 98.9%, Hispanic 98.9%, White N/A, Gifted and Talented 8.79%, LEP 49.45%, Migrant 6.59%, Special Education 18.68%.

Reading 4th Grade: At-Risk 46.32%, Economic Disadvantage 47.19%, Hispanic 47.19%, White N/A, Gifted and Talented 15.79%, LEP 47.18%, Migrant 6.32%, Special Education 10.53%.

Reading 5th Grade: At-Risk 67.77%, Economic Disadvantage 95.04%, Hispanic 95.04%, White N/A, Gifted and Talented 12.4%, LEP 23.97%, Migrant 9.92%, Special Education 9.92%.

Math 3rd Grade: At-Risk 68.13% , Economic Disadvantage 98.9%, Hispanic 98.9%, White N/A, Gifted and Talented 8.79%, LEP 49.45%, Migrant 6.59%, Special Education 18.68%.

Math 4th Grade: At-Risk 46.32% , Economic Disadvantage 93.68%,, Hispanic 93.68%, White N/A, Gifted and Talented 15.79%, LEP 46.31%, Migrant 6.32%, Special Education 10.53%.

Math 5th Grade: At-Risk 67.5% , Economic Disadvantage 95%, Hispanic 95%, White N/A, Gifted and Talented 12.5%, LEP 31.66%, Migrant 10%, Special Education 10%.

Writing 4th Grade: At-Risk 45.74%, Economic Disadvantage 93.62%, Hispanic 93.62%, White N/A, Gifted and Talented 15.96%, LEP 46.82%, Migrant 5.32%, Special Education 10.64%.

Science 5th Grade: At-Risk 68.29%, Economic Disadvantage 95.12%, Hispanic 95.12%, White N/A, Gifted and Talented 12.2%, LEP 31.70%, Migrant 9.76%, Special Education 9.76%.

TELPAS Composite Ratings

Kindergarten- 53 students tested TELPAS (6-Beg/49-Int/38 Adv/ 8-AH)

1st Grade- 75 students tested (1-Beg/ 13-Int/32- Adv/ 53-AH)

2nd Grade- 59 students tested (7-Beg/31-Int/ 32-Adv /31-AH)

3rd Grade- 48 students tested (6-Beg/ 38- Int/ 48-Adv / 8- AH)

4th Grade- 48 Students tested (10 Beg / 38-Int /35- Adv /17-AH)

5th Grade-52 Students tested (4- Beg / 19- Int / 38-Adv / 38-AH)

Discipline

At Aiken Elementary there were no violent or criminal incidents. The campus will implement prevention and intervention strategies to reduce the number of discipline incidents and/or recidivism rates.

Strategies include Monitor attendance, Emergency operation plan, Violence/Conflict resolution training, Security officer, Student release procedures in place, and Fire

drills/lockdown drills.

Student Learning Strengths

1. Science had a 9 point increase in students meeting approaches.

2. 5th grade overall averages showed improvement and progress from previous years.

3. 3rd grade Math showed 3% increase from last year, and is the highest it has been.

4. Student particpipation in extracurricular activities such as UIL, Science Fair, and DI competitions promotes students' academic achievements.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Need Statement 2 (Prioritized): Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Need Statement 3 (Prioritized): ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

School Processes & Programs

School Processes & Programs Summary

Aiken Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. Novice teachers are provided a grade-level mentor and administrative mentor so that they have success in their profession.

Several sources provide our campus valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs. The TPRI/Tejas Lee and CIRCLE PM are used as a tool of assessment at the beginning of year (BOY), Middle Of year (MOY) and End Of Year (EOY) for teachers to regroup students and target their needs. Benchmarks are conducted at different times including Fall and Spring, in order to track student progress and assess TEKS mastery. STAAR results and TELPAS results are all assessments used to analyze student progress and adjust instruction as needed. AR reports are analyzed to determine student reading levels. Administration will assess instruction by periodically looking at student work samples, teacher lesson plans, and conduct teacher observations.

Our campus used several sources that provide valuable date for family and community involvement. These include having businesses adopt our school, having parent trainings/meetings for the 3 year old program as well as ALL parents. Parent volunteers are welcomed and parent surveys are often sent out as a means of communicating the need for community involvement. Parent survey indicates they are satisfied with the campus and its staff. Light refreshments will be served during weekly parent meetings. Parents and community members have access to the Campus Improvement Plan on the school's website and front office.

Aiken Elementary uses several sources that provide valuable data for school context and organization in regards to identifying our needs. Regular education teachers have co-planning sessions with Special Education and migrant teachers to ensure that proper planning is taking place to target students' academic as well as overall necessities in the educational setting. The master schedule is frequently reviewed and carefully created to match the needs of the school. Aiken teachers have an active role in the decision making process by having them participate in several committees, SBDM meetings, faculty and grade level meetings. The Aiken staff reviews CIP and helps rate the progress of goals and list of campus priorities and strategies. Support services are available at the campus and district level. Communication is frequently conducted in English and Spanish and includes notices with letterhead, website, email and/or the school messenger system. Duty rosters are provided for those who need to assist with duties. Vertical and horizontal planning occurs as necessary, a minimum of twice a year.

Aiken Elementary also ensures student and staff safety by following a crisis plan, lockdown practices, and fire drills. All staff and students are aware of the exits and procedures to follow in an emergency situation.

School Processes & Programs Strengths

- 1. Teachers involved in the hiring process
- 2. Teacher retention
- 3. Highly qualified Teachers and para-professionals
- 4. Professional Development opportunities
- 5. Safety Protocols/ Crisis Plan / Student essentials
- 6. Supportive administrative team

- 7.Data analysis of benchmarks
- 8.Parent contacts
- 9.Analyzing TPRI/Tejas Lee

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.

Need Statement 2 (Prioritized): Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Need Statement 3 (Prioritized): ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

Need Statement 4 (Prioritized): Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Need Statement 5 (Prioritized): Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

Perceptions

Perceptions Summary

At Aiken Elementary we value our students and our staff. We believe together through hard work, persistance, and determination we can accomplish anything. At Aiken Elementary we aknowledge student successes, recognize student achievement, and promote a positve atmosphere for learning including a well kept and clean environment.

Administrators and teachers meet on a weekly basis to discuss matters related to providing positive school culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. A campus survey will be conducted at the end of the year to determine needs of the school as per faculty and staff.

Perceptions Strengths

- 1.Positive staff
- 2. Higher Attendance rate
- 3. Parent meetings/conferences
- 4. Promote college going culture
- 5. Student recognition/awards
- 6. School maintenance

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

Priority Need Statements

Need Statement 1: Increase attendance to meet district goals.

Data Analysis/Root Cause 1: Attendance rates are below district level at 95%.

Need Statement 1 Areas: Demographics - School Processes & Programs

Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment .

Data Analysis/Root Cause 2: Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Need Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 3: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade.

Data Analysis/Root Cause 3: Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

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

Need Statement 4: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions.

Data Analysis/Root Cause 4: Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 5: Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives.

Data Analysis/Root Cause 5: Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

Need Statement 5 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Quantifiable goals for student performance in reading and math PreK-3(HB 3)
- Campus goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Domain 1 - Student Achievement
- Student Progress Domain
- Domain 2 - Student Progress
- Closing the Gaps Domain
- Domain 3 - Closing the Gaps
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student failure and/or retention rates
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data

- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

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

Goals

Revised/Approved: May 15, 2020

Goal 1: Aiken 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.

Performance Objective 1: Aiken student performance for all students, all grades, all subjects will exceed 2018-2019 STAAR percentages -Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, and mathematics .

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance reports

Summative Evaluation: None

Strategy 1: Utilize research-based instructional resources and targeted interventions including supplemental teaching materials that will require supplies to produce and duplicate workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) Research based instructional resources include different software such as Education Galaxy, Spelling City, and ImagineLearning. Instructional and classroom resources will include items that will make lower grade classrooms more welcoming and promote learning in the classroom.

Tango Central/Tango Trends
Early Childhood resources and CIRCLE
RTI 3 Tier Model

CNA- SA #1-2

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Software reports, Tango Trends Data, RTI log

Summative:
We will show a 3% increase in the number of students achieving meets the on the district-developed assessments and the STAAR assessments.

Staff Responsible for Monitoring: Dean of Instruction/ Principal

Lead Teachers

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Student Learning 2, 3 - School Processes & Programs 3, 4

Funding Sources: General Supplies/Migrant - 212 Title I-C (Migrant) - 212-11-6399-00-133-Y-24-0F2-Y - $635, General Supplies - 211 Title I-A - 211-13-6399-00-133-Y-30-0F2-Y - $10,000, Educational Software - 276 Targeted Improvement School Fund - 276-11-6395-62-133-Y-99-TIC-Y - $280, Copy Paper - 199 Local funds - 199-11-6396-00-133-Y-11-000-Y - $1,000, General Supplies - 199 Local funds - 199-11-6399-00-133-Y-11-000-Y - $1,500, General Supplies - 199 Local funds - 199-11-6399-62-133-Y-11-000-Y - $2,000, General Supplies - 199 Local funds - 199-12-6399-00-133-Y-99-000-Y - $300, General Supplies - 199 Local funds - 199-23-6399-00-133-Y-99-000-Y - $1,500, General Supplies - 199 Local funds - 199-31-6399-00-133-Y-99-000-Y - $200, General Supplies - 199 Local funds - 199-51-6399-00-133-Y-99-000-Y - $250, General Supplies - 211 Title I-A - 211-11-6399-00-133-Y-30-0F2-Y - $24,418, Education Software - 211 Title I-A - 211-11-6395-62-133-Y-30-0F2-Y - $35,000, General Supplies - 199 Local funds - 199-31-6399-65-133-Y-99-000-Y - $100, General Supplies/Music - 199 Local funds - 199-11-6399-50-133-Y-11-000-Y - $744, General Supplies - 276 Targeted Improvement School Fund - 276-11-6399-00-133-Y-99-TIC-Y - $6,130, General Supplies - 199 Local funds - 199-31-6399-00-133-Y-99-032-Y - $100, General Supplies - 211 Title I-A - 211-23-6399-00-133-Y-30-0F2-Y - $2,000, Reading Materials - 199 Local funds - 199-12-6329-00-133-Y-99-000-Y - $300, General Supplies/Art - 199 Local funds - 199-11-6399-57-133-Y-11-000-Y - $744

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 2: Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, and inclusions/special education co-planning. Six week cluster meetings to include research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2020-2021 District ELAR Action Plan.

CNA -SA # 1, 5
CNA- D #5

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom visitations,
Implementation of ELPS,
ELL writing student portfolios

Summative: Benchmark scores,
STAAR scores, SELP/SSLP,
HMH Unit assessments
TELPAS composite/RAPS 360 monitoring instrument

Formative: Sign In sheets
Agendas
Benchmark scores

Summative: STAAR scores,
We will increase the number of participants at the district, regional, state, and national level.

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean Of Instruction
Lead Teachers
PK-5th Grade Teachers

Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 4: High-Quality Curriculum - **Targeted Support Strategy** - **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: Supplies - 166 State Special Ed. - 166-11-6399-00-133-Y-23-OP2-Y - $800, Awards - 166 State Special Ed. - 166-11-6498-00-133-Y-23-OP2-Y - $1,800, Toner - 166 State Special Ed. - 166-11-6399-62-133-Y-23-O00-Y - $1,840, Supplies - 166 State Special Ed. - 166-11-6399-00-133-Y-23-OP4-Y - $1,200, Sal/ Wages For Subst Teachers - 199 Local funds - 199-11-6112-18-133-Y-11-000-Y - $400, Supplies-Gloves - 166 State Special Ed. - 166-11-6399-00-133-Y-23-0B0-Y - $500, OHI Reports - 166 State Special Ed. - 166-31-3219-00-133-Y-23-0N7-Y - $1,000

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 3: Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

CNA-SA

Milestone's/Strategy's Expected Results/Impact: Formative: RTI logs, RTI folders

Summative:
Increase the amount of students that will meet grade level on district and state assessments.

Decrease number of referrals to Special Education by 10%

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean Of Instruction
Lead Teachers
PK-5th Grade Teachers

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** - **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Strategy 4: 5) Utilize instructional technology such as digital portfolios with Seesaw, EPIC, Prodigy, Education Galaxy that require technology appliances such as desktop computers, laptops, interactive boards, headphones, iPads, document cameras, projectors,tablets, clickers, hardware and software-Education Galaxy, etc.) in order to differentiate instruction and meet accommodations.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY data, TLI Activity reports

Summative: 3% increase in the number of students that meet grade level in district and state assessments.

EOY data analysis

TLI activity report

Staff Responsible for Monitoring: Principal
Dean of Instruction
PK-5th grade teachers

Title I Schoolwide Elements: 2.4 - **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** September 1, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Strategy 5: Federal programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. CNA SPP(Strength #3) **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, Benchmark scores, Walk-Throughs Summative: 5% improvement on State Assessments (STAAR/TPRI/Tejas Lee/CPALS/Aprenda) **Staff Responsible for Monitoring:** Principal **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None	**Reviews** **Formative** / **Summative** **Oct** / **Jan** / **Mar** / **June**
Strategy 6: Special Programs will fund the following activities and personnel under Title II-A: Class Size Reduction Teachers (CSR) Professional Development for Administration and Teachers Stipends for teachers in certified areas of need. Stipends will be paid to attract high-quality teachers to high need schools such as Aiken. CNA-SPP(strength #6) **Milestone's/Strategy's Expected Results/Impact:** Formative: CSR Personnel Requisitions (5th Grade), Teacher lesson plans, benchmark scores Summative: 5% increase in STAAR scores **Staff Responsible for Monitoring:** Principal Dean of Instruction Title II-A Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Targeted Support Strategy** - **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4	**Reviews** **Formative** / **Summative** **Oct** / **Jan** / **Mar** / **June**

Strategy 7: The LPAC will be monitoring the language acquisition of students in order to ensure student progress. CNA -SA(#4) **Milestone's/Strategy's Expected Results/Impact:** Formative: Progress monitoring, REACH assessments Summative: All ELL students will increase at least one categorical rating on TELPAS, STAAR results **Staff Responsible for Monitoring:** Principal LPAC Administrator LPAC chair LPAC members PK-5th Grade Teachers **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Strategy 8: Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them. Teachers will target fluency using the District Fluency Tracker as part of 2020-2021 ELAR Action Plan and enhance deeper comprehension of text by using data to plan instruction that includes FASCT text structures and strategies. CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: Grade level meeting sign in sheets and agendas Summative: STAAR results **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2020 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 9: As part of TLI systems for sustainability, BOY, MOY and EOY will be used to track student performance and differentiated instruction will be provided as needed and will be used to identify and support Tier II and Tier III students.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: Data meeting sign in sheets/agendas Summative: STAAR results RTI log **Staff Responsible for Monitoring:** Principal EE-3rd Grade Teachers Dean of Instruction **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2, 3 - School Processes & Programs 3, 4				

Strategy 10: Teachers will lesson plan on a weekly basis and upload the lesson plans to the one drive folder. This to ensure that curriculum frameworks and scope and sequence are being used to guide the teacher and ensure implementation of TEKS.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA -SA **Milestone's/Strategy's Expected Results/Impact:** Formative: One drive folder with lesson plans/Walk-Throughs Summative: TPRI/Tejas Lee reports/STAAR results/T-TESS **Staff Responsible for Monitoring:** Principal Dean of Instuction Teachers **TEA Priorities:** Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3				

Strategy 11: All Teachers will integrate writing into all disciplines, and provide vast opportunities to write including quick writes, weekly prompts, and quick checks as part of evidence of learning in accordance with the BISD ELAR 2020-2021 Action Plan. The school's writing initiative called "Every All-Star is a writer". The goal is to align writing development across the grade levels and disciplines while showing consistency in using writer's craft. CNA- SA **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly journal collection by Adminstration Summative: improvement in STAAR results for reading and writing **Staff Responsible for Monitoring:** Teachers Dean of Instruction **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2, 3 - School Processes & Programs 3, 4	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 12: Special Programs will provide instructional support to campus staff and students by funding the following: additional researched based instructional resources and supplies to ensure that all at-risk students are prepared to meet the demands of standardized assessments (local, state, national) and state curriculum. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus budget funds Summative: Campus Budget funds and documentation **Staff Responsible for Monitoring:** Teachers Administration **Population:** At-Risk - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 13: Elementary Fine Arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, Non-UIL contests, exhibitions, district/community events, and public performances such as: Holiday events End of Year Events Honor's choir Art contest UIL music and Art Memory Charro Days Parade Robot Parade/ Coding Art Exhibitions CNA -SA-strength #4 and P#2 strength **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson plans, Flyers, UIL participation Lists, School Rankings Event Programs Summative: STAAR results, EOY data **Staff Responsible for Monitoring:** Principal Dean Of Instruction UIL coach UIL coordinator Art Teacher Music Teacher K-5th Grade Teachers **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 14: Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs. Teachers, sponsors and coaches will be provided with department professional development to promote participation in Chess, Destination Imagination, and UIL Academics. Students will also participate in ART contests, Science Fair, and athletic events. Students will be encouraged to participate in practice and local/ out of town tournaments.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

CNA -P-strength #2

Milestone's/Strategy's Expected Results/Impact: Formative: Local Tournament results/ results/DI results

Summative: End of year Rankings
District/Regional/State standings

Staff Responsible for Monitoring: Campus Administration
Teachers
Chess Coaches
UIL coaches
DI coaches
Science Fair coordinator

PE coaches

Title I Schoolwide Elements: 2.4 - **Population:** Population: All students TI M1 AR SE LEP GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: Travel and Subsistence - 199 Local funds - 199-36-6412-00-133-Y-99-000-Y - $200

Strategy 15: The campus will create a college going culture. Counselors introduce colleges on a weekly basis during newscast. Thursdays will be used to promote college awareness by encouraging staff and students to wear college shirts.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

CNA-P(strength #5)

Milestone's/Strategy's Expected Results/Impact: Formative: College/Career Awareness schedule, GT participation rates

Summative: Increase in the number of students successfully meeting State (national) norms, STAAR scores

Staff Responsible for Monitoring: Principal
Dean of Instruction
Counselors

Population: Population: TI M1 LEP NL SE AR GT DYS All Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Strategy 16: Teachers will track student achievement and progress through checkpoints and district benchmarks. Teachers will acknowledge and recognize student growth with incentives and end of year celebrations.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

CNA-D #1,4

Milestone's/Strategy's Expected Results/Impact: Students will be motivated Student morale will improve and students will work towards their goals and growth.

Staff Responsible for Monitoring: Teachers

Counselors

Population: Population: All students TI M1 AR SE LEP GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Student Learning 2, 3 - School Processes & Programs 3, 4

Funding Sources: Travel & Subsistence-Students - 199 Local funds - 199-11-6412-00-133-Y-11-000-Y - $3,400, Reclassified Transportation - 199 Local funds - 199-11-6494-00-133-Y-11-000-Y - $3,000, Miscellaneous Operating Costs-AWARDS - 211 Title I-A - 211-11-6498-00-133-Y-30-0F2-Y - $6,000

Strategy 17: Campus will hire highly qualified P4 teachers to service students and support academic gaps in early childhood.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Teachers will support the needs of all P4 students by following district curriculum frameworks.

Staff Responsible for Monitoring: Principal
Dean of Instruction
AP

Title I Schoolwide Elements: 2.6 - **Population:** P4 students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Student Learning 2 - School Processes & Programs 4

Funding Sources: Supplemental State Comp Teacher Salaries - 162 State Compensatory - 162-11-6119-00-133-Y-34-000-Y - $86,365

Strategy 18: Campus will hire a dean of instruction to provide instructional support, professional development, intervention strategies, and pedagogy practices.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Dean of Instruction will provide support to teachers and instructional practices through grade level meetings, data analysis, mentoring, and training.

Staff Responsible for Monitoring: Principal

Population: Campus/Teachers/Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-133-Y-30-000-Y - $66,151

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Student Learning
Need Statement 1: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Need Statement 2: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.
Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.
School Processes & Programs
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.
Need Statement 4: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Goal 1: Aiken 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.

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

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

Summative Evaluation: None

Strategy 1: Federal programs will fund the following personnel, activities and educational tools under Title I-A to implement and expand the three-year- old program (PK3) in an effort to promote school readiness, early literacy, close background and academic gaps:	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Highly qualified teachers and paraprofessionals Research-based professional development Weekly Parent Meetings, including 3 year old parents, to provide suggestions and effective home practices to promote learning at home Teacher stipends Supplies/Materials/Equipment CNA - SA(#6) **Milestone's/Strategy's Expected Results/Impact:** Formative: Pre K readiness Data, Classroom observations Summative: EOY Data **Staff Responsible for Monitoring:** Principal Three-year-old program teachers Para-Professionals Dean **Population:** P3 students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4				

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 2 Need Statements:

Student Learning

Need Statement 2: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

School Processes & Programs

Need Statement 4: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Goal 1: Aiken 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.

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

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

Summative Evaluation: None

Strategy 1: Migrant students will be provided tutorials in Reading, Math, Science, and Writing. Students will meet with Migrant teacher for additional support. **Milestone's/Strategy's Expected Results/Impact:** Improve overall academic performance of all migrant students on a six week basis. **Staff Responsible for Monitoring:** Migrant teacher Dean of Instruction Principal **Population:** Migrant students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

 No Progress Accomplished Continue/Modify Discontinue

Goal 2: Aiken Elementary, 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.

Performance Objective 1: The campus 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

Summative Evaluation: None

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan by turning off lights when not in the classroom, turning of electronic devices when not in use including projectors and document cameras, unplugging equipment during holiday breaks. **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. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Staff, Custodians, and all personnel on site. **Population:** All departments and campus facilities. - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The campus will help to maintain a clean and well kept environment to provide a healthy and positive learning environment for all students. CNA-SPP#5 strength -SA(#6) **Milestone's/Strategy's Expected Results/Impact:** None **Staff Responsible for Monitoring:** Assistant Principal Custodians **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** Maintenance Supplies / Operation Cost - 199 Local funds - 199-51-6315-00-133-Y-99-000-Y - $7,000 , Extra Duty Pay- Custodial Staff - 199 Local funds - 199-51-6121-47-133-Y-99-000-Y - $50, Maintenance Supplies/Operating Cost - 199 Local funds - 199-51-6315-00-133-Y-99-121-Y - $8,100, Maintenance Supplies/Operating Cost - 199 Local funds - 199-51-6315-01-133-Y-99-121-Y - $500				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Student Learning
Need Statement 1: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
School Processes & Programs
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Goal 3: The Campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

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

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

Summative Evaluation: None

Strategy 1: The Campus will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments including tutorials, materials, resources.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** Campus Administration SBDM Committee **Population:** All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Goal 3: The Campus will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel.

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

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

Summative Evaluation: None

Strategy 1: The campus will support new teachers by providing a mentor/protege connection to provide guidance through various methods such as co-planning and class observations.	**Reviews**			
	Formative			**Summative**
Milestone's/Strategy's Expected Results/Impact: Focus Discussion with Mentor/ Protege and administration. New Teacher Survey	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration Lead Teachers				
Population: New Teachers - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

Strategy 2: Administration will provide consistent positive feedback and reinforcement to all teachers and staff including acknowledgment of contributions, shout outs in the announcements, positive notes in bulletin boards. Incentives and recognitions to teachers with perfect attendance or exemplary practices.	**Reviews**			
	Formative			**Summative**
Milestone's/Strategy's Expected Results/Impact: Teacher motivation and morale reflected on Campus Climate Survey. Lower teacher absences and increase in retention of teachers.	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Campus Administration				
Population: Campus teachers and staff - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				
Need Statements: School Processes & Programs 5 - Perceptions 1				
Funding Sources: Miscellaneous Operating Costs- Incentives - 199 Local funds - 199-23-6498-00-133-Y-99-000-Y - $2,522, Miscellaneous Operating Costs-Incentives - 211 Title I-A - 211-23-6498-00-133-Y-30-0F2-Y - $544				

No Progress

Accomplished

Continue/Modify

Discontinue

Performance Objective 2 Need Statements:

School Processes & Programs
Need Statement 5: Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.
Perceptions

Need Statement 1: Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

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

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

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

Summative Evaluation: None

Strategy 1: The campus will promote the history and origins along with current accomplishments of each campus weekly through the website, Facebook, and other media venues.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Weekly news articles and media will showcase activities happening on campus. Formative: schedule of weekly events Summative: listing of all campus events that were presented in the media **Staff Responsible for Monitoring:** Campus Administration Counselors Classroom teachers and special program sponsors **Population:** Campus Stakeholders - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

Strategy 2: The campus will update websites at least monthly including showcasing student and community activities.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of dates website was updated Summative: report at end of year for monthly checklist results **Staff Responsible for Monitoring:** PIO Campus Administration **Population:** Campus stakeholders - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

Strategy 3: The campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events. **Milestone's/Strategy's Expected Results/Impact:** Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative: Submissions of information for articles and showcases Summative: annual compilation of articles and presentation/showcases **Staff Responsible for Monitoring:** PIO Campus Administration **Population:** All campus stakeholders - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Goal 5: The campus will maintain a safe and disciplined environment conducive to student learning.

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, or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation: None

Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC and district website ensuring parent awareness of disciplinary procedures which includes ISS, OSS or placement in DAEP.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA-SPP(strength #5) **Milestone's/Strategy's Expected Results/Impact:** Formative: Flyers, Signed student code of conduct sheets Summative: Discipline referrals Eschool reports/referrals Signed SCC acknowledgment form PEIMS report **Staff Responsible for Monitoring:** Principal Campus Safety coordinator Pupil Services **Population:** Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

Strategy 2: Counselors will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on: gang awareness bullying/harassment unwanted physical/verbal aggression sexual harassment internet safety drug, alcohol, and tobacco awareness gun safety truancy emergency operations plan safety procedures suicide prevention CNA- D#6 **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Sign in sheets, Summative: E-schools discipline report-reduce number of discipline referrals, ISS or OSS by 5% **Staff Responsible for Monitoring:** Counselors **Population:** Population: Pk-5th Grade Teachers All students TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Demographics 2 - Student Learning 1 - School Processes & Programs 2 **Funding Sources:** General Supplies - 211 Title I-A - 211-31-6399-00-133-Y-30-0F2-Y - $600	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Student Learning
Need Statement 1: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
School Processes & Programs
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Goal 5: The campus will maintain a safe and disciplined environment conducive to student learning.

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

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

Summative Evaluation: None

Strategy 1: Develop and maintain an Emergency operation plan at Aiken.	**Reviews**			
	Formative			**Summative**
Plan is multi-hazard in nature.	**Oct**	**Jan**	**Mar**	**June**
Reviewed and updated annually by the campus safety and security committee				
Safety drills must be practiced as per BISD police department				
Provide student, staff and parent training in the areas of school safety and emergency management				
Implement an identification security system at Aiken. All staff and visitors must display their identification while on campus				
CCNA-SP-strength #5				
Milestone's/Strategy's Expected Results/Impact: Formative: Safety training sign in sheets with agendas, Safety drill logs,Campus Administration badges, Campus faculty and staff badges, Visitor passes, Office log in binders Summative: Safety report forms				
Staff Responsible for Monitoring: Principal Campus Faculty and staff Safety coordinator BISD police and security				
Population: Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				
Need Statements: Demographics 2 - Student Learning 1 - School Processes & Programs 2				
Funding Sources: Radios for communication for ensuring safety across campus - 199 Local funds - 199-23-6398-00-133-Y-99-000-Y - $978				

Strategy 2: Assistance in the planning and execution of the overall health program at the campus level in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (Nurses). This includes acquiring health services supplies that will allow the campus to address immediate health concerns. In addition, the safety and discipline of the student will also be addressed.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

CNA- SA#6

Milestone's/Strategy's Expected Results/Impact: Formative: Nurse time and effort reports will clearly show that the students' immediate health concerns are being addressed.

Summative: Improved report card grades and increased attendance rates

Staff Responsible for Monitoring: Principal
Campus Nurse

Population: Population: School Nurse All Students TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Student Learning
Need Statement 1: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

School Processes & Programs
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Goal 6: Our campus with district Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.

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

Summative Evaluation: None

Strategy 1: Aiken Elementary will continue to fund parent liaison for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. Parent liaison will contact parents and follow through with home visits if needed and participate in district initiatives such as Walk For the Future. CNA D#1, **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent liaison binders and sign in sheets, Agendas, Weekly reports, contact logs Summative: Parental involvement will increase by 10%, Attendance rate **Staff Responsible for Monitoring:** Parent Liaison **Title I Schoolwide Elements:** 2.6, 3.2 - **Population:** Parents - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** TRS - 211 Title I-A - 211-61-6149-00-133-Y-30-0F2-Y - $471, TRS - 211 Title I-A - 211-61-6149-00-133-Y-24-0F2-Y - $5, Travel (Parent liaison) - 211 Title I-A - 211-61-6411-00-133-Y-30-0F2-Y - $900, Walk For the Future - 162 State Compensatory - 162-61-6399-00-133-Y-30-000-Y - $500, Device Distribution/Parent Liaison - 211 Title I-A - 211-61-6126-00-133-Y-24-0F2-Y - $240, TRS - 211 Title I-A - 211-61-6146-00-133-Y-24-0F2-Y - $21, Device Distribution - 211 Title I-A - 211-61-6126-00-133-Y-30-0F2-Y - $240, Miscellaneous Operating Cost - 199 Local funds - 199-23-6499-53-133-Y-99-000-Y - $335, Medicare Wages - 211 Title I-A - 211-61-6141-00-133-Y-24-0F2-Y - $5, ACA - 211 Title I-A - 211-61-6148-00-133-Y30-0F2-Y - $4	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 2: The following Title I-A required activities will be conducted:	Reviews			
	Formative			Summative
Dissemination of a parental involvement policy that delineates how parents will be actively involved at the campus Parents will help with the revision, collaboration, and dissemination of the School-Parent-Student compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas Hold a Title I-A meeting to inform parents of the services provided through Title I Funds Title I-A Parent Survey to evaluate the effectiveness of the District Parental involvement program and gain feedback CNA-SPP **Milestone's/Strategy's Expected Results/Impact:** Formative: Completed parental involvement policies, signed Campus S-P-S compacts, Campus website, Fliers Summative: Parental involvement will increase by 10%, STAAR results **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** Aiken Parents - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Demographics 1 - School Processes & Programs 1, 5 - Perceptions 1	Oct	Jan	Mar	June

Strategy 3: Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:	**Reviews**			
	Formative			**Summative**
Parental involvement policy School-Parent-Student compact Campus Improvement plan CNA-SPP(#2) **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in sheets, Completed Parental involvement policies,Campus S-P-S compacts, Campus Improvement plan, calendars, Meeting agendas, SBDM meeting minues Summative: Parental involvement will increase by 10%, STAAR results **Staff Responsible for Monitoring:** Principal Parent Liaison SBDM/LPAC committees **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** Aiken Parents and community - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None	**Oct**	**Jan**	**Mar**	**June**

Strategy 4: Aiken will invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Aiken will recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success. CNA-SP #2,3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign in sheets, fliers, volunteer sign in sheets Summative: Increase community partnerships and parent volunteers by 5%, Student attendance rate, STAAR results **Staff Responsible for Monitoring:** Principal Parent Liaison Counselors **Title I Schoolwide Elements:** 3.2 - **Population:** Aiken Parents and community - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** School Processes & Programs 5 - Perceptions 1 **Funding Sources:** General Supplies - 211 Title I-A - 211-61-6399-00-133-Y-30-0F2-Y - $900, Parent/ Community Recognitions - 211 Title I-A - 211-61-6498-00-133-Y-30-0F2-Y - $300	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 5: Provide ample parent education opportunities through parent conferences and parent training sessions at the campus parent center (light refreshments will be served) to disseminate information, services, and /or referrals to agencies that address the needs and concerns in the following areas:	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Early Childhood reading strategies Effective teaching strategies Health education Special Populations (Bilingual, dyslexia, GT, Migrant, Special Education)/504 College Readiness Technology Dropout and violence prevention Community agencies/organizations Special Education processes and procedures as well as services and procedural safeguards CNA-SPP #2,3 **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly calendar Public services providers list, flier, agendas, Sign-in sheets Summative: student attendance rate, Parental involvement will increase by 10%, STAAR results **Staff Responsible for Monitoring:** Principal Parent Liaison Counselors **Title I Schoolwide Elements:** 3.2 - **Population:** Aiken Parents - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Demographics 1 - School Processes & Programs 1 **Funding Sources:** Miscel/ Operating cost/ - 211 Title I-A - 211-61-6499-53-133-Y-30-0F2-Y - $900				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.
School Processes & Programs
Need Statement 1: Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.
Need Statement 5: Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.
Perceptions
Need Statement 1: Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

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.

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

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

Summative Evaluation: None

Strategy 1: Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: RTI logs, RTI folders Summative: Increase the amount of students that will be at meets grade level. Decrease number of referrals to Special Education by 10% **Staff Responsible for Monitoring:** Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers **Population:** TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3				

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2: Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings and planning on campus as well as with cluster campuses, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2019-2020 District ELAR Action Plan.

CNA - SP#7,9,10

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom visitations,
Implementation of ELPS,
ELL writing student portfolios

Summative: Benchmark scores,
STAAR scores, SELP/SSLP,
HMH Unit assessments
TELPAS composite/RAPS 360 monitoring instrument

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean Of Instruction
Lead Teachers
PK-5th Grade Teachers

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: Substitutes - 211 Title I-A - 211-11-6112-18-133-Y-30-AYP-Y - $14,108

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

Student Learning

Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

School Processes & Programs

Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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

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

Summative Evaluation: None

Strategy 1: Aiken will increase accessibility of technology devices to teachers, students, and administration . Devices such as but not limited to chromebooks, iPads, charging carts, laptops, desktops, interactive televisions, document cameras and printers will help increase technology based instruction across all subject areas and students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Devices will facilitate data reports and student progress reports. CNA SA#1 **Milestone's/Strategy's Expected Results/Impact:** Formative: Log in sheets, program reports, Lesson Plans Summative: STAR Chart **Staff Responsible for Monitoring:** Principal Dean of Instruction All teachers **Population:** TI M1 LEP SE AR GT DYS All Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3 **Funding Sources:** Technology Devices - 211 Title I-A - 211-23-6398-62-133-Y-30-0F2-Y - $7,460, Device Distribution - 211 Title I-A - 211-61-6118-00-133-Y-30-0F2-Y - $1,200, TRS - 211 Title I-A - 211-61-6146-00-133-Y-30-0F2-Y - $2,792, Technology Devices - 211 Title I-A - 211-11-6398-62-133-Y-300F2-Y - $83,530, MEDICARE - 211 Title I-A - 211-61-6141-00-133-Y-30-0F2-Y - $20, Medicare - 211 Title I-A - 211-11-6141-18-133-Y-30-AYP-Y - $205	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 2: Complete an annual School Technology and Readiness (STAAR) chart to assess technology proficiency and implementation along with identifying goals, software and technology needs. CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: technology and software updates Summative: Upgrading of technology based on Star Chart needs **Staff Responsible for Monitoring:** Principal All Teachers **Population:** TI M1 LEP SE AR GT DYS All Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3: Students will participate in scheduled computer lab instructional time with the following programs: AR Edusmart Brain Pop Possible- ImagineLearning Education Galaxy EPIC Prodigy Second Grade will participate in 1:1 iPad deployment. PK-Kinder will have iPad rotation schedule. 4th and 1st grade will have iPad rotation schedule. 3rd and 5th grade will continue to use laptops. CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: Computer lab schedules, Program reports Summative: EOY final program reports of usage/The use of technology will increase in the classroom. **Staff Responsible for Monitoring:** Principal Pk-5th grade teachers Dean of Instruction **Population:** TI M1 LEP PD NL SE AR GT DYS All Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

Strategy 4: Aiken Elementary will provide teachers with updated laptops in order to increase the utilization of technology through research based instruction that will increase academic achievement. Administration and Teachers will attend staff development in order to know the latest ed tech products and services.

CNA-SA

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

Summative: Increase STAAR performance/The use of technology will increase in the classroom.

Staff Responsible for Monitoring: Principal
Dean of Instruction
Pk-5th grade teachers

Population: TI M1 LEP PD NL SE AR GT DYS All Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

Student Learning

Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

School Processes & Programs

Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools.

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

Summative Evaluation: None

Strategy 1: Monitoring and maintaining of the campus attendance rate goals. Parent liaison will contact parents and follow through with home visits if needed.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: six weeks attendance reports, contact logs Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy				
Staff Responsible for Monitoring: Principal Parent Liaison PEIMS staff data entry clerk				
Population: All Students TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				
Need Statements: Demographics 1 - School Processes & Programs 1				

Strategy 2: Monitoring of campus staff addressing absences using the MIA FORM on a daily basis and documenting parent contacts. CNA- D#1	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: six weeks attendance reports, contact logs Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy				
Staff Responsible for Monitoring: Principal PEIMS Administrator Parent Liaison Data entry clerk				
Population: All Students TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				
Need Statements: Demographics 1 - School Processes & Programs 1				
Funding Sources: Extra Time- Office Duty - 199 Local funds - 199-23-6121-08-133-Y-99-000-Y - $100				

Strategy 3: Distribution of campus incentives and awards will be available every six weeks for PK-5th graders who meet the District Student attendance Goals and have academic achievements.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

CNA-D#6
CNA-P-strength #6

Milestone's/Strategy's Expected Results/Impact: Formative: six weeks attendance reports, contact logs, awards recipient lists

Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy

Staff Responsible for Monitoring: Principal
PEIMS Adminstrator

Population: All Students TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: Awards - 199 Local funds - 199-11-6498-00-133-Y-11-000-Y - $3,000, Miscellaneous Operating Costs - 199 Local funds - 199-13-6499-53-133-Y-99-000-Y - $2,500, Miscellaneous-Operating Costs Attendance-Incentives - 199 Local funds - 199-11-6499-53-133-Y-11-000-Y - $2,000

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Student Learning
Need Statement 1: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
School Processes & Programs
Need Statement 1: Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

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

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

Summative Evaluation: None

Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

CNA-SA#1,4

Milestone's/Strategy's Expected Results/Impact: Formative: Eschool Plus Tutorial schedule, Tutorial Lesson Plans, Classroom observations, benchmark scores, student progress reports

Summative: STAAR, Retention Rate

Staff Responsible for Monitoring: Principal
Dean of Instruction
Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.5 - **Population:** Population: TI M1 LEP SE AR DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Student Learning 2, 3 - School Processes & Programs 3, 4

Funding Sources: Professional Extra Duty Pay- Failed 5gr STAAR - 162 State Compensatory - 162-11-6118-00-133-Y-24-SSI-Y - $7,672, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-133-Y-30-000-Y - $85,000, Copy Paper - 162 State Compensatory - 162-11-6396-00-133-Y-30-000-Y - $5,000, General Supplies - 162 State Compensatory - 162-11-6399-00-133-Y-30-000-Y - $48,900

Strategy 2: Professional development opportunities including peer observations, co-planning and sharing sessions will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.

Identification of at-risk students via state and local criteria

Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act

CNA-SP#11

Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation report, ERO session attendance report

Summative: STAAR

Staff Responsible for Monitoring: Principal
Dean Of Instruction
Teachers

TEA Priorities: Improve low-performing schools - **ESF Levers:** Lever 5: Effective Instruction - **Targeted Support Strategy** - **Population:** Population: TI M1 LEP AR DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-23-133-Y-30-AYP-Y - $2,000, Employee Travel - 162 State Compensatory - 162-13-6411-00-133-Y30-000-Y - $5,000, Stipends for workshops - 162 State Compensatory - 162-11-6117-00-133-Y-30-000-Y - $20,000, Employee Travel - 199 Local funds - 199-31-6411-23-133-Y-99-032-Y - $300

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 3: The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individual/groups in need of assistance in order to meet the needs of at-risk students.

CNA-SA

Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, ERO session Attendance Report, Benchmark Scores, Student Progress report

Summative: STAAR

Staff Responsible for Monitoring: Principal
Administrator for State Compensatory Education

Population: Population: TI M1 LEP AR DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 4: Supplement the dyslexia program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Identification of students will follow RTI process Assessment to identify students will meet all specifications outlinend by TEA in the Dyslexia handbook Individualized accommodation plans will be implemented in general education classroom Dyslexia lab will be provided for students evaluated and assessed Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting CNA-SL **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom observations, benchmark scores, student progress reports Summative: STAAR **Staff Responsible for Monitoring:** Principal Dyslexia program teacher **Population:** Dyslexia Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4				

Strategy 5: Supplement the Three Year old program and the Pre-K program with supplies and resources to provide foundational learning experiences in order to better prepare at-risk students academically.	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
CNA -SL **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom observations, student progress reports, CPALLS (BOY and MOY) Summative: CPALLS (EOY) **Staff Responsible for Monitoring:** Principal Dean Of Instruction Administrator for State Compensatory Education **Population:** AR P3 students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4				

Strategy 6: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, and decrease the retention rate.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Observations, Student Progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Principal Dean of Instruction Administrator for State Compensatory Education **Population:** Population: TI M1 LEP AR DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 3 - School Processes & Programs 3				

Strategy 7: Coordinate Head Start On-Site Visits in the Spring. Invite Head Start students and pre-registered PK students and their parents to a School Camp day as a transition effort from home/early childhood program to school.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA- SL **Milestone's/Strategy's Expected Results/Impact:** Formative: Classroom observation Summative: BOY data for the following school year **Staff Responsible for Monitoring:** Principal Dean of Instruction 3 yr program teachers Headstart personnel **Population:** HeaHeadstart /PK 3 / PK 4 Students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4				

Strategy 8: An orientation for preschool children to transition to the Pre K program will be held annually in the Spring. An orientation will also be held for 5th Grade students and their parents to assist with the transition into middle school.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

CNA-SA, D

Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets, agenda
Summative: BOY data

Staff Responsible for Monitoring: Principal
Dean of Instruction
3 yr program teachers
Headstart personnel
Pre K teachers
5th grade teachers
Counselors

Population: Population: PK3 PK4 5th grade students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Student Learning 2 - School Processes & Programs 4

Strategy 9: An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th grade students in order to provide academic interventions, tutoring, homework assistance, recreation, and fine arts.

Reviews			
Formative			Summative
Oct	Jan	Mar	June

CNA-SA #4

Milestone's/Strategy's Expected Results/Impact: Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports.

Summative:
STAAR results, EOY, Promotion rates

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction
Extended Day Program Teachers

Title I Schoolwide Elements: 2.5 - **Population:** PK-5th grade students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

Need Statements: Student Learning 2 - School Processes & Programs 4

Strategy 10: Campus Instructional Aides will assist At-Risk students during the extended day enrichment program with core academic activities in order to improve student performance.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA-SA **Milestone's/Strategy's Expected Results/Impact:** Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates **Staff Responsible for Monitoring:** Principal Assistant Principal Dean of Instruction Extended Day Program Teachers **Title I Schoolwide Elements:** 2.5, 2.6 - **Population:** PK-5th grade students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None **Need Statements:** Student Learning 2 - School Processes & Programs 4				

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Student Learning
Need Statement 2: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.
Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.
School Processes & Programs
Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.
Need Statement 4: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

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

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

Summative Evaluation: None

Strategy 1: A food pantry and clothes closet will be implemented to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.	**Reviews**			
	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**
CNA-SPP(strength #5) **Milestone's/Strategy's Expected Results/Impact:** Formative: Pantry and closet distribution log Summative: STAAR, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** At risk students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None				

Strategy 2: In an effort to promote physically and emotionally healthy students, Aiken will implement CATCH (Coordinated Approach to Child Health) program that will evaluate the implementation of district initiatives such as:
School Health Index
Jump Rope for Heart
Encampment
Puberty presentation
Health curriculum
Physical activities at least 30 minutes a day or 135 minutes a week

CNA-SA #6

Milestone's/Strategy's Expected Results/Impact: Formative: Student participation rosters, sign in sheets, lesson plans, 100 % of walkthroughs will indicate application of the skills acquired during the professional development

Summative: STAAR results

Staff Responsible for Monitoring: Principal
Dean of Instruction
PK-5th grade teachers
Coaching staff

Population: TI M1 LEP SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-133-Y-11-000-Y - $500

Reviews			
Formative			Summative
Oct	Jan	Mar	June

Strategy 3: The campus nurse will provide adequate and appropriate attention to students in need of assistance or referrals to ensure the success of the whole student at school.

CNA-SA #6

Milestone's/Strategy's Expected Results/Impact: Students in need of medical assistance or referrals will be serviced to promote well rounded students.

Staff Responsible for Monitoring: Principal

Population: All students - **Start Date:** August 3, 2020 - **End Date:** June 30, 2021 - **Revision Date:** None

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

Funding Sources: General Supplies - Nurse - 211 Title I-A - 211-33-6399-00-133-Y-30-0F2 - $3,000, General Supplies - 199 Local funds - 199-33-6399-00-133-Y-99-000-Y - $250

Reviews			
Formative			Summative
Oct	Jan	Mar	June

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
Student Learning
Need Statement 1: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.
School Processes & Programs
Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research-based instructional resources and targeted interventions including supplemental teaching materials that will require supplies to produce and duplicate workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) Research based instructional resources include different software such as Education Galaxy, Spelling City, and ImagineLearning. Instructional and classroom resources will include items that will make lower grade classrooms more welcoming and promote learning in the classroom. Tango Central/Tango Trends Early Childhood resources and CIRCLE RTI 3 Tier Model CNA- SA #1-2
1	1	2	Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, and inclusions/special education co-planning. Six week cluster meetings to include research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2020-2021 District ELAR Action Plan. CNA -SA # 1, 5 CNA- D #5
1	1	3	Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. CNA-SA
1	1	6	Special Programs will fund the following activities and personnel under Title II-A: Class Size Reduction Teachers (CSR) Professional Development for Administration and Teachers Stipends for teachers in certified areas of need. Stipends will be paid to attract high-quality teachers to high need schools such as Aiken. CNA-SPP(strength #6)
1	1	9	As part of TLI systems for sustainability, BOY, MOY and EOY will be used to track student performance and differentiated instruction will be provided as needed and will be used to identify and support Tier II and Tier III students. CNA-SA
1	1	10	Teachers will lesson plan on a weekly basis and upload the lesson plans to the one drive folder. This to ensure that curriculum frameworks and scope and sequence are being used to guide the teacher and ensure implementation of TEKS. CNA -SA
7	1	2	Improve instruction for all students including ELL, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings and planning on campus as well as with cluster campuses, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress including meetings with Dr. Kay to facilitate implementation of the FASCT text structures across 3rd-5th Grade in accordance to the 2019-2020 District ELAR Action Plan. CNA - SP#7,9,10
9	2	2	Professional development opportunities including peer observations, co-planning and sharing sessions will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Identification of at-risk students via state and local criteria Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act CNA-SP#11

State Compensatory

Personnel for Aiken Elementary

Name	Position	Program	FTE
Dean of Instruction		State Compensatory	100%
Pre- K Teachers		State Compensatory	88,397

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Assessments results MOY TPRI, and CPALLS data is analyzed to gather information for the needs assessment. Student retention rates, number of referrals, student information cards, teacher feedback, parent and teacher/ student surveys were used to inform the decisions made by the SBDM. The campus met to analyze data during grade level meetings to discuss campus needs througout the year. The SBDM meeting met on May 15, 2020 to finallize and update campus needs via ZOOM conference(see addendum). Budjet was discussed. possible sofware options, tutorial/extended day schedules and programs.

Strengths:

1. Data Analysis

2. Software (Education Galaxy)

3. Tutorial / Extended Day Schedule

Needs:

1. PD on technology needs

2. Technology devices

3. Early childhood software

4. Attendance

5. Student online engagement.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Stakeholders were nominated for the SBDM positions and invited to be involved in the CIP. The SBDM comitee includes teachers, parents, staff, and community members are invited to provide input, solutions, and targeted plans to help with campus needs. CIP is revised, edited, and modified through out different check points in the year like November, February, April, and June. On May 15, 2020,end the year feedback and reflections by staff and the SBDM was used to finalize the plan for 20-21 school year. In September, to start the year the SBDM reviews, revises, and modifies any changes or improvements to the plan.

2.2: Regular monitoring and revision

CIP is monitored quarterly, and data and information is continuously gathered to adjust, monitor, or make changes to the CIP. The end of year in May 15, 2020 and the beggining of the year in September is used to reflect and revise any changes or improvements to the CIP. Reviews are also done in November, February, April, and June. SBDM Meeting was held on May 15, 2020 and will continue to be held throughout the year to monitor and revise.

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

CIP is available to parents on the school website and a copy is in the front office. Parents and the community can be assissted in reviewing the CIP or answering any questions if needed. If parents or the community require translations, administration and parent liaison can aid in translation.

2.4: Opportunities for all children to meet State standards

CIP includes extended enrichment programs and academic tutorials to help meet the needs of all students. CIP includes providing resources to supplement instruction. The CIP plan addresses RTI, special ed populations, migrant students, bilingual students, GT students, students at risk, and all students in PK 3- 5th grade.

2.5: Increased learning time and well-rounded education

Tutorials and extended day will be offered to all students to target student needs. Technology devices and computer schedules are included to increase learning time.

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

All students will be offered tutorial and be provided with educational resources to target the areas of Reading, Math, Writing, and Science. CIP addresses strategies to close the gap between SPED students and general population. CIP also addreses the implemenation of RTI, interventions,and targeted instruction to close the gap among students in every grade level that are at risk.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Campus SBDM members and parent liason jointly developed, revised, and completed a Parent and Family Engagement Policy. The Parent and Family Engagment Policy was finalized on May 15, 2020. All parents recieved the Parent and Family Engagement Policy at the beginning of the year in August 2020 with back to school packet in both English and Spanish. Parent and family Engagment Policy is also available on the school's website and in the front office.

3.2: Offer flexible number of parent involvement meetings

Weekly meeting will be provided for parents to attend, and newsletters will be developed to inform parents. Weekly meetings at various times during school hours (9am) or

afterschool (4:30 pm) on Thursdays will be held. Audio of meetings and presenters will be available on the school website for parents who are not able to attend. All parents will recieve regulary communications with meeting notices and important news in both English and Spanish.

The annual Title I meetings will be held at ____ from ____ to ___ (2 dates) in the months of August and September.

Title I Personnel

Name	Position	Program	FTE
Angie Guerrero	Parent Liaison	Title I	100%
Liliana Garcia	Library Assistant	Title 1	100%
Zulema Yaacobi	Campus Nurse	Title I	40%

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dora Marquez	Principal
Classroom Teacher	Maria Schuetze	Pk Teacher
Classroom Teacher	Marta Cantu	Kinder Teacher-LT
Classroom Teacher	Lorinda Ramirez	1st grade teacher-LT
Classroom Teacher	Maria Perez	2nd Grade Teacher-LT
Classroom Teacher	Esther Guerra	3rd Grade Teacher-LT
Classroom Teacher	Janet De	4th Grade Teacher-1T
Classroom Teacher	Jahzeel Gunnoe	5th Grade Teacher-T1
Parent	Norma Caraveo	Parent
Parent	Maria Rodriguez	Parent
Student	Gael Caraveo	Student
Non-classroom Professional	Marina Howard	Counselor
Classroom Teacher	Virginia Hernandez	PK3 teacher- 1T
Classroom Teacher	Gloria Najera	Special ED Rep-LT
Parent Liaison	Angelita Guerrero	Parent Liason
Meeting Facilitator	Susy Valdez	Dean of Instruction
District-level Professional	Roman Gomez	District Representative-LT
Business Representative	Anna Oquine	Business Representative
Business Representative	Yvonne Lopez	Business Representative
Community Representative	Randy Vojvoda	Community Rep
Community Representative	Rigo Rico	Community Representative

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	199-11-6396-00-133-Y-11-000-Y	$1,000.00
1	1	1	General Supplies	199-11-6399-00-133-Y-11-000-Y	$1,500.00
1	1	1	General Supplies	199-11-6399-62-133-Y-11-000-Y	$2,000.00
1	1	1	General Supplies	199-12-6399-00-133-Y-99-000-Y	$300.00
1	1	1	General Supplies	199-23-6399-00-133-Y-99-000-Y	$1,500.00
1	1	1	General Supplies	199-31-6399-00-133-Y-99-000-Y	$200.00
1	1	1	General Supplies	199-51-6399-00-133-Y-99-000-Y	$250.00
1	1	1	General Supplies	199-31-6399-65-133-Y-99-000-Y	$100.00
1	1	1	General Supplies/Music	199-11-6399-50-133-Y-11-000-Y	$744.00
1	1	1	General Supplies	199-31-6399-00-133-Y-99-032-Y	$100.00
1	1	1	Reading Materials	199-12-6329-00-133-Y-99-000-Y	$300.00
1	1	1	General Supplies/Art	199-11-6399-57-133-Y-11-000-Y	$744.00
1	1	2	Sal/ Wages For Subst Teachers	199-11-6112-18-133-Y-11-000-Y	$400.00
1	1	14	Travel and Subsistence	199-36-6412-00-133-Y-99-000-Y	$200.00
1	1	16	Travel & Subsistence-Students	199-11-6412-00-133-Y-11-000-Y	$3,400.00
1	1	16	Reclassified Transportation	199-11-6494-00-133-Y-11-000-Y	$3,000.00
2	1	2	Maintenance Supplies / Operation Cost	199-51-6315-00-133-Y-99-000-Y	$7,000.00
2	1	2	Extra Duty Pay- Custodial Staff	199-51-6121-47-133-Y-99-000-Y	$50.00
2	1	2	Maintenance Supplies/Operating Cost	199-51-6315-00-133-Y-99-121-Y	$8,100.00
2	1	2	Maintenance Supplies/Operating Cost	199-51-6315-01-133-Y-99-121-Y	$500.00
3	2	2	Miscellaneous Operating Costs- Incentives	199-23-6498-00-133-Y-99-000-Y	$2,522.00
5	2	1	Radios for communication for ensuring safety across campus	199-23-6398-00-133-Y-99-000-Y	$978.00
6	1	1	Miscellaneous Operating Cost	199-23-6499-53-133-Y-99-000-Y	$335.00
9	1	2	Extra Time- Office Duty	199-23-6121-08-133-Y-99-000-Y	$100.00
9	1	3	Awards	199-11-6498-00-133-Y-11-000-Y	$3,000.00
9	1	3	Miscellaneous Operating Costs	199-13-6499-53-133-Y-99-000-Y	$2,500.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	1	3	Miscellaneous-Operating Costs Attendance-Incentives	199-11-6499-53-133-Y-11-000-Y	$2,000.00
9	2	2	Employee Travel	199-31-6411-23-133-Y-99-032-Y	$300.00
9	3	2	General Supplies	199-11-6399-51-133-Y-11-000-Y	$500.00
9	3	3	General Supplies	199-33-6399-00-133-Y-99-000-Y	$250.00
				Sub-Total	$43,873.00
				Budgeted Fund Source Amount	$43,873.00
				+/- Difference	$0.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	17	Supplemental State Comp Teacher Salaries	162-11-6119-00-133-Y-34-000-Y	$86,365.00
1	1	18	Dean of Instruction Salary	162-13-6119-00-133-Y-30-000-Y	$66,151.00
6	1	1	Walk For the Future	162-61-6399-00-133-Y-30-000-Y	$500.00
9	2	1	Professional Extra Duty Pay- Failed 5gr STAAR	162-11-6118-00-133-Y-24-SSI-Y	$7,672.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-133-Y-30-000-Y	$85,000.00
9	2	1	Copy Paper	162-11-6396-00-133-Y-30-000-Y	$5,000.00
9	2	1	General Supplies	162-11-6399-00-133-Y-30-000-Y	$48,900.00
9	2	2	Employee Travel	162-13-6411-00-133-Y30-000-Y	$5,000.00
9	2	2	Stipends for workshops	162-11-6117-00-133-Y-30-000-Y	$20,000.00
				Sub-Total	$324,588.00
				Budgeted Fund Source Amount	$324,588.00
				+/- Difference	$0.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Supplies	166-11-6399-00-133-Y-23-OP2-Y	$800.00
1	1	2	Awards	166-11-6498-00-133-Y-23-OP2-Y	$1,800.00
1	1	2	Toner	166-11-6399-62-133-Y-23-O00-Y	$1,840.00
1	1	2	Supplies	166-11-6399-00-133-Y-23-OP4-Y	$1,200.00
1	1	2	Supplies-Gloves	166-11-6399-00-133-Y-23-0B0-Y	$500.00
1	1	2	OHI Reports	166-31-3219-00-133-Y-23-0N7-Y	$1,000.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$7,140.00
				Budgeted Fund Source Amount	$7,140.00
				+/- Difference	$0.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	211-13-6399-00-133-Y-30-0F2-Y	$10,000.00
1	1	1	General Supplies	211-11-6399-00-133-Y-30-0F2-Y	$24,418.00
1	1	1	Education Software	211-11-6395-62-133-Y-30-0F2-Y	$35,000.00
1	1	1	General Supplies	211-23-6399-00-133-Y-30-0F2-Y	$2,000.00
1	1	16	Miscellaneous Operating Costs-AWARDS	211-11-6498-00-133-Y-30-0F2-Y	$6,000.00
3	2	2	Miscellaneous Operating Costs-Incentives	211-23-6498-00-133-Y-30-0F2-Y	$544.00
5	1	2	General Supplies	211-31-6399-00-133-Y-30-0F2-Y	$600.00
6	1	1	TRS	211-61-6149-00-133-Y-30-0F2-Y	$471.00
6	1	1	TRS	211-61-6149-00-133-Y-24-0F2-Y	$5.00
6	1	1	Travel (Parent liaison)	211-61-6411-00-133-Y-30-0F2-Y	$900.00
6	1	1	Device Distribution/Parent Liaison	211-61-6126-00-133-Y-24-0F2-Y	$240.00
6	1	1	TRS	211-61-6146-00-133-Y-24-0F2-Y	$21.00
6	1	1	Device Distribution	211-61-6126-00-133-Y-30-0F2-Y	$240.00
6	1	1	Medicare Wages	211-61-6141-00-133-Y-24-0F2-Y	$5.00
6	1	1	ACA	211-61-6148-00-133-Y30-0F2-Y	$4.00
6	1	4	General Supplies	211-61-6399-00-133-Y-30-0F2-Y	$900.00
6	1	4	Parent/ Community Recognitions	211-61-6498-00-133-Y-30-0F2-Y	$300.00
6	1	5	Miscel/ Operating cost/	211-61-6499-53-133-Y-30-0F2-Y	$900.00
7	1	2	Substitutes	211-11-6112-18-133-Y-30-AYP-Y	$14,108.00
8	1	1	Technology Devices	211-23-6398-62-133-Y-30-0F2-Y	$7,460.00
8	1	1	Device Distribution	211-61-6118-00-133-Y-30-0F2-Y	$1,200.00
8	1	1	TRS	211-61-6146-00-133-Y-30-0F2-Y	$2,792.00
8	1	1	Technology Devices	211-11-6398-62-133-Y-300F2-Y	$83,530.00
8	1	1	MEDICARE	211-61-6141-00-133-Y-30-0F2-Y	$20.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1	Medicare	211-11-6141-18-133-Y-30-AYP-Y	$205.00
9	2	2	Employee Travel	211-13-6411-23-133-Y-30-AYP-Y	$2,000.00
9	3	3	General Supplies - Nurse	211-33-6399-00-133-Y-30-0F2	$3,000.00
				Sub-Total	$196,863.00
				Budgeted Fund Source Amount	$196,863.00
				+/- Difference	$0.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies/Migrant	212-11-6399-00-133-Y-24-0F2-Y	$635.00
				Sub-Total	$635.00
				Budgeted Fund Source Amount	$635.00
				+/- Difference	$0.00

276 Targeted Improvement School Fund					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Educational Software	276-11-6395-62-133-Y-99-TIC-Y	$280.00
1	1	1	General Supplies	276-11-6399-00-133-Y-99-TIC-Y	$6,130.00
				Sub-Total	$6,410.00
				Budgeted Fund Source Amount	$6,410.00
				+/- Difference	$0.00
				Grand Total	$579,509.00

Addendums

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 1 — Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 87% to 92% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
88%	89%	90%	91%	92%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	87%	90%	89%
2021	88%	91%	90%
2022	89%	92%	91%
2023	90%	93%	92%
2024	91%	94%	93%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1 — Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 90% to 95% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	91%	93%	91%
2021	92%	94%	92%
2022	93%	95%	93%
2023	94%	96%	94%
2024	95%	97%	95%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 2 — Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 — Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 66% to 71% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	67%	66%	67%
2021	68%	67%	68%
2022	69%	68%	69%
2023	70%	69%	70%
2024	71%	70%	71%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade — Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 85% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	85%	86%	84%
2021	86%	87%	85%
2022	87%	88%	86%
2023	88%	89%	87%
2024	89%	90%	88%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade — Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 47% to 52% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
48%	49%	50%	51%	52%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade — Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 66% to 71% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	66%	67%	70%
2021	67%	68%	71%
2022	68%	69%	72%
2023	69%	70%	73%
2024	70%	71%	74%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	34%	35%	36%	15%
2021	35%	36%	37%	16%
2022	36%	37%	38%	17%
2023	37%	38%	39%	18%
2024	38%	39%	40%	19%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 29% to 34% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	28%	28%	32%
2021	29%	29%	33%
2022	30%	30%	34%
2023	31%	31%	35%
2024	32%	32%	36%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	51%	50%	49%
2021	52%	51%	50%
2022	53%	52%	51%
2023	54%	53%	52%
2024	55%	54%	53%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 36% to 41% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
37%	38%	39%	40%	41%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	38%	35%	37%	9%
2021	39%	36%	38%	10%
2022	40%	37%	39%	11%
2023	41%	38%	40%	12%
2024	42%	39%	41%	13%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 40% to 45% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	42%	43%	44%	45%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	42%	38%	40%	1%
2021	43%	39%	41%	2%
2022	44%	40%	42%	3%
2023	45%	41%	43%	4%
2024	46%	42%	44%	5%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **AIKEN EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 41% to 46% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	42%	39%	39%	1%
2021	43%	40%	40%	2%
2022	44%	41%	41%	3%
2023	45%	42%	42%	4%
2024	46%	43%	43%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 53% to 58% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
54%	55%	56%	57%	58%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	54%	52%	48%	8%
2021	55%	53%	49%	9%
2022	56%	54%	50%	10%
2023	57%	55%	51%	11%
2024	58%	56%	52%	12%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **YTURRIA EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 50% to 55% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
51%	52%	53%	54%	55%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	50%		49%	44%	46%
2021	51%	1%	50%	45%	47%
2022	52%	2%	51%	46%	48%
2023	53%	3%	52%	47%	49%
2024	54%	4%	53%	48%	50%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 59% to 64% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	60%		57%	60%	56%
2021	61%	1%	58%	61%	57%
2022	62%	2%	59%	62%	58%
2023	63%	3%	60%	63%	59%
2024	64%	4%	61%	64%	60%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 46% to 50% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
46%	47%	48%	49%	50%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	46%	67%	44%	41%	25%
2021	47%	68%	45%	42%	26%
2022	48%	69%	46%	43%	27%
2023	49%	70%	47%	44%	28%
2024	50%	71%	48%	45%	29%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 56% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	56%	56%	54%	53%	31%
2021	57%	57%	55%	54%	32%
2022	58%	58%	56%	55%	33%
2023	59%	59%	57%	56%	34%
2024	60%	60%	58%	57%	35%

Minimum size criteria set to 25 or more students.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **AIKEN EL**

Campus Number: **031901133**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in Science

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

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

		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)
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**69%**	-	69%	-	-	-	-	-	21%	-	70%	60%	67%	65%
	2018	77%	80%	**76%**	-	76%	-	-	-	-	-	20%	*	77%	67%	76%	70%
At Meets Grade Level or Above	2019	45%	46%	**41%**	-	41%	-	-	-	-	-	0%	-	43%	20%	38%	38%
	2018	43%	42%	**36%**	-	36%	-	-	-	-	-	7%	*	39%	11%	35%	35%
At Masters Grade Level	2019	27%	26%	**20%**	-	20%	-	-	-	-	-	0%	-	21%	10%	19%	18%
	2018	25%	22%	**14%**	-	14%	-	-	-	-	-	0%	*	15%	11%	14%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**79%**	-	79%	-	-	-	-	-	29%	-	79%	80%	78%	74%
	2018	78%	86%	**88%**	-	88%	-	-	-	-	-	60%	*	89%	78%	89%	86%
At Meets Grade Level or Above	2019	49%	56%	**53%**	-	53%	-	-	-	-	-	7%	-	53%	50%	51%	47%
	2018	47%	54%	**57%**	-	57%	-	-	-	-	-	7%	*	59%	44%	57%	58%
At Masters Grade Level	2019	25%	27%	**22%**	-	22%	-	-	-	-	-	0%	-	25%	0%	23%	17%
	2018	23%	27%	**26%**	-	26%	-	-	-	-	-	0%	*	29%	0%	27%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**74%**	-	74%	-	-	-	-	-	35%	-	74%	75%	74%	75%
	2018	73%	79%	**77%**	-	77%	-	-	-	-	-	24%	-	78%	73%	77%	74%
At Meets Grade Level or Above	2019	44%	51%	**40%**	-	40%	-	-	-	-	-	5%	-	41%	33%	40%	42%
	2018	46%	49%	**42%**	-	42%	-	-	-	-	-	6%	-	39%	60%	42%	37%
At Masters Grade Level	2019	22%	23%	**20%**	-	20%	-	-	-	-	-	0%	-	21%	17%	20%	18%
	2018	24%	23%	**23%**	-	23%	-	-	-	-	-	6%	-	24%	13%	23%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**74%**	-	74%	-	-	-	-	-	25%	-	71%	92%	74%	73%
	2018	78%	86%	**85%**	-	85%	-	-	-	-	-	41%	-	84%	87%	85%	81%
At Meets Grade Level or Above	2019	48%	53%	**48%**	-	48%	-	-	-	-	-	0%	-	47%	50%	48%	48%
	2018	49%	56%	**58%**	-	58%	-	-	-	-	-	12%	-	57%	60%	58%	53%
At Masters Grade Level	2019	28%	30%	**20%**	-	20%	-	-	-	-	-	0%	-	24%	0%	20%	20%
	2018	27%	30%	**29%**	-	29%	-	-	-	-	-	6%	-	29%	27%	29%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**66%**	-	66%	-	-	-	-	-	10%	-	67%	58%	66%	67%
	2018	63%	74%	**77%**	-	77%	-	-	-	-	-	6%	-	78%	67%	77%	77%
At Meets Grade Level or Above	2019	35%	44%	**30%**	-	30%	-	-	-	-	-	0%	-	32%	17%	30%	33%
	2018	39%	48%	**44%**	-	44%	-	-	-	-	-	0%	-	45%	40%	44%	40%
At Masters Grade Level	2019	11%	14%	**6%**	-	6%	-	-	-	-	-	0%	-	7%	0%	6%	7%
	2018	11%	14%	**9%**	-	9%	-	-	-	-	-	0%	-	10%	7%	9%	6%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**82%**	-	82%	-	-	-	-	-	44%	-	84%	67%	81%	78%
	2018	84%	90%	**81%**	*	81%	-	-	-	-	-	39%	*	82%	70%	80%	73%
At Meets Grade Level or Above	2019	54%	56%	**45%**	-	45%	-	-	-	-	-	11%	-	47%	33%	44%	41%
	2018	54%	59%	**53%**	*	52%	-	-	-	-	-	17%	*	53%	50%	52%	41%

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

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**22%**	-	22%	-	-	-	-	-	6%	-	22%	17%	20%	17%
	2018	26%	28%	**28%**	*	28%	-	-	-	-	-	0%	*	27%	40%	26%	22%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**94%**	-	94%	-	-	-	-	-	72%	-	95%	83%	93%	92%
	2018	91%	97%	**95%**	*	95%	-	-	-	-	-	84%	*	95%	100%	95%	95%
At Meets Grade Level or Above	2019	58%	70%	**60%**	-	60%	-	-	-	-	-	28%	-	59%	67%	58%	48%
	2018	58%	74%	**71%**	*	71%	-	-	-	-	-	37%	*	74%	50%	71%	57%
At Masters Grade Level	2019	36%	46%	**37%**	-	37%	-	-	-	-	-	17%	-	36%	42%	33%	25%
	2018	30%	43%	**40%**	*	40%	-	-	-	-	-	11%	*	42%	20%	40%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**84%**	-	84%	-	-	-	-	-	61%	-	84%	83%	83%	80%
	2018	76%	85%	**75%**	*	75%	-	-	-	-	-	32%	*	75%	70%	74%	69%
At Meets Grade Level or Above	2019	49%	60%	**53%**	-	53%	-	-	-	-	-	22%	-	54%	42%	50%	47%
	2018	41%	51%	**39%**	*	39%	-	-	-	-	-	0%	*	40%	30%	39%	34%
At Masters Grade Level	2019	24%	28%	**25%**	-	25%	-	-	-	-	-	6%	-	26%	17%	23%	20%
	2018	17%	20%	**11%**	*	11%	-	-	-	-	-	0%	*	10%	20%	10%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**78%**	-	78%	-	-	-	-	-	37%	-	78%	75%	77%	76%
	2018	77%	78%	**82%**	*	82%	-	-	-	-	-	39%	80%	82%	76%	82%	78%
At Meets Grade Level or Above	2019	50%	52%	**46%**	-	46%	-	-	-	-	-	9%	-	47%	39%	45%	43%
	2018	48%	49%	**50%**	*	50%	-	-	-	-	-	11%	60%	51%	45%	50%	44%
At Masters Grade Level	2019	24%	23%	**22%**	-	22%	-	-	-	-	-	4%	-	23%	13%	21%	18%
	2018	22%	21%	**23%**	*	23%	-	-	-	-	-	3%	20%	23%	17%	22%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**75%**	-	75%	-	-	-	-	-	35%	-	76%	68%	74%	73%
	2018	74%	74%	**78%**	*	78%	-	-	-	-	-	28%	*	79%	71%	78%	73%
At Meets Grade Level or Above	2019	48%	47%	**42%**	-	42%	-	-	-	-	-	6%	-	44%	29%	41%	40%
	2018	46%	44%	**44%**	*	44%	-	-	-	-	-	10%	*	44%	44%	44%	38%
At Masters Grade Level	2019	21%	18%	**21%**	-	21%	-	-	-	-	-	2%	-	21%	15%	20%	18%
	2018	19%	17%	**22%**	*	22%	-	-	-	-	-	2%	*	22%	21%	22%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**82%**	-	82%	-	-	-	-	-	42%	-	82%	85%	82%	80%
	2018	81%	85%	**90%**	*	89%	-	-	-	-	-	63%	*	90%	88%	90%	87%
At Meets Grade Level or Above	2019	52%	57%	**54%**	-	54%	-	-	-	-	-	12%	-	53%	56%	52%	48%
	2018	50%	55%	**63%**	*	62%	-	-	-	-	-	20%	*	64%	53%	62%	56%
At Masters Grade Level	2019	26%	31%	**26%**	-	26%	-	-	-	-	-	6%	-	28%	15%	26%	21%
	2018	24%	28%	**32%**	*	32%	-	-	-	-	-	6%	*	34%	18%	32%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**66%**	-	66%	-	-	-	-	-	10%	-	67%	58%	66%	67%
	2018	66%	71%	**77%**	-	77%	-	-	-	-	-	6%	-	78%	67%	77%	77%
At Meets Grade Level or Above	2019	38%	44%	**30%**	-	30%	-	-	-	-	-	0%	-	32%	17%	30%	33%
	2018	41%	45%	**44%**	-	44%	-	-	-	-	-	0%	-	45%	40%	44%	40%
At Masters Grade Level	2019	14%	15%	**6%**	-	6%	-	-	-	-	-	0%	-	7%	0%	6%	7%
	2018	13%	13%	**9%**	-	9%	-	-	-	-	-	0%	-	10%	7%	9%	6%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**84%**	-	84%	-	-	-	-	-	61%	-	84%	83%	83%	80%
	2018	80%	82%	**75%**	*	75%	-	-	-	-	-	32%	*	75%	70%	74%	69%
At Meets Grade Level or Above	2019	54%	55%	**53%**	-	53%	-	-	-	-	-	22%	-	54%	42%	50%	47%
	2018	51%	51%	**39%**	*	39%	-	-	-	-	-	0%	*	40%	30%	39%	34%
At Masters Grade Level	2019	25%	21%	**25%**	-	25%	-	-	-	-	-	6%	-	26%	17%	23%	20%
	2018	23%	19%	**11%**	*	11%	-	-	-	-	-	0%	*	10%	20%	10%	7%

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

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**60**	-	60	-	-	-	-	-	55	-	57	75	60	65
	2018	63	65	**73**	-	73	-	-	-	-	-	75	-	75	65	73	74
Grade 4 Mathematics	2019	65	64	**52**	-	52	-	-	-	-	-	58	-	52	54	52	58
	2018	65	66	**78**	-	78	-	-	-	-	-	75	-	79	75	78	76
Grade 5 ELA/Reading	2019	81	78	**71**	-	71	-	-	-	-	-	74	-	74	54	73	67
	2018	80	81	**86**	*	86	-	-	-	-	-	88	*	86	80	86	83
Grade 5 Mathematics	2019	83	88	**80**	-	80	-	-	-	-	-	91	-	78	92	78	72
	2018	81	87	**91**	*	91	-	-	-	-	-	94	*	90	100	91	89
All Grades Both Subjects	2019	69	69	**66**	-	66	-	-	-	-	-	68	-	65	69	66	65
	2018	69	71	**82**	*	82	-	-	-	-	-	83	*	83	79	82	80
All Grades ELA/Reading	2019	68	67	**66**	-	66	-	-	-	-	-	64	-	66	65	66	66
	2018	69	69	**80**	*	80	-	-	-	-	-	81	*	81	72	80	78
All Grades Mathematics	2019	70	71	**66**	-	66	-	-	-	-	-	73	-	65	73	65	65
	2018	70	72	**85**	*	85	-	-	-	-	-	85	*	85	85	85	82

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

		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%	**30%**	-	30%	-	-	-	-	-	21%	30%	28%
	2018	38%	44%	**48%**	-	48%	-	-	-	-	-	28%	48%	46%
Mathematics	2019	45%	57%	**36%**	-	36%	-	-	-	-	-	32%	36%	35%
	2018	47%	57%	**67%**	*	67%	-	-	-	-	-	48%	67%	62%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	**77%**	-	77%	-	-	-	-	-	33%	75%	70%
Students Requiring Accelerated Instruction	2019	22%	16%	**23%**	-	23%	-	-	-	-	-	67%	25%	30%
STAAR Cumulative Met Standard	2019	86%	91%	**82%**	-	82%	-	-	-	-	-	44%	81%	74%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	**87%**	-	87%	-	-	-	-	-	50%	87%	78%
Students Requiring Accelerated Instruction	2019	17%	8%	**13%**	-	13%	-	-	-	-	-	50%	13%	22%
STAAR Cumulative Met Standard	2019	90%	96%	**94%**	-	94%	-	-	-	-	-	72%	93%	90%

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

		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%	**78%**	73%	73%	-	-	-	6%	-	6%	-	70%	70%
	2018	77%	78%	**82%**	73%	73%	-	-	-	-	-	-	*	73%	73%
At Meets Grade Level or Above	2019	50%	52%	**46%**	36%	36%	-	-	-	0%	-	0%	-	35%	35%
	2018	48%	49%	**50%**	34%	34%	-	-	-	-	-	-	*	34%	35%
At Masters Grade Level	2019	24%	23%	**22%**	12%	12%	-	-	-	0%	-	0%	-	11%	11%
	2018	22%	21%	**23%**	10%	10%	-	-	-	-	-	-	*	10%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**75%**	69%	69%	-	-	-	14%	-	14%	-	66%	66%
	2018	74%	74%	**78%**	66%	66%	-	-	-	-	-	-	*	66%	66%
At Meets Grade Level or Above	2019	48%	47%	**42%**	31%	31%	-	-	-	0%	-	0%	-	29%	29%
	2018	46%	44%	**44%**	27%	27%	-	-	-	-	-	-	*	27%	28%
At Masters Grade Level	2019	21%	18%	**21%**	11%	11%	-	-	-	0%	-	0%	-	10%	10%
	2018	19%	17%	**22%**	9%	9%	-	-	-	-	-	-	*	9%	10%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**82%**	79%	79%	-	-	-	0%	-	0%	-	75%	75%
	2018	81%	85%	**90%**	84%	84%	-	-	-	-	-	-	*	84%	84%
At Meets Grade Level or Above	2019	52%	57%	**54%**	41%	41%	-	-	-	0%	-	0%	-	39%	39%
	2018	50%	55%	**63%**	46%	46%	-	-	-	-	-	-	*	46%	47%
At Masters Grade Level	2019	26%	31%	**26%**	15%	15%	-	-	-	0%	-	0%	-	14%	14%
	2018	24%	28%	**32%**	17%	17%	-	-	-	-	-	-	*	17%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**66%**	63%	63%	-	-	-	*	-	*	-	58%	58%
	2018	66%	71%	**77%**	75%	75%	-	-	-	-	-	-	-	75%	75%
At Meets Grade Level or Above	2019	38%	44%	**30%**	28%	28%	-	-	-	*	-	*	-	26%	26%
	2018	41%	45%	**44%**	30%	30%	-	-	-	-	-	-	-	30%	30%
At Masters Grade Level	2019	14%	15%	**6%**	5%	5%	-	-	-	*	-	*	-	5%	5%
	2018	13%	13%	**9%**	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**84%**	76%	76%	-	-	-	-	-	-	-	76%	76%
	2018	80%	82%	**75%**	59%	59%	-	-	-	-	-	-	*	59%	60%
At Meets Grade Level or Above	2019	54%	55%	**53%**	45%	45%	-	-	-	-	-	-	-	45%	45%
	2018	51%	51%	**39%**	20%	20%	-	-	-	-	-	-	*	20%	22%
At Masters Grade Level	2019	25%	21%	**25%**	14%	14%	-	-	-	-	-	-	-	14%	14%
	2018	23%	19%	**11%**	2%	2%	-	-	-	-	-	-	*	2%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**66%**	64%	64%	-	-	-	25%	-	25%	-	63%	63%
	2018	69%	71%	**82%**	79%	79%	-	-	-	-	-	-	*	79%	79%
All Grades ELA/Reading	2019	68%	67%	**66%**	66%	66%	-	-	-	*	-	*	-	64%	64%
	2018	69%	69%	**80%**	77%	77%	-	-	-	-	-	-	*	77%	77%
All Grades Mathematics	2019	70%	71%	**66%**	63%	63%	-	-	-	*	-	*	-	62%	62%
	2018	70%	72%	**85%**	81%	81%	-	-	-	-	-	-	*	81%	81%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**30%**	30%	30%	-	-	-	*	-	*	-	28%	28%
	2018	38%	44%	**48%**	46%	46%	-	-	-	-	-	-	-	46%	46%
Mathematics	2019	45%	57%	**36%**	39%	39%	-	-	-	*	-	*	-	35%	35%
	2018	47%	57%	**67%**	62%	62%	-	-	-	-	-	-	-	62%	62%

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

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

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**90%**	-	90%	-	-	-	-	-	86%	90%	88%
Not Included in Accountability													
Mobile	4%	2%	**8%**	-	8%	-	-	-	-	-	14%	8%	9%
Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	2%	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%	**99%**	*	99%	-	-	-	-	-	100%	99%	100%
Included in Accountability	94%	95%	**93%**	*	93%	-	-	-	-	-	94%	93%	92%
Not Included in Accountability													
Mobile	4%	3%	**5%**	*	5%	-	-	-	-	-	6%	5%	5%
Other Exclusions	1%	2%	**1%**	*	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	**1%**	*	1%	-	-	-	-	-	0%	1%	0%
Absent	1%	0%	**1%**	*	1%	-	-	-	-	-	0%	1%	0%
Other	0%	0%	**0%**	*	0%	-	-	-	-	-	0%	0%	0%

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

	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%	**96.4%**	*	96.4%	-	-	-	-	*	94.4%	96.4%	96.5%
2016-17	95.7%	95.8%	**96.5%**	*	96.5%	*	-	-	-	-	95.1%	96.5%	96.6%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

	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: AIKEN EL
Campus Number: 031901133

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

Total Students: 705
Grade Span: PK - 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: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

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

	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

	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

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

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

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

	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%	-	-	-	-	-	-	-	-	-	-	-

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

Student Information	Campus Count	Campus Percent	District	State
Total Students	705	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	109	15.5%	8.0%	4.4%
Kindergarten	96	13.6%	5.9%	6.9%
Grade 1	104	14.8%	6.8%	7.1%
Grade 2	100	14.2%	6.6%	7.2%
Grade 3	99	14.0%	6.5%	7.3%
Grade 4	95	13.5%	6.9%	7.6%
Grade 5	102	14.5%	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	704	99.9%	98.3%	52.6%
White	1	0.1%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	681	96.6%	88.5%	60.6%
Non-Educationally Disadvantaged	24	3.4%	11.5%	39.4%
Section 504 Students	65	9.2%	8.7%	6.5%
English Learners (EL)	410	58.2%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	33	4.7%	5.4%	3.6%
At-Risk	566	80.3%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	88			
By Type of Primary Disability				
Students with Intellectual Disabilities	38	43.2%	55.3%	42.4%
Students with Physical Disabilities	**	**	11.5%	21.9%
Students with Autism	*	*	12.2%	13.7%
Students with Behavioral Disabilities	29	33.0%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	78	14.0%	15.0%	15.4%

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

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	77	13.8%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	1	0.2%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	1.1%	1.8%	1.7%	11.1%	4.3%	6.2%
Grade 1	17.1%	10.7%	3.1%	12.5%	16.2%	5.5%
Grade 2	11.8%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	2.7%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.2%	1.6%	0.5%	0.0%	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	19.2	19.2	18.9
Grade 1	17.8	17.8	18.8
Grade 2	16.6	17.8	18.7
Grade 3	16.8	19.2	18.9
Grade 4	15.2	21.6	19.2
Grade 5	17.9	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: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	67.3	100.0%	100.0%	100.0%
Professional Staff:	52.3	77.7%	56.5%	64.1%
Teachers	44.1	65.5%	44.0%	49.8%
Professional Support	5.2	7.8%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	4.5%	2.9%	3.0%
Educational Aides:	15.0	22.3%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	2.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	64.3	95.5%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	42.1	95.5%	90.3%	27.7%
White	2.0	4.5%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.1	13.8%	32.0%	23.8%
Females	38.0	86.2%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	37.0	83.9%	79.4%	73.6%
Masters	7.1	16.1%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.3%	2.7%	7.0%
1-5 Years Experience	4.0	9.1%	14.3%	28.9%
6-10 Years Experience	4.0	9.1%	17.6%	19.0%
11-20 Years Experience	25.1	56.9%	39.3%	29.3%
Over 20 Years Experience	10.0	22.7%	26.0%	15.7%
Number of Students per Teacher	16.0	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	7.0	8.8	6.3
Average Years Experience of Principals with District	7.0	8.4	5.4
Average Years Experience of Assistant Principals	1.0	8.4	5.3
Average Years Experience of Assistant Principals with District	1.0	8.2	4.7
Average Years Experience of Teachers:	15.4	15.1	11.1
Average Years Experience of Teachers with District:	14.5	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$48,892	$49,007	$47,218
1-5 Years Experience	$47,123	$49,170	$50,408
6-10 Years Experience	$47,950	$50,423	$52,786
11-20 Years Experience	$52,939	$55,575	$56,041
Over 20 Years Experience	$61,418	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,790	$55,810	$54,122
Professional Support	$61,355	$67,073	$64,069
Campus Administration (School Leadership)	$91,528	$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: AIKEN EL
Campus Number: 031901133

Total Students: 705
Grade Span: PK - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	409	58.0%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	47	6.7%	12.0%	8.1%
Special Education	88	12.5%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	6.8%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	37.0	83.9%	78.8%	71.4%
Special Education	4.1	9.3%	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

Bullying
Cyberbullying
David's Law SB 179

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

GUIDANCE & COUNSELING DEPARTMENT

HB 1942 Effective 2012-2013
Bullying - Cyberbullying

Engaging in **WRITTEN** or **VERBAL** expression, expression through **ELECTRONIC MEANS, or PHYSICAL CONDUCT** that occurs on school property, at a school-sponsored or school-related activity, or in a vehicle operated by the District and that:

1.Has the effect or will have the effect of physically harming a student, causing a student to experience substantial negative mental health effects, 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;

David's Law SB 179
Effective: September 1, 2017

Amends the Education Code 37.0832 regarding bullying to include cyberbullying. Both are now classified as a criminal offense if:

- 2. "is sufficiently severe, persistent, **or** pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student"

This Law is for a **single significant act or a pattern of acts** by one or more students directed at another student.

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

HB 1942 Effective 2012-2013

Bullying - Cyberbullying

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.

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.

David Molak

David Molak, a Texas student who took his own life in 2016 at just 16 years old. His family says he was tortured by cyberbullies from Alamo Heights High School north of San Antonio, Texas

The Texas Senate voted 31-0 to approve SB 179, known as “David’s Law” that will crack down on online bullying in state schools. The Governor signed SB 179 on June 9, 2017

SB179 - HIGHLIGHTS

- Include cyberbullying policies in district policies
- Time mandates to notify parents of victim and alleged aggressor
- Gives school districts the ability to investigate bullying off campus
- Greater latitude to place students in a disciplinary alternative education program

David's Law will prevent and combat bullying in schools through several measures.

- Texas laws need to keep pace with evolving technology.
- Students like David Molak were being harassed and threatened on social media not in the gym locker room.
- ***David's Law will empower school administrators and law enforcement to go after and reprimand the bullies who prey on students, while focusing on rehabilitation.***

David's Law Summary – At-A-Glance

1)	What:	Bullying & Cyberbullying Law
2)	When:	Effective 9/1/17
3)	Where:	On and off school grounds
4)	Anonymous Reporting:	Must have a solution
5)	Parental Notification	Must be notified in 3 days
6)	Intimate Visual Material	No exemption
7)	Law Enforcement	Must have a process

STUDENT DISCIPLINE

- A student may be placed in a disciplinary alternative education program provided by Section 37.008, if the student engages in bullying that ***encourages a student to commit or attempt to commit suicide, incites violence against a student through group bullying, or releases or threatens to release intimate visual material without consent.***

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David's Law

Things You Need to Know about David's Law

- When: **Effective September 1, 2017**
- Where:

- **Bullying on a publicly or privately owned school bus or vehicle to or from school or a school-sponsored or school-related activity**
- **Bullying that occurs on or is delivered to school property**
- **Bullying delivered to a school-sponsored activity on or off school property**
- **Cyberbullying off of school property or outside of a school-sponsored or school-related activity if the act affects education/school**

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AN EARLY COLLEGE DISTRICT

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

All Valley Sports Honors BISD Athletes

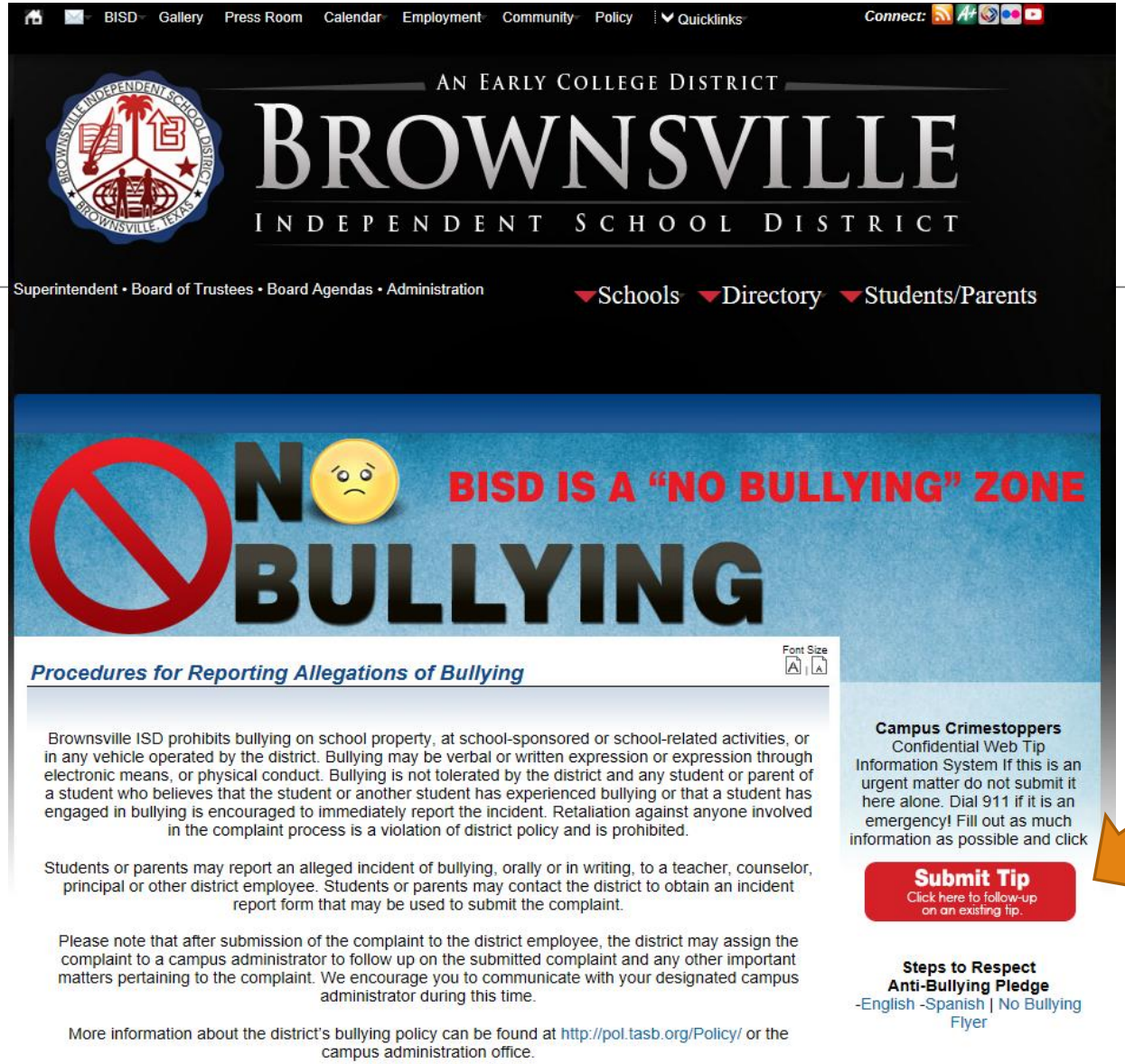
Several BISD teams, student athletes and coaches earned awards at the 2017 All-Valley Sports Awards Banquet held on Saturday, June 10 in Mission. Congratulations to: Jordan Rudd, Veterans Memorial, Girls Basketball Player of the Year; Aaron Villarreal, Veterans Memorial, Boys Basketball Player of the Year; Jose Echavarria, Lopez, Boys Soccer Player of the Year; Santiago Garcia, Hanna, Boys Golfer of the Year; Julie Lucio, Veterans Memorial, Girls Golfer of the Year; Maya Athena Imperial, Hanna, Girls Swimmer of the Year; Jordan Rudd, Veterans Memorial, Sub-6A Female Athlete of the Year; Mia Anzaldua, Veterans Memorial, Softball Player of the Year; Noe Guerrero, Hanna, Baseball Player of the Year; Veterans Memorial Basketball, Golf and Softball, Sub-6A Girls Teams of the Year; Lopez Soccer, Sub-6A Boys Teams of the Year; Amadeo Escandon, Lopez Soccer, Boys Coach of the Year; Rayner Cardenas, Veterans Memorial Softball, and Peter A. Rodriguez, Rivera Soccer, Girls Coaches of the Year; and Veterans Memorial, Sub-6A Program of the Year. The 2017 All-Valley Sports Awards Banquet was hosted by RGV Sports.com and AIM Media Texas in conjunction with the RGV Sports Hall of Fame. A total of 98 athletes, coaches and teams were vying for 32 awards. ***View the complete list of awards.***

New School Year Assignments

Superintendent Dr. Esperanza Zendejas has announced the following assignments for the 2017-2018 school year: Mary Solis, Principal, Porter ECHS; Hector Hernandez, Principal, Brownsville Academic Center (BAC); Dr. Juan Chavez, Jr., Assistant Principal, BAC; Obed Leal, Principal, Stell Middle School (Board Approved); Teresa de Saro, Principal, Brownsville Learning Academy (BLA) High School; Noe Garcia, Principal, BLA Middle School; Kathleen Jimenez, Principal, Garcia Middle School; Teresa Nunez, Principal, Besteiro Middle School; Norma Jean Canales, Principal, Rivera ECHS; Aimee Garza-Limon, Principal, Brownsville Early College High School (BECHS); Michelle Seney, Curriculum Department; Dawn Hall, Principal, Lincoln Park High School; Richard Torres, Principal, Champion Elementary School; and Dr. Norma Ibarra-Cantu, Professional Development. The Board of Trustees previously approved Blanca Lambarri, Principal, Hanna ECHS; Chester Arizmendi, Principal, Lucio Middle School; and Patricia Garza, Principal, Ortiz Elementary School; at the Special Called Board Meeting held on Tuesday, June 6, 2017. Skinner and Garza Elementary Schools are pending.

BISD Expands Pre-K 3 Program to Four Options

BISD is pleased to announce four exciting half-day and full-day options for the new expanded Pre-K 3 Year Old Program for the 2017-2018 school year. Enrollment is still available at several BISD elementary


BISD Gallery Press Room Calendar Employment Community Policy Quicklinks Connect:
AN EARLY COLLEGE DISTRICT
BROWNSVILLE
INDEPENDENT SCHOOL DISTRICT
Superintendent • Board of Trustees • Board Agendas • Administration
Schools Directory Students/Parents
NO BULLYING
BISD IS A "NO BULLYING" ZONE
Font Size
Procedures for Reporting Allegations of Bullying
Brownsville ISD prohibits bullying on school property, at school-sponsored or school-related activities, or in any vehicle operated by the district. Bullying may be verbal or written expression or expression through electronic means, or physical conduct. Bullying is not tolerated by the district and any student or parent of a student who believes that the student or another student has experienced bullying or that a student has engaged in bullying is encouraged to immediately report the incident. Retaliation against anyone involved in the complaint process is a violation of district policy and is prohibited.
Students or parents may report an alleged incident of bullying, orally or in writing, to a teacher, counselor, principal or other district employee. Students or parents may contact the district to obtain an incident report form that may be used to submit the complaint.
Please note that after submission of the complaint to the district employee, the district may assign the complaint to a campus administrator to follow up on the submitted complaint and any other important matters pertaining to the complaint. We encourage you to communicate with your designated campus administrator during this time.
More information about the district's bullying policy can be found at http://pol.tasb.org/Policy/ or the campus administration office.
Campus Crimestoppers
Confidential Web Tip Information System If this is an urgent matter do not submit it here alone. Dial 911 if it is an emergency! Fill out as much information as possible and click
Submit Tip
Click here to follow-up on an existing tip.
Steps to Respect
Anti-Bullying Pledge
-English -Spanish | No Bullying Flyer

Brownsville Independent School District

English | Spanish | French | Portuguese | Somali

Call 911 if this is an emergency or a crime in progress.

Description of Concern/Event

School

Type the Name of the School or City

Event Description: (Including... Who, What, When, Where and How Do You Know)

Concern/Event Types

Cyber Bullying

What time and date did the event occur to the best of your recollection?

Person Involved

Number Involved: 1

Vehicle

Number Involved: 1

File Upload

File Description

Upload Limit: 30MB File Types: Images, Videos, Audio, Documents

Browse...

Submit

Texas: Introducing David's Law

Things You Need to Know about David's Law

Parent Notification

Parents or guardians of alleged victim need to be notified on or before 3 business days after the incident is reported

Parent or guardian of the alleged bully must be notified within a reasonable amount of time after the incident

COUNSELOR'S ROLE

- David's Law provides that in addition to a school counselor's responsibilities, the counselor will serve as an **impartial, non-reporting resource** for interpersonal conflicts and discord involving two or more students, including accusations of bullying.
- This role will not exempt a school counselor from any mandatory reporting requirements imposed by other provisions of law.

COUNSELING OPTIONS

- Counselors may serve as ***impartial, non-reporting resource for interpersonal conflicts and discord involving two or more students, including accusations of bullying*** under subsection 37.0832.
- Available counseling options are to be made (according to district policy) for a student who is a victim of, or a witness to bullying, or who engages in bullying.

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Section 4. Subchapter A, chapter 37 education Code amended by adding section 37.0151 to read as follows:

(c) The Principal of a public or private primary or secondary school may designate a school employee, ***other than a school counselor,*** who is under the supervision of the Principal to make the report under this section.

SECTION 6. Section 33.00 of Education Code is amended to read as follows:

(b)(7), the ***school counselor shall serve as an impartial, non-reporting resource for interpersonal conflicts involving two or more students, including accusations of bullying or cyberbullying***

Under Section 37.0832

A school counselor may **not** act as reporting resource /investigator of alleged bullying infraction and mediator. Non-Compliance of SB 179

BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

1900 Price Road, Brownsville, Texas 78521

Mediation/Conflict Resolution Agreement

Campus Name_____

*** PARENT CONSENT IS REQUIRED PRIOR TO STUDENT MEDIATION. ***

Meeting Date: _____ Meeting Time: _____

Student/ID/grade: _____

Parent Name: _____ Contact Number _____ Consent ☐Yes ☐No

Student/ID/grade: _____

Parent Name: _____ Contact Number _____ Consent ☐Yes ☐No

Student/ID/grade: _____

Parent Name: _____ Contact Number _____ Consent ☐Yes ☐No

Student/ID/grade: _____

Parent Name: _____ Contact Number _____ Consent ☐Yes ☐No

_____ _____

Administrator Date Counselor Date

_____ _____

BISD Police Officer / Security Officer Date Campus Staff Date

We resolve to end **ALL** forms of conflict, Cyber, written, verbal and physical, with each other from this day forward. Any past disagreements or disputes are now settled, and we agree to avoid any further discussion related to our original differences. WE UNDERSTAND THAT ANY VIOLATION OF THIS AGREEMENT WILL RESULT IN FURTHER DISCIPLINARY ACTION BY SCHOOL AUTHORITIES, UP TO AND INCLUDING A POSSIBLE RECOMMENDATION FOR REMOVAL TO A DISCIPLINARY ALTERNATIVE SETTING (BAC/JJAEP).

_____ _____

Student Date Student Date

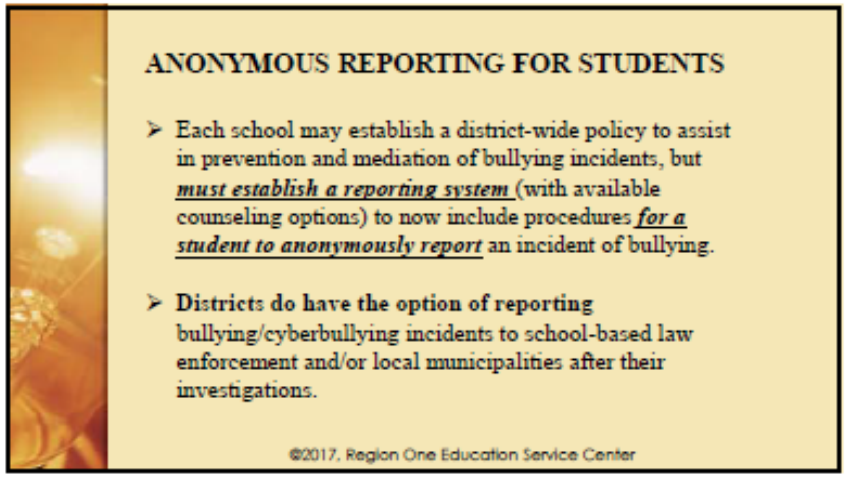
_____ _____

Student Date Student Date

BISD does not discriminate on basis of race, color, national origin, sex, religion, age or disability in employment or provision or services, programs or activities.

David's Law

Things You Need to Know about David's Law



Law Enforcement

A school may send a student to disciplinary alternative education program **(BAC)** if the student encourages a student to attempt or commit suicide, incites violence against a student through group bullying, releases or threatens to release intimate visual material.

- **Class A misdemeanor,** to electronically harass or cyberbully someone under age 18 through text messages, social media, websites or other means with the intent of causing them to commit suicide or harm themselves.
- **Class A misdemeanor** is punishable by a fine of not more than $4,000, confinement in a county jail for a term not to exceed one year, or both.

Civil Recourse:

Parents of a cyberbullying victim less than the age of 18 can be granted a temporary restraining order (TRO) or injunction against the cyberbully

Parents of cyberbully may request an court ordered injunction against the against the cyberbully and parents, to take action to stop their child from cyberbullying.