

Brownsville Independent School District

Paredes Elementary

2019-2020 Campus Improvement Plan



Mission Statement

The mission of Dr. Américo Paredes Elementary School is to be an effective school through excellence in education with visionary, progressive, and technological learning opportunities which will prepare each student to function as a responsible member of our multicultural society, to achieve personal fulfillment, and to reach his or her maximum potential. This will be created through a combined effort of personnel, students, and parents, in order to establish an effective line of communication, allowing interaction to take place to maintain a campus where a strong positive attitude will prevail.

Vision

Dr. Américo Paredes Elementary aims to provide, in partnership with the parents, a quality education so that all pupils are able to reach their full potential within a caring, secure environment.

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Comprehensive Needs Assessment

Revised/Approved: May 16, 2019

Needs Assessment Overview

The following is an overview of our STAAR Scores

All Subjects: All students

% at approachers GL: 89%

% at meets GL: 69%

% at masters GL 41%

Reading 3rd Grade - At Risk 84.7%, Economically Disadvantaged 86.6%, Hispanic 86.7%, White 86.7 %, Gifted and Talented 100%, LEP 69.2%, Special Education 31.3%.

Reading 4th Grade - At Risk 57.9% , Economically Disadvantaged 82.2%, Hispanic 83.3%, White 83.2%, Gifted and Talented 96.8%, LEP 44%, Special Education 36.8% .

Reading 5th Grade - At Risk 69.4%, Economically Disadvantaged 87.6%, Hispanic 88.9%, White 89%, Gifted and Talented 100%, LEP 75%, Special Education 35.7%.

Math 3rd Grade - At Risk 84.7%, Economically Disadvantaged 86.6% , Hispanic 86.7%, White 86.7%, Gifted and Talented 100%, LEP 73.1% , Special Education 31.3%.

Math 4th Grade - At Risk 72.4%, Economically Disadvantaged 88.2%, Hispanic 89.4%, White 89.3%, Gifted and Talented 96.8% , LEP 80.8%, Special Education 65%.

Math 5th Grade - At Risk 86.5%, Economically Disadvantaged 94.4%, Hispanic 95%, White 95%, Gifted and Talented 100%, LEP 100%, Special Education 66.7%.

Writing 4th Grade - At Risk 58.6%, Economically Disadvantaged 83.8%, Hispanic 84.8%, White 84.7%, Gifted and Talented 96.8%, LEP 50%, Special Education 35%.

Science 5th Grade - At Risk 74.3%, Economically Disadvantaged, Hispanic 89.8%, White 89.9%, Gifted and Talented 100%, LEP, Special Education 38.5%.

Demographics

Demographics Summary

Paredes Elementary serves a diverse population of students that participate in various academic programs. This includes several academic extended learning opportunities like robotics, coding and UIL academic competition. Our students also participate and excel in extra-curricular activities like chess and ballroom dancing. We pride ourselves in serving a multi-cultural and multi-national community of students. In order to better serve our community of students, we instituted the Community Care Partners program. This provides model members of our community the opportunity to interact with our students and provide insight on the importance acquiring a college education.

We take great pride in our academic programs. Here at Paredes, we take detailed steps to monitor our students' academic performance. It is important for us to support district initiatives. Paredes Elementary reviews demographic data on a daily basis with special focus placed on daily attendance and At-Risk student data. The attendance rate for the 2019-2020 year was 98% for all students. Paredes goal is to meet or surpass District Attendance Rate. The parent liaison and Data Entry Clerk work together to inform parents of attendance rules and encourage compliance. The success of our students is of utmost importance. We closely monitor and provide academic intervention to students who may need an individualized approach. The retention rate for the 2019-2020 school year was 2.7% for all students, which includes At-Risk students. In order to meet the needs of students at all academic levels, we scrutinize how funds are spent. The allocation of State Compensatory and Federal Funds are utilized to provide extra duty pay for additional tutorials and purchase additional instructional and technology resources for At-Risk students to ensure academic success. This year, we also used State Compensatory Funds to get closer to the 1:1 ratio of students to electronic devices.

Demographics Strengths

6 distinction stars earned - Academic achievement in ELA/Reading, Mathematics, Science

Top 25% student progress

Top 25% Percent Closing Performance Gaps

Post Secondary Readiness

Campus Rating - A

Extensive administrative support

Special Education at a low 9.74% campus ratio

AT Risk population monitored through RTI's on a 6 week basis

Demographic Needs

- In efforts to improve student STAAR scores in areas reading, math, writing and science, teachers will collaborate, plan and disaggregate data to improve student outcomes. RTI, special education and at-risk students need academic assistance through tutorial sessions and Saturday academies. We need students to be encouraged and challenged to read extensively and encouraged to participate in our Accelerated Reader program. Students placed on RTI's will be assisted through the use research based interventions and tutorial programs.
- Paredes Elementary has struggled with student attendance in the past, in order to decrease the number students absent frequently, home visits will be made more frequently and school wide attendance incentive programs will be held.
- Parental involvement could be vastly improved. Our efforts to increase parental communication and involvement include opportunities to meet with the teacher and parent liaison to review academic needs of students and options available for assistance.
- An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and experienced teachers need training on data and LMS programs that are available through our district. Continuous staff development needs to be provided regarding the implementation of technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).
- Our pre-school aged children need instruction in phonemic awareness, grapho-phonemic knowledge and penmanship.

Demographic Needs

1. Attendance

2. The campus is near capacity.

3. Increase parental involvement.

4. Professional development that targets our student needs.

5. Improvement of At Risk population STAAR scores.

6. Improvement of At Risk population attendance.

7. Instructional Technology Resources.

8. Literacy in our preschool grades.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. **Root Cause:** Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.

Problem Statement 2 (Prioritized): Paredes elementary struggles to identify dyslexic students at an early age. **Root Cause:** Our lower grade teachers are not able to distinguish the unexpectedness demonstrated by dyslexic students.

Problem Statement 3 (Prioritized): The demands of such a large campus leaves our teachers with limited opportunities to acquire PD in our target areas. **Root Cause:** Our involvement in extracurricular responsibilities leaves little time for teachers to acquire advanced skills through PD sessions.

Problem Statement 4 (Prioritized): Our At Risk population is consistently scores lower when compared to the averages of all students. **Root Cause:** Socioeconomic and cultural factors play an adverse factor in allowing our students to achieve the high levels of academic success that are the norm at this campus.

Problem Statement 5 (Prioritized): Our At Risk population is consistently has lower attendance rates when compared to the averages of all students. **Root Cause:** Socioeconomic and cultural factors play an adverse factor in attendance.

Problem Statement 6 (Prioritized): Our campus technology infrastructure and hardware is not up to the demands of an ever evolving technological environment. **Root Cause:** Technology moves at a fast pace. Devices and networks become obsolete sooner than ever before.

Problem Statement 7 (Prioritized): Our Kinder and 1st grade students need rigorous intervention in order to boost their literacy skills. **Root Cause:** Proper PD opportunities and prioritized best practices need to be implemented in the classroom in order to better serve our youngest students.

Student Academic Achievement

Student Academic Achievement Summary

Campus Administrators and teachers disaggregate student achievement data generated through our AWARE program. We play close attention to the previous year's state assessment and current year benchmark data. We monitor any discrepancies, and make educational action plans in order to maintain our high levels of academic performance. Administration analyzes trends in student achievement by evaluating testing data. We emphasize the performance of our special population groups. The campus meets in conjunction with teachers to disaggregate student data to identify the strengths and weaknesses of students. This provides us with the insight to make the appropriate decisions on academic resource purchases.

Student Academic Achievement Strengths

Student Academic Achievement Strengths

Fine Arts qualifiers in areas of Chess and ballroom dancing

Campus received honors at district UIL meet

Strong Achievement Scores- Math, Science, Reading

Met 6 Stars of distinctions

NCUST Award Recipient

The following data is the student achievement profile for ALL students at Paredes Elementary School.

Grade level	Subject	Campus
3rd Grade	Reading	96%
3rd Grade	Math	92%
4th Grade	Reading	90%
4th Grade	Math	94%
4th Grade	Writing	95%
5th Grade	Reading	95%
5th Grade	Math	98%

Grade level	Subject	Campus
5th Grade	Science	90%

Reading 3rd Grade - At Risk 93%, Economically Disadvantaged 95%, Hispanic 95%, White 100 %, Gifted and Talented 100%, LEP 95%, Special Education 71%.

Reading 4th Grade - At Risk 76% , Economically Disadvantaged 86%, Hispanic 91%, White 100%, Gifted and Talented 96.8%, LEP 77%, Special Education 50% .

Reading 5th Grade - At Risk 69.4%, Economically Disadvantaged 87.6%, Hispanic 95%, Gifted and Talented 100%, LEP 75%, Special Education 35.7%.

Math 3rd Grade - At Risk 87%, Economically Disadvantaged 91% , Hispanic 91%, White 100%, Gifted and Talented 100%, LEP 90% , Special Education 64%.

Math 4th Grade - At Risk 82%, Economically Disadvantaged 90%, Hispanic 94%, White 100%, Gifted and Talented 100% , LEP 80%, Special Education 56%.

Math 5th Grade - At Risk 86.5%, Economically Disadvantaged 94.4%, Hispanic 98%, Gifted and Talented 100%, LEP 100%, Special Education 66.7%.

Writing 4th Grade - At Risk 71%, Economically Disadvantaged 82%, Hispanic 88%, White 100%, Gifted and Talented 100%, LEP 73%, Special Education 44%.

Science 5th Grade - At Risk 71%, Economically Disadvantaged 87%, Hispanic 90%, Gifted and Talented 100%, LEP 74% , Special Education 53%.

Student Achievement Needs:

At-Risk, Special Education, English Language Learner, and Migrant subpopulation of students, continue to struggle in the areas of Reading and Mathematics. In order to raise scores across in all tested subjects, our teachers will need to be provided with professional development that addresses rigor and relevance. We are also in need of research based instructional material in the form of online readers for students to improve fluency and comprehension. The campus will perform vertical alignment for all core subjects so that skills are scaffolded from one grade level to the next. The campus TST and Dean of Instruction will provide professional development in the area of instructional technology. We need to increase

the use of current equipment, software (living with science, istation, TTM, Edusmart), and programs that the district utilizes so that teachers are able to provide instructional technology programs to our students. The Dean of Instruction will provide continuous staff development for academic and discipline RTIs so that our students receive the proper interventions. Incentive programs that will motivate our students to attend school and perform well academically will be instituted. The parental liaison will actively assist staff in the process of informing, visiting, and recruiting parents; and ensure that migrant and at-risk students are provided the services they require to ensure that they excel academically; students will need to be provided exposure to math and science STEM subjects through real world structured based learning. Extended day and tutorial enrichment instruction will be implemented during the afterschool program to ensure academic success of our students. Ballroom and choir will be implemented as extended day programs to open these extra curricular activities to more students.

Student Achievement Needs

- 1. Accelerated Instruction**
- 2. Supplemental Materials**
- 3. Instructional technology professional development**
- 4. Vertical Alignment**
- 5. Response to intervention profesional development**
- 6. Researched based instructional technology programs for students in 3rd -5th.**
- 7. Technology hardware and software.**

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1 (Prioritized): Our first grade students continue to struggle with phonemic awareness and writing as they progress to second grade. **Root Cause:** As a campus, we need to further align the use of linguistic support programs (language enrichment)to the fullest.

Problem Statement 2 (Prioritized): Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. **Root Cause:** Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.

Problem Statement 3 (Prioritized): Paredes elementary struggles to identify dyslexic students at an early age. **Root Cause:** Our lower grade teachers are not able to distinguish the unexpectedness demostrated by dyslexic students.

Problem Statement 4 (Prioritized): Our teachers need to become proficient in a digital world that evolves rapidly. **Root Cause:** The digital and virtual worlds have evolved

rapidly. Teachers have yet to make a move from a traditional educational setting to one that is more technologically advanced.

Problem Statement 5 (Prioritized): Our students need access to instructional technology programs in order to appeal to their need of digital based learning. **Root Cause:** We have become reliant on traditional educational settings due to their past efficiency.

Problem Statement 6 (Prioritized): Our students are in need of extended learning opportunities offered after school. **Root Cause:** At risk students benefit from a small group instructional setting that can only be offered through extended learning opportunities.

School Processes & Programs

School Processes & Programs Summary

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

Our campus administration, in conjunction with our teachers, is constantly disaggregating data from multiple sources. We use TPRI/Tejas Lee and CP-M to monitor our students' literacy skills. We observe this data at three different intervals throughout the year (BOY, MOY, EOY). District and campus data is in constant scrutiny so that all of our different student populations receive targeted instruction. The students will be monitored so that they are participating in the Accelerated Reader Program. Students receive incentives as points goals are reached.

Paredes Elementary analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much interference or distractions from classroom instruction.

The maintenance of all facilities is of utmost importance to Paredes Elementary. Our custodial staff is in constant monitoring of the upkeep of the campus infrastructure.

School Processes & Programs Strengths

School Processes & Programs Strengths

We at Paredes Elementary take pride in the following school processes strengths:

- Support from district specialist in core areas (science, math, ELA, social studies)
- Planning time allotted for grade level vertical alignment
- Access to various academic intervention and support resources
- Teachers' years of service
- Teachers' education
- Low teacher turnover rate
- SIOP Trained Teachers
- GT Core Trained Teachers
- Bilingual Certified Teachers

School Processes & Programs Needs:

To increase student achievement , it is necessary to continue providing quality vertical alignment sessions and to provide our teachers with much needed supplies and professional development outside of the district. This means providing teachers with professional development that focuses on strategies that increase the level of instruction. Teachers also need resources that are aligned to the STAAR test, so that students are familiar with test format.

Furthermore, teachers need to be provided with professional development in the area of differentiated instruction to meet the need of all the students. As a means to encourage our students to perform well in school in the core subject areas our students will need to be motivated to make appropriate choices.

Students level of inquiry will be increased through participation in Brainsville, UIL, Science Fair, and Destination Imagination. Supplemental instructional materials, catalog instructional materials, classroom libraries will be expanded, readily available reading material will increase, and consumable materials such as but not limited to: paper, ink, pencils, paper clips, stapler,pens, crayons, scissors, tape, etc., art materials, science materials, classroom instructional décor, visuals, manipulative, including STAAR instructional materials, organizational boxes, file folders,etc. will be provided to teachers to facilitate the increase of student achievement scores.

An area that Paredes Elementary needs to address is professional development to increase teacher quality. All new and experienced teachers need training on Learning management programs. Continuous staff development needs to be provided regarding the implementation of instructional technology with everyday lessons. In addition, teachers need to be provided with concrete examples of how to differentiate instruction to meet the needs of our special population students (ELL, bilingual, SpEd, At-Risk).

Our teacher population needs guidance in understanding of the the new Texas Teacher Appraisal System- T-TESS and SLO. In order to better guide our teachers, we are in need of quality professional development opportunities.

Our teachers also need professional development in the following areas:

- Implementation of Write for Success District Initiative- Writing journals PK-5th
- Increase opportunities for horizontal and vertical alignment meetings for teachers.
- Increase leadership role opportunities for teachers that have not served in such capacity.

Process and Strenghts Needs

1. Professional Development in the areas of literacy and instructional tecnology

2. Vertical Alignment

3. Horizontal Alignment

4. Professional development in the newly adopted ELAR/SLAR teks

5. Professional development in the newly adopted ELA curriculum

6. Our students need access to print based learning materials.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Paredes elementary struggles to identify dyslexic students at an early age. **Root Cause:** Our lower grade teachers are not able to distinguish the unexpectedness demonstrated by dyslexic students.

Problem Statement 2 (Prioritized): Our students with reading and numeracy difficulties are not being identified and intervened early. **Root Cause:** Our teachers need to partake in PD sessions that allows them to identify any specific learning disabilities and or print based difficulties.

Problem Statement 3 (Prioritized): Our teachers need professional development opportunities that target the new ELAR/SLAR expectations. **Root Cause:** Changes in the curriculum and basal programs have proven difficult to assimilate.

Problem Statement 4 (Prioritized): Our large campus is dependent on print based instructional materials. **Root Cause:** The age of our basal programs has forced us to supplement with different types of resources.

Problem Statement 5 (Prioritized): Our campus will continue to be kept clean and updated in order to maximize the safety and well being of our students. **Root Cause:** At almost 20 years of age, the campus is in need of constant maintenance.

Perceptions

Perceptions Summary

At Paredes Elementary, we put our most important stakeholders, students and parents, first. Administrators and teachers meet to discuss matters related to providing a positive school culture and climate. The SBDM representatives bring issues and concerns to the monthly meetings in order to find the best strategy to implement. Campus long range plans, policies, procedures, and safety issues are communicated to both parents and community members. This promotes and demonstrates our positive culture and climate. We strive to monitor our students' health and well being. Our Title I funded, full time school nurse is always available to provide medical treatment for students and staff.

Parents are strongly encouraged to get involved in volunteering opportunities that will assist their children's education. Educational and procedural concerns are reviewed and discussed through consistent dialogue. Both administrators and teachers create a plan to improve issues that affect school culture and climate. We strongly consider our parents as key stakeholders in our students' education. We value our parents' presence, and we include them in many parent activities throughout the year.

Perceptions Strengths

Perception Strenghts

We value our parents as key stakeholders in our students' education. We pride ourselves in providing them with the following oportunities to be a part of our school:

Charro Days mini festival

Award ceremonies

Meet the teacher nights

Christmas Programs

College Awareness Day

Family Night at restaurant fundraiser

Active Parental involvement center

Perception Needs:

Paredes Elementary has a need to expand parental involvement in order to include parents in various school sponsored activities. To achieve this, we will use school informational tools like the school marquee and parent monthly newsletters to list all school activities and upcoming events to keep personnel and parents informed . This will promote unity and collaboration among all school personnel and parents.

To promote a collaborative working environment we will promote teacher modeling, peer coaching, co-planning, grade-level meetings, and teacher observations. All of these initiatives will be planned, implemented and monitored through the school year for effectiveness. Teacher staff development opportunities need to be provided to ensure that teachers are prepared and successful in the classroom. It is important that opportunities for vertical alignment meetings are carried out throughout the school year to ensure teachers are planning consistently and collaboratively.

In efforts to promote self esteem among our students, a special certificate will be awarded every six weeks during honor ceremonies for students that have shown the most improvement academically (BUG). This will promote progress among students.

In order ensure quick communication with parents in safety scenarios IP phones will need to be purchased. IP phones will be purchased for the dyslexia lab to ensure success of the dyslexia population.

Our PK 3 yr old program is in need of a playground to promote different types of play that are vital for a child's cognitive, emotional, physical, and social development.

It is also important to maintain our facilities clean and safe for students, parents and staff. We are always in need of funding

for products that help maintain the facilities clean.

- 1. Schedule parent meeting at a more accessible time.**
- 2. Promote festivals and special afterschool event for parent to attend.**
- 3. Maintain the facility clean and safe for students and staff.**

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): Our parents perceive our approach to school safety guidelines as harsh and unnecessary. **Root Cause:** Parents often do to see the daunting task of ensuring the academic success, health and safety of close to 1000 students.

Problem Statement 2 (Prioritized): Student recognition needs to be budgeted and planned throughout the year. **Root Cause:** Our high achievement rates means that considerably high budgets need to be allocated for trophies and diplomas.

Priority Problem Statements

Problem Statement 1: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations.

Root Cause 1: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.

Problem Statement 1 Areas: Demographics - Student Academic Achievement

Problem Statement 2: Paredes elementary struggles to identify dyslexic students at an early age.

Root Cause 2: Our lower grade teachers are not able to distinguish the unexpectedness demonstrated by dyslexic students.

Problem Statement 2 Areas: Demographics - Student Academic Achievement - School Processes & Programs

Problem Statement 3: Our first grade students continue to struggle with phonemic awareness and writing as they progress to second grade.

Root Cause 3: As a campus, we need to further align the use of linguistic support programs (language enrichment) to the fullest.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: Our parents perceive our approach to school safety guidelines as harsh and unnecessary.

Root Cause 4: Parents often do to see the daunting task of ensuring the academic success, health and safety of close to 1000 students.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Our Kinder and 1st grade students need rigorous intervention in order to boost their literacy skills.

Root Cause 5: Proper PD opportunities and prioritized best practices need to be implemented in the classroom in order to better serve our youngest students.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Our campus technology infrastructure and hardware is not up to the demands of an ever evolving technological environment.

Root Cause 6: Technology moves at a fast pace. Devices and networks become obsolete sooner than ever before.

Problem Statement 6 Areas: Demographics

Problem Statement 7: Our At Risk population is consistently has lower attendance rates when compared to the averages of all students.

Root Cause 7: Socioeconomic and cultural factors play an adverse factor in attendance.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Our At Risk population is consistently scores lower when compared to the averages of all students.

Root Cause 8: Socioeconomic and cultural factors play an adverse factor in allowing our students to achieve the high levels of academic success that are the norm at this campus.

Problem Statement 8 Areas: Demographics

Problem Statement 9: The demands of such a large campus leaves our teachers with limited opportunities to acquire PD in our target areas.

Root Cause 9: Our involvement in extracurricular responsibilities leaves little time for teachers to acquire advanced skills through PD sessions.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Our students need access to instructional technology programs in order to appeal to their need of digital based learning.

Root Cause 10: We have become reliant on traditional educational settings due to their past efficiency.

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: Our teachers need to become proficient in a digital world that evolves rapidly.

Root Cause 11: The digital and virtual worlds have evolved rapidly. Teachers have yet to make a move from a traditional educational setting to one that is more technologically advanced.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Our students with reading and numeracy difficulties are not being identified and intervened early.

Root Cause 12: Our teachers need to partake in PD sessions that allows them to identify any specific learning disabilities and or print based difficulties.

Problem Statement 12 Areas: School Processes & Programs

Problem Statement 13: Our teachers need professional development opportunities that target the new ELAR/SLAR expectations.

Root Cause 13: Changes in the curriculum and basal programs have proven difficult to assimilate.

Problem Statement 13 Areas: School Processes & Programs

Problem Statement 14: Our large campus is dependent on print based instructional materials.

Root Cause 14: The age of our basal programs has forced us to supplement with different types of resources.

Problem Statement 14 Areas: School Processes & Programs

Problem Statement 15: Our students are in need of extended learning opportunities offered after school.

Root Cause 15: At risk students benefit from a small group instructional setting that can only be offered through extended learning opportunities.

Problem Statement 15 Areas: Student Academic Achievement

Problem Statement 16: Student recognition needs to be budgeted and planned throughout the year.

Root Cause 16: Our high achievement rates means that considerably high budgets need to be allocated for trophies and diplomas.

Problem Statement 16 Areas: Perceptions

Problem Statement 17: Our campus will continue to be kept clean and updated in order to maximize the safety and well being of our students.

Root Cause 17: At almost 20 years of age, the campus is in need of constant maintenance.

Problem Statement 17 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- 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
- State and federal planning requirements
- 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
- Student Progress Domain
- Closing the Gaps Domain
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Alternative Education Accountability (AEA) data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- 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, and gender 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- School safety data

Employee Data

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

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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals





Revised/Approved: November 6, 2019





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









Performance Objective 1: Paredes elementary performance for all students, all grades, all subjects will exceed 2019-2020 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.





Evaluation Data Sources: STAAR performance reports not available due to Covid-19.





Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/speaking and reading/writing proficiency) in all content areas through classroom observations with feedback, co-planning, modeling, workshops, compilation of student data reports, grade level meetings .</p> <p>Population: All teachers teaching core content and special education, dyslexia and other academic areas</p> <p>Timeline: July 2019 to June 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Classroom observation data and BISD Instructional Feedback reports, Workshop Session Evaluations, Benchmark Scores BOY/MOY/EOY data analysis, TLI Sustainability Activity Quarterly Reports</p> <p>Summative: District and State academic assessment instruments including: STAAR and EOC, TELPAS, CIRCLE-PM, AP scores, and TSI results +The campus will have a 5% point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance in Spring 2020.</p> <p>Monitor: Principal Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
<p>Strategy 2: Ensure that staff and faculty have received proper professional development to implement the PK-5 core language arts program for all students to improve reading proficiency in all areas of reading. CAVI Sheltered Instruction, LE training, Esperanza, Cross curricular alignment, and vertical alignment sessions. Lesson plans will reflect strategies i.e. Sheltered Instruction</p> <p>Pop: TI; MI; LEP; SE; AR; GT; DYS Students</p> <p>August, 2019 - May, 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative:</p> <p>PDS Session Evaluation</p> <p>lesson plans</p> <p>walk throughs</p> <p>Summative</p> <p>TPRI/NRT</p> <p>STAAR Test/TEJAS LEE/TELPAS</p> <p>Turn Around Trainings</p> <p>Grade Levels</p> <p>T-TESS SLO</p> <p>Monitor: Principal</p> <p>Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
Strategy 3: Special Education students will be placed in the least restrictive environment to provide them with a well rounded educational experience inclusion and teachers will have a review of CAP to increase students success. Pop: TI; MI; LEP; SE; AR; GT; DYS Students August, 2019- May, 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Brigance test results Report Card Grades Summative TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS Monitor: Principal Dean	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: All Kinder through Third grade students will be given the TPRI during the District Assigned window. This instrument will be used to analyze the five components of reading. Based on this information students will be grouped and specific instruction strategies/interventions will be provided. The goal is to increase student mastery. BOY MOY EOY data meeting held after testing to analyze data. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: The expected result is to improve at each assessment period compared to the previous year. Formative Progress Monitoring Grouping Mats Summative TPRI results Report cards Monitor: Principal Dean Bilingual Administrator	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 5 Details	Reviews			
<p>Strategy 5: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5 classrooms for math, reading, and behavior with additional training provided to campus Teachers on required documentation and interventions based on identified needs.</p> <p>Populations: All students and teachers for these students in core content areas.</p> <p>Timeline: July 2019 to June 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports</p> <p>Summative Impact: Improved STAAR scores, TPRI/TJL/CPM data, TELPAS, TMSFA, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p> <p>Monitor: School Principal Dean of instruction Teachers Dyslexia Teachers Diagnosticians</p> <p>Title I Schoolwide Elements: 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 6 Details	Reviews			
<p>Strategy 6: Analyze campus and district assessment data to determine specific instructional intervention needs that will drive planning for conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels.</p> <p>Populations: All sub-population students and teachers for these students in core content areas, Special Education and CTE</p> <p>Timeline: July 2019 to June 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: ormative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</p> <p>Summative: STAAR scores, EOC scores, TPRI/Tejas LEE, EOY, T-TESS data, PDS Transcripts, EOY CIRCLE-PM and OWL results +The campus will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p> <p>Monitor: School Principal Dean of instruction Teachers Dyslexia Teachers Diagnosticians</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 7 Details	Reviews			
Strategy 7: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 5th Grade Students Timeline: July 2019 to June 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results Monitor: School Principal Dean of Instruction Assistant Principals Title I Schoolwide Elements: 2.6	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 8 Details	Reviews			
Strategy 8: Campus teams will attend out of district professional development to (1) Acquire the latest, most up-to-date Reading, Writing Math, and Science information to include Assessment Conference (2) Acquire the latest phase-in of the new Math TEKS, (3) Acquire effective science strategies and critical reasoning in order for students to understand and apply scientific concepts to improve student performance on STAAR. Population: TI; MI; LEP; SE; AR; GT; DYS Timeline: August, 2019- June 2020 and Summer 2020 CCNA Reference: Dem: 4 SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Walkthroughs, ERO session evaluation, Workshop Agendas, Summative: STAAR Tests scores TPRI /TEJAS LEE Test scores Monitor: Administration, Classroom Teachers Problem Statements: Demographics 7 - Student Academic Achievement 4 Funding Sources: Travel - 211 Title I-A - 211-13-6411-23-137-Y-30-0F2 - \$6,000	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 9 Details	Reviews			
Strategy 9: In order to provide students with various reading experiences, the Paredes library will provide students with a collection of chapter books and/or AR books, and WEEKLY READERS Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: 5 SA: 2 SPP: Perc: Strategy's Expected Result/Impact: Formative: AR points report Summative TPRI/Standford 10 STAAR/Tejas Lee/Telpas Monitor: All administrators Title I Schoolwide Elements: 2.6 Problem Statements: School Processes & Programs 4 Funding Sources: Subscriptions/ Reading Materials - 162 State Compensatory - 162-11-6325-42-137-Y-99-000-Y - \$4,000, Subscriptions/Reading Material - 199 Local funds - 199-11-6325-42-137-Y-99-000-Y - \$3,300	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 10 Details	Reviews			
<p>Strategy 10: The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development and facilitate curricular information to teachers as needed to improve instruction and ensure academic success.</p> <p>Population: All teachers Timeline: August 2019-June 2020 CCNA Reference: Dem: 4 SA: SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Lesson Plans, Classroom observations, student progress reports, benchmark scores, ERO Session Evaluation Report, ERO Session Attendance Report</p> <p>Summative: STAAR Attendance Rate Retention Rate</p> <p>Monitor: Principal, Dean of Instruction</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: 1 FTE - 162 State Compensatory - 162-13-6119-31-137-Y-30-000-Y - \$56,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 11 Details	Reviews			
Strategy 11: Utilize media center to print instructional materials for students. i.e. released tests, campus benchmarks Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: SA: 2 SPP: Perc: Strategy's Expected Result/Impact: Formative benchmark Assessments report card grades Summative State Assessment score increase TPRI/TEJAS LEE results Increase STAAR Scores Monitor: Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers Problem Statements: School Processes & Programs 4 Funding Sources: Media Services - 199 Local funds - 199-11-6399-16-137-Y-11-000-Y - \$1,689	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 12 Details	Reviews			
Strategy 12: Campus aides will assist students with core academic activities in order to improve student performance throughout the Extended Day Enrichment Program. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: 5 SA: 1 SPP: Perc: Strategy's Expected Result/Impact: Formative Walk-Throughs, Benchmarks Report Cards Summative TPRI/Tejas Lee State Assessment Test Results Monitor: Principal Asst Principal Dean Teachers Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Student Academic Achievement 6 Funding Sources: Extended Day - 211 Title I-A - 211-11-6118-00-137-Y-24-ASP-Y - \$44,000	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 13 Details	Reviews			
<p>Strategy 13: All students will receive an integrated, challenging, standards-based, inquiry-centered Reading curriculum will be implemented to ensure that all students increase their conceptual knowledge at their appropriate grade level. Supplemental and instructional materials, capital outlay, resources and supplies will be purchased to support teachers implementation of instruction. Purchase consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction so that students will master the academic standards. Teachers will use reading, writing, math, and science materials so that students can master and demonstrate improvement on STAAR Standards, TEKS, and Readiness / Supporting Standards. Population: TI; MI; LEP; SE; AR; GT; DYS; BI Timeline: September, 2019- May, 2020 CCNA Reference: Dem: 5 SA: 1 SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Classroom observations Sumative: TPRI/Standford 10 STAAR/Tejas Lee/Telpa Monitor: Principal Dean of Instruction Asst. Principals Title I Schoolwide Elements: 2.5 Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-137-Y-30-000-Y - \$15,000, General Supplies - 199 Local funds - 199-11-6399-00-137-Y-11-000-Y - \$14,700, General Supplies - 163 State Bilingual - 163-11-6399-00-137-Y-25-000-Y, General Supplies - Mini Grant - 211 Title I-A - 211-11-6399-00-137-Y-30-0F2-Y - \$2,796, General Technology Supplies - 162 State Compensatory - 162-11-6399-00-137-Y-30-337-Y - \$8,392</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 14 Details	Reviews			
Strategy 14: In order to ensure everyday instruction is facilitated in timely manner, maintenance for xerox machines will be handed by a contractual company. Timeline: Aug 2019- May 2020 Population: Staff CCNA Reference: Dem: SA: 2 SPP: Perc: Strategy's Expected Result/Impact: Formative: PDS session Evaluation Student progress reports Student report card BOY/MOY results Summative: STAAR test results TPRI/TEJAS LEE EOY resul Monitor: Administration parent Liaison Problem Statements: Demographics 6 Funding Sources: Xerox - 211 Title I-A - 211-11-6249-62-137-Y-30-0F2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population.</p> <p>Population: AR 3-5th Timeline: September 2019-May 2020 CCNA Reference: Dem: 5 SA: 1 SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans Benchmark tests teacher observation student progress reports</p> <p>Summative: STAAR Scores Retention Rate</p> <p>Monitor: Principal Dean of Instruction Assistant Principals</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Student Academic Achievement 6</p> <p>Funding Sources: Extra Duty Pay - 211 Title I-A - 211-11-6118-00-137-Y-ASP-Y - \$53,250, Extra Duty Pay - 199 Local funds - 199-11-6118-00-137-Y-11-000-Y - \$3,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 16 Details	Reviews			
Strategy 16: All special education teachers and regular education teachers will review CAP to ensure that the students receive the proper services in order to assure students academic success. Incentives will be given periodically to students based on their compliance with their individual BIP/IEP. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: 5 SA: 2 SPP: Perc: Strategy's Expected Result/Impact: Formative: Special Education teacher walk throughs Report Card Grades Coordination Co-planning information Summative Report Card Grades TPRI/Standford 10 STAAR Test/Tejas Lee/TELPAS Monitor: Principal Dean of Instruction Funding Sources: General Supplies - 166 State Special Ed. - 166-11-6399-62-137-Y-23-000 - \$2,695	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 17 Details	Reviews			
Strategy 17: All teachers will have available instructional resources at their disposal. The availability of instructional supplies will be ensured through sufficient funding. Timeline: Aug 2019- May 2020 CCNA Reference: Demo: SA: 2 SPP: Perc: Monitor: Principal Dean of instruction Secretary Problem Statements: School Processes & Programs 4 Funding Sources: Copy Paper - 211 Title I-A - 211-11-6396-00-137-Y-0F2-Y, Copy Paper - 199 Local funds - 199-11-6396-00-137-Y-11-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 18 Details	Reviews			
<p>Strategy 18: The campus will implement tutorials, extended day activities and remediation strategies in core area subjects for bilingual, low performing students in order to improve student achievement by the state assessment dates. This will assist in reducing the gap in STAAR scores between At Risk students and our general population. Population: AR,Bil 3-5th grades Timeline: September 2019-May 2020 CCNA Reference: Dem: 5 SA: 1 SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Tutorial Schedule Attendance report Tutorial Lesson Plans Benchmark tests teacher observation student progress reports</p> <p>Summative: STAAR Scores Retention Rate TELPAS TPRI/Tejas Lee</p> <p>Monitor: Principal Dean of instruction</p> <p>Problem Statements: Demographics 1 - Student Academic Achievement 2</p> <p>Funding Sources: Tutorials/General Supllies - 263 Title III-A Bilingual - 263-11-6399-00-137-Y-25-000-Y , Extra Duty pay - 211 Title I-A - \$37,000, Extra Duty Pay - 211 Title I-A - \$10,000</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 19 Details	Reviews			
Strategy 19: Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: SA: 2 SPP: Perc: Strategy's Expected Result/Impact: Formative Report Card Summative TPRI/Standford 10 STAAR Test/Tejas Lee STAAR results Monitor: Principal Counselors Problem Statements: Perceptions 2 Funding Sources: Awards - 211 Title I-A - 211-11-6498-00-137-Y-30-0F2-Y - \$4,000	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 1: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. Root Cause: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.
Problem Statement 3: The demands of such a large campus leaves our teachers with limited opportunities to acquire PD in our target areas. Root Cause: Our involvement in extracurricular responsibilities leaves little time for teachers to acquire advanced skills through PD sessions.
Problem Statement 6: Our campus technology infrastructure and hardware is not up to the demands of an ever evolving technological environment. Root Cause: Technology moves at a fast pace. Devices and networks become obsolete sooner than ever before.
Problem Statement 7: Our Kinder and 1st grade students need rigorous intervention in order to boost their literacy skills. Root Cause: Proper PD opportunities and prioritized best practices need to be implemented in the classroom in order to better serve our youngest students.
Student Academic Achievement
Problem Statement 2: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. Root Cause: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.





Student Academic Achievement
Problem Statement 4: Our teachers need to become proficient in a digital world that evolves rapidly. Root Cause: The digital and virtual worlds have evolved rapidly. Teachers have yet to make a move from a traditional educational setting to one that is more technologically advanced.
Problem Statement 6: Our students are in need of extended learning opportunities offered after school. Root Cause: At risk students benefit from a small group instructional setting that can only be offered through extended learning opportunities.
School Processes & Programs
Problem Statement 4: Our large campus is dependent on print based instructional materials. Root Cause: The age of our basal programs has forced us to supplement with different types of resources.
Perceptions
Problem Statement 2: Student recognition needs to be budgeted and planned throughout the year. Root Cause: Our high achievement rates means that considerably high budgets need to be allocated for trophies and diplomas.





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





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





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









Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Attend professional development that supports math frameworks m so that teachers will have all updates of curriculum and be able to implement the activities successfully. In addition, teachers will attend professional development for STAAR specifications, format, and item analysis, in order for the students to be successful on the state assessments. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: 4 SA: SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Benchmark tests, mid/end points, district benchmarks.</p> <p>Summative: TPRI/TEJAS LEE STAAR</p> <p>Monitor: Principal Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
Strategy 2: All identified At Risk students in need of reading, math, science, and writing improvement will be enrolled in tutorials. Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: 5 SA: 1 SPP: Perc: Strategy's Expected Result/Impact: Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores Monitor: Principal Dean of Instruction Problem Statements: Demographics 4 - Student Academic Achievement 6 Funding Sources: Tutorial teacher Pay - 162 State Compensatory - 162-11-6118-00-137-Y-30-000-Y - \$50,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Provide district-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood. Language Enrichment (Niehaus) HEB Read3 Learning A-Z Hatch Balanced Literacy Model TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Tango Software Population: All student groups Timeline: September 2019 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments Monitor: Principal Dean of Instruction Assistant Principals Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: BISD will provide locally funded Pre-kindergarten Full Day OR half-day sessions for ALL students for whom no other criteria applies. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: September 2019 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data Monitor: Principal Dean of Instruction Title I Schoolwide Elements: 2.5	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non-migrant students. *Three and four year old migrant students not attending school will be invited to participate in home-based migrant program, A Bright Beginning. Population: 3-4 year old Migrant Students Timeline: August 2019 - June 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: 6 weeks enrollment reports Summative Impact: +Increase enrollment in the 3-year-old program Monitor: Campus Principal Dean of Instruction District Migrant Coordinator	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Title I-A personnel and student support services, supplies/ equipment for campuses and department will be funded. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2019 - June 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
Strategy 7: Support Early Childhood Education in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2019 - June 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data Monitor: Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details	Reviews			
Strategy 8: All identified At Risk students in need of reading, math, science, and writing improvement will be enrolled in tutorials. Pop: TI; MI; LEP; SE; AR; GT; DYS October 2019 CCNA Reference: Dem: 5 SA: 1 SPP: Perc: Strategy's Expected Result/Impact: Formative District Lesson Plans Weekly Assessment Tests Walkthroughs Benchmark Results Report Cards Summative State Assessment Test Scores Monitor: Principal Dean of Instruction Problem Statements: Demographics 4 - Student Academic Achievement 6 Funding Sources: Extra Duty Pay - 163 State Bilingual - 163-11-6118-00-137-Y-25-000-Y	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 9 Details	Reviews			
Strategy 9: Students in Pre-kinder through first grades will have access to field trips to various locations to maximize educational potential i.e. awards banquets, museums, etc.	Formative			Summative
	Nov	Feb	Apr	June

Pop: TI; MI; LEP; SE; AR; GT; DYS Students

December 2019

CCNA Reference:

Dem:

SA: 1

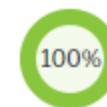
SPP:

Perc:

Strategy's Expected Result/Impact: Formative: ERO session Evaluation student progress reports student report card BOY MOY results Summative: STAAR test results TPRI EOY results

Monitor: Administration

Funding Sources: Transportation - 211 Title I-A - 211-11-6412-00-137-Y-30-0F2 - \$3,000, Transportation - 199 Local funds - 199-11-6494-00-137-Y-11-000-Y - \$5,000



No Progress



Accomplished



Continue/Modify



Discontinue

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: Our At Risk population is consistently scores lower when compared to the averages of all students. **Root Cause:** Socioeconomic and cultural factors play an adverse factor in allowing our students to achieve the high levels of academic success that are the norm at this campus.

Student Academic Achievement





Problem Statement 6: Our students are in need of extended learning opportunities offered after school. **Root Cause:** At risk students benefit from a small group instructional setting that can only be offered through extended learning opportunities.





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





Performance Objective 3: 50% of migrant students will show 5% improvement for All STAAR Assessments; the annual number of migrant students receiving supplemental Reading and Math services will increase 5%.





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





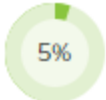



Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
Strategy 1: Migrant students will receive the opportunity to attend after school tutorial session in order to bridge any gaps created by high mobility. The teachers will monitor their progress and plan accordingly in order to differentiate the instruction to meet the needs of migrant students. Population: Migrant Students Timeline: October 2019 CCNA Reference: Dem: SA: SPP: Perc: Comprehensive Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 2 Details	Reviews			
<p>Strategy 2: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a PFS Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months.</p> <p>Population: All Migrant Students Timeline: August 2019-June 2020 CCNA Reference: Dem: SA: SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased</p> <p>Monitor: Principal Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st and 2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Student scoring in the Tier II will be enrolled in tutorial classes and an RTI will be implemented.</p> <p>Population: PFS/Migrant students Timeline: August 2019 - June 2020 CCNA Reference: Dem: SA: SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Pre-Assesment TPRI RTI Committee Post Assesment</p> <p>Summative: 6 weeks progress reports STAAR</p> <p>Monitor: Campus Administrator RTI Committee Counselors</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: The academic progress of 1st grade migrant Students will be monitored to ensure successful grade level completion and ultimately secure promotion to 2nd grade. Population: PFS/Migrant students Parent Liaison counselor Timeline: August 2019 - June 2020 CCNA Reference: Demo: SA: 1 SPP: Perc: Strategy's Expected Result/Impact: Formative- Eligibility lists and attendance sheets Summative - Participant surveys teacher surveys End of year (summer) program documentation Monitor: Dean of Instruction Campus Teachers Problem Statements: Demographics 1 - Student Academic Achievement 2 Funding Sources: - 162 State Compensatory - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Migrant students 3rd through 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school Population: PFS/Migrant students Parent Liaison Timeline: August 2019 - June 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: STAAR Remediation Enrollment Lists NGS STAAR Report Benchmark Results Summative: Current State Assessment Test Results Monitor: Special Program Administrator	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 6 Details	Reviews			
Strategy 6: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: PFS/Migrant Timeline: December 2019 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: tutorial attendance Summative: increased STAAR scores report card grades, attendance Monitor: Administrators Dean of Instruction Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details	Reviews			
<p>Strategy 7: Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAARS assessment.</p> <p>Population: PFS/Migrant Students</p> <p>Timeline: March 21, 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative:</p> <p>report card grades</p> <p>benchmark scores</p> <p>Summative:</p> <p>increased STAAR scores</p> <p>increase TPRI scores</p> <p>Monitor: Administrators</p> <p>Dean of Instruction</p> <p>Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details		Reviews			
Strategy 8: Award Ceremonies will be held at the end of each six week period to honor those students that achieved A, AB or made the most academic improvement. All students will be given the opportunity to participate including migrant, At Risk and Special Education students Pop: TI; MI; LEP; SE; AR; GT; DYS August, 2019- May, 2020 CCNA Reference: Dem: SA: 2 SPP: Perc: Strategy's Expected Result/Impact: Formative Report Card Summative TPRI/Standford 10 STAARTest/Tejas Lee StAAR results Monitor: Principal Counselors Problem Statements: Perceptions 2 Funding Sources: Trophies and medals - 211 Title I-A - 211-11-6498-00-137-Y-30-0F2-Y, Supplies - 199 Local funds - 199-11-6498-137-Y11-000-Y - \$2,000		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 3 Problem Statements:





Demographics
Problem Statement 1: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. Root Cause: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.
Student Academic Achievement
Problem Statement 2: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. Root Cause: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.
Perceptions
Problem Statement 2: Student recognition needs to be budgeted and planned throughout the year. Root Cause: Our high achievement rates means that considerably high budgets need to be allocated for trophies and diplomas.









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









Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts by 5% over 2019-2020 participation.









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

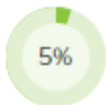







Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Teachers will be provided with training and materials to promote participation in Robotics training at the campus, district, and regional level. Population: Grades 1-5 teachers and students Timeline: August-December 2019 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports Summative Impact: +Increased participation of students in robotics, +Increase number of students electing STEM classes in middle school. Monitor: Dean of Instruction Campus TST Curriculum Specialist	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Student's problem solving skills, originality and creativity will be encouraged through their participation in district programs. Teachers, sponsors and coaches will be provided with professional development and materials to promote participation in Brainsville Inventions, Chess, Destination Imagination, Poet's Convention, Stock Market Games, UIL Academics, Night of DI, and a Commercial for DI.</p> <p>Population: Grades K-12 teachers and students (especially G/T identified students)</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers, PDS attendance and evaluation reports</p> <p>Summative Impacts: +Brainsville Inventions (3rd-5th) 10% increase in student participation at the district level. +Chess (K-5th) 10% increase in student participation at the district, regional, state and national levels. +Destination Imagination (K-5th) 10% increase in student participation at the regional, state and Global levels. +UIL Academics (3th-5th) 10% increase in student participation at the district level.</p> <p>Monitor: Dean of Instruction</p>	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Paredes Elementary teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities.</p> <p>Population: Grades 3-5 teachers</p> <p>Timeline: August 2019 - May 2020</p> <p>CCNA Reference:</p> <p>Dem:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results: Training agendas and flyers PDS attendance and evaluation reports</p> <p>Summative Impact: Maintain campus participation in Brownsville Kids Voting at the district level.</p> <p>Monitor: Dean of instruction Campus Lead Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Paredes elementary will increase the participation by 10% annual District Spelling Bee. Population: All 3-5th grade students Timeline: November 2019 - February 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: Spelling Bee results for district. Summative Impact: +10% participation in Spelling Bee +Increased level of competition success beyond district level. Monitor: Dean of Instruction Lead Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: Paredes Elementary students will participate in in-school opportunities and after school clubs to learn coding for fourth to fifth grade students. The focus of this initiative will be on the lasting benefits of building the following skill sets: Logical Thinking, Problem Solving, Persistence, Collaboration, and Communication. Funds will be allocated for para-professional instructional support staff overtime pay. Population: all grade 4-5 students Timeline: August 2019 - April 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: 1. Club rosters 2. Payroll forms 3. Classroom projects 4. Student competitions 5. Test scores Summative Impact: +EOY data for student competition participation and performance Monitor: Campus Coding Teacher TST Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
Strategy 6: Paredes Elementary students Participating in arts activities 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, educational field trips and public performances. Population: all students K-5 Timeline: August 2019 - June 2020 CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program enrollment increases Monitor: Dean of Instruction Campus Art Teacher	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: Paredes Elementary students will continue to be encouraged to participate in BISD ballroom dancing program. This is in efforts to promote team work, motivation and creativity throughout the student population. Population: 4-5 grade students Timeline: August 2019-May 2020. CCNA Reference: Dem: SA: SPP: Perc: Strategy's Expected Result/Impact: Formative: Performance ratings, attendance, audience/student reaction Summative: EOY performance recognition Student program. Monitor: Campus Fine Arts supervisors Campus Ballroom Dancing teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 8 Details		Reviews			
Strategy 8: 8) 5th grade Paredes students will be introduced to yoga classes in an effort to promote physical and mental health. Population : 5th grade students. Timeline: April 2020 CCNA Reference: Dem: SA: 1 SPP: Perc: Strategy's Expected Result/Impact: Formative: Attendance and student perception. Summative: Student and teacher surveys. Monitor: Counselors Administration Problem Statements: Perceptions 2 Funding Sources: Yoga Lessons - 211 Title I-A - 289-31-62-91-00-137-Y-24T4C-Y - \$500		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 4 Problem Statements:





Perceptions
Problem Statement 2: Student recognition needs to be budgeted and planned throughout the year. Root Cause: Our high achievement rates means that considerably high budgets need to be allocated for trophies and diplomas.









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









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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Paredes Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All department and campus facilities Timeline: July 2019 - June 2020 Need: Board approved goal priority Strategy's Expected Result/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 Monitor: District Administration Campus Administration Facilities and maintenance staff	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of . Population: All department and campus facilities Timeline: July 2019 - June 2020 Need: Board approved goal priority CCNA Reference: Dem: SA: SPP: Perc: 3 Strategy's Expected Result/Impact: Survey results from campuses and departments will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data Monitor: Campus Administration Lead Custodian Problem Statements: School Processes & Programs 5 Funding Sources: General Supplies - 211 Title I-A - 211-11-6399-00-137-Y-30-0F2-Y - \$16,000	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Paredes elementary will allocate the necessary funding to maintain our facilities clean and safe. Population: all students and staff Timeline: August 2019 to June 2020 CCNA Reference: Dem: SA: SPP: Perc: 3 Strategy's Expected Result/Impact: Formative results: beautification/garden event showcases and perception campuses and office areas are clean and green Summative impact: +improved campus survey data about facilities Monitor: Campus Administration Head Custodian Secretary Problem Statements: School Processes & Programs 5 Funding Sources: Custodial Supplies - 199 Local funds - 199-51-6315-00-137-Y-99-000-Y - \$18,000	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details		Reviews			
Strategy 4: In order to maintain a safe, secure campus for all students the custodial staff, along with all campus staff, faculty and students, will keep the school as clean and sanitary as possible. Time Line: Weekly inspections. CCNA Reference: Dem: SA: SPP: Perc: 3 Strategy's Expected Result/Impact: Formative: Cleaning schedule Summative: Audit by District Monitor: Administration Custodial Staff Problem Statements: School Processes & Programs 5 Funding Sources: Supplies - 199 Local funds - 199-51-6315-00-137-Y-99-000-Y		Formative			Summative
		Nov	Feb	Apr	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Problem Statements:









School Processes & Programs
Problem Statement 5: Our campus will continue to be kept clean and updated in order to maximize the safety and well being of our students. Root Cause: At almost 20 years of age, the campus in in need of constant maintenance.

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

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

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

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Paredes Elementary will ensure the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Timeline: July 2019- June 2020 CCNA Page Strategy's Expected Result/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports Monitor: District Administration, Campus Administration, DEIC/SBDM Committees	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: The campus will support its SBDM committees in creating and participating in employee incentives and recognitions to improve employee and district and campus morale and climate. Population: all BISD faculty and staff Timeline: August 2019 to June 2020 CCNA Page Strategy's Expected Result/Impact: Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates Monitor: School Administration SBDM members	Formative			Summative
	Nov	Feb	Apr	June
	 75%	 80%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				













Goal 4: Paredes Elementary 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: Paredes elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Paredes Elementary will participate in the District's efforts promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Population: BISD Stakeholders Timeline: July 2019 - June 2020 Need: Decreasing enrollment/ Board approved goal priority CCNA: Perceptions: 16 Strategy's Expected Result/Impact: Weekly news articles will indicate a new campus each week. Formative: schedule of weekly articles Summative: listing of all campuses that were presented in weekly articles Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Paredes Elementary will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Population: BISD Stakeholders Timeline: August 2019 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: 16 Strategy's Expected Result/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 Monitor: Campus PIO contact Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				









Strategy 3 Details	Reviews			
Strategy 3: Paredes Elementary will update websites at least monthly including showcasing student and community activities. Population: BISD Stakeholders Timeline: July 2019- June 2020 CCNA Page Reference: Demo: 7 SA: SPP: Perc: 16 Strategy's Expected Result/Impact: Paredes Elementary website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of websites indicating are current Summative: report at end of year for monthly checklist results Monitor: Dean of Instruction TST	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Paredes Elementary will increase parent and community awareness of attendance initiatives through the school's weekly and monthly newsletter and calendars. Timeline: August 2019 - May 2020. CCNA Page Reference: Demo: 1,7 SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: List of the school's students who are receiving recognition for perfect attendance. Summative impact: Increased daily attendance rate. Monitor: Campus Administrators TST	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









Goal 5: Paredes Elementary administration and staff will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)









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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Paredes will provide all new teachers with training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Population: all teachers Timeline: August 2019 to March 2020 CCNA Page Strategy's Expected Result/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Paredes Elementary will provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: All Students Timeline: August 2019 to June 2020 CCNA Page Reference: Strategy's Expected Result/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Impact: +Review360 and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Positive behavior interventions and supports (PBIS) and the behavioral RtI tiering will be implemented with greater fidelity to improve the behavior of students with close monitoring of the ISS/OSS placements for special populations. Population: all students Timeline: August 2019 to May 2020 Strategy's Expected Result/Impact: Formative Results: ISS/OSS placements of special education and other targeted student groups will decrease by 5% at the district level Summative Impact: PBMAS (now on DVM Discipline indicators for 2020) discipline indicator performance levels and staging will decrease. Monitor: Campus Administrators Lead Teachers	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Dating Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 to June 2020 Strategy's Expected Result/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year Monitor: Police Department Counselors	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: The school nurse will be allocated funds in order to purchase medical supplies that are needed for the well being of the student population. Population: Students PK-5 Timeline: Aug 2019 CCNA Reference: Dem: SA: SPP: Perc: 3 Strategy's Expected Result/Impact: Formative: Nurse Log Summative: E-schools nurse reports Monitor: Administrators Nurse Nurse Assistant Problem Statements: Perceptions 1 Funding Sources: 199-33-6399-00-137-Y-99-000-Y - 199 Local funds - 199-33-6399-00-137-Y-99-000-Y - \$1,000	Formative			Summative
	Nov	Feb	Apr	June
	 100%	 100%	 100%	 100%
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Problem Statements:









Perceptions
Problem Statement 1: Our parents perceive our approach to school safety guidelines as harsh and unnecessary. Root Cause: Parents often do to see the daunting task of ensuring the academic success, health and safety of close to 1000 students.













Goal 5: Paredes Elementary administration and staff will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Ensure the implementation and annual review of a comprehensive campus Emergency Operations plan. Population: All Students Timeline: September 2019 Strategy's Expected Result/Impact: Formative Results: Safety Meeting Sign-In Sheets, Summative Impact: +100% completed District and Campus Emergency Operations Plans cleared in June 2019 Monitor: Campus Administration	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 2 Details	Reviews			
Strategy 2: Campus Administration, Security Staff, Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Truancy, Emergency Operations Plan (EOP)-Safety Procedures Population: All Students and parents/guardians Timeline: August 2019 Strategy's Expected Result/Impact: Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year Monitor: Administrators, Counselors	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
Strategy 3: Paredes will conduct Active Shooter or other hazardous lock down drills at least twice per semester. Population: all students Timeline: August 2019 to June 2020 Strategy's Expected Result/Impact: Formative Results: Practice drill reports Summative Impact: 100% of campuses have conducted at least two practice drills. Monitor: Campus Safety Coordinator	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Paredes elementary will have a designated representative at the districts' TOT' for teaching campus faculty and staff appropriate procedures for all hazards (including active shooter procedures).Population: Campus faculty and staff Timeline: August 2019 to June 2020 Strategy's Expected Result/Impact: Formative results: PDS train the trainer session agendas, sign-in documentation, session evaluations Summative impact: PDS documentation of turn around of training at campuses within one month of TOT Monitor: Campus Administration Campus Safety Coordinator/committee	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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





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





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





Summative Evaluation: Met Objective





Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes Elementary will continue to allocate Federal Programs, Migrant Department and State Compensatory funds for Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs. Monies will be allocated for mileage for home visits. Population: Parent & Family Engagement, Migrant and State Compensatory Staff Timeline: August 2019 -June 2020 CCNA PReference: Demo: 3 SA: SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative results: Parent Trainer Documentation including Campus Visitation Reports, Weekly Reports, Contact Logs, Monthly Calendar, Peer Review Audits</p> <p>Summative Impact: Training Session Evaluations average scores Parent Participation Rates will increase by 10% Increase 3% participation in PAC Mtgs.</p> <p>Monitor: Campus Administrators Parent Liaisons</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 1 - Student Academic Achievement 2</p> <p>Funding Sources: Parent Center Supplies - 211 Title I-A - 211-61-6399-00-137-Y-30-0F2-Y - \$900, Mileage - 211 Title I-A - 211-61-6411-00-137-Y-30-0F2-Y - \$900, Operating Costs - 211 Title I-A - 211-61-6499-53-137-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
Strategy 2: Conduct the following annual Title I-A required activities: *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. *Conduct Title I-A Meetings to inform parents of the services provided through Title I funds *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program Population: Parents Timeline: August 2019-June 2020 CCNA Page Reference: Demo: SA: SPP: Perc: 1,2 Strategy's Expected Result/Impact: Formative results: Completed Parental Involvement Policies, Campuses S-P-S Compacts Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas Summative Impact: 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact Training Session Evaluations Monitor: Campus Administrators Parent Liaisons Title I Schoolwide Elements: 3.1	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 3 Details	Reviews			
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: *Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Population: Parents Timeline: August 2019-June 2020 CCNA Page Reference: Demo: SA: SPP: Perc: 16 Strategy's Expected Result/Impact: Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, CIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, 100% DPAC, LPAC and SBDM Meeting minutes reflecting input from parents and community members. Monitor: Campus Administrators Parent liaisons Title I Schoolwide Elements: 3.1, 3.2	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Provide ample Parent Education opportunities through parent conferences, and parent training sessions through the Parent Center to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas:</p> <ul style="list-style-type: none"> -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) <p>College Readiness</p> <ul style="list-style-type: none"> -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. <p>Population: Parents Timeline: August 2019-June 2020 CCNA Page Reference: Demo: SA: SPP: Perc: 16</p> <p>Strategy's Expected Result/Impact: Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p> <p>Monitor: Dean of Instruction Parent liaison Parent Center Volunteers RTI Coordinator</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
<p>Strategy 5: The Parent and Family Engagement, Migrant staff and parents will have the opportunity attend local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based instructional strategies to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>Population: Parent and Family Engagement and Migrant funded Staff and Parents</p> <p>Timeline: August 2019-June 2020</p> <p>CCNA Page Reference:</p> <p>Demo:</p> <p>SA:</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative: Conference/Training agendas, Conference Certificate of Participation Documented Cross training of staff not attending events to ensure program training completion</p> <p>Summative: +Improved student grades +Increased Parent Attendance +Increased Student Attendance Rates Improved student performance on district and state assessments</p> <p>Monitor: Dean of Instruction Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
<p>Strategy 6: Paredes Elementary will implement C.A.R.E. program. The school will make these volunteers available for instructional purposes in the classrooms.</p> <p>Time Line: August 2019 - May 2020. CCNA Page Reference: Demo: SA: SPP: Perc: 1,2</p> <p>Strategy's Expected Result/Impact: Formative:</p> <ul style="list-style-type: none"> - C.A.R.E. parents visit logs - Students' report cards - Teacher Surveys <p>Summative</p> <ul style="list-style-type: none"> -Improved Students' grades - Increase community involvement - Improved student permanence on state assessment. <p>Monitor: Principal Counselors Parent Liaison</p> <p>Problem Statements: Perceptions 2</p> <p>Funding Sources: Misc. operating expenses - 211 Title I-A - 211-61-6499-53-137-Y-30-0F2-Y</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details		Reviews			
Strategy 7: Paredes Elementary will implement a parental volunteer program. Parent volunteers will help with the implementation of educational activities and support teachers and staff with clerical aid. Timeline: August 2019 CCNA Page Reference: Demo: SA: SPP: Perc: 1,2 Strategy's Expected Result/Impact: Formative: - Parent volunteers visit logs - Teacher surveys Summative: - Improved parent - teacher involvement - Improved school culture Monitor: Parent Liaison Administration Problem Statements: Perceptions 2 Funding Sources: Office supplies - 211 Title I-A - 211-61-6399-00-137-Y-30-0F2-Y		Formative			Summative
		Nov	Feb	Apr	June
					

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

Performance Objective 1 Problem Statements:





Demographics
Problem Statement 1: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. Root Cause: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.
Student Academic Achievement
Problem Statement 2: Our at risk, migrant, bilingual and special education populations are not improving at the same rate as other student populations. Root Cause: Our teachers need to be able to differentiate the delivery of instruction and provide individual support to our at risk populations to ensure adequate progress.
Perceptions
Problem Statement 2: Student recognition needs to be budgeted and planned throughout the year. Root Cause: Our high achievement rates means that considerably high budgets need to be allocated for trophies and diplomas.









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









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













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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Population: All teachers teaching core content and special education, dyslexia, pre-AP/AP, CTE, and other academic areas</p> <p>Timeline: July 2019 to May 2020</p> <p>CCNA Page Reference:</p> <p>Demo: 7</p> <p>SA: 11</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results: BISD Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: Paredes will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR/EOC exams.</p> <p>Monitor: Administrators Lead Teachers</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Timeline: July 2019 to June 2020 CCNA Page Reference: Demo: 7 SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: District monitoring instrument, Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR and EOC student scores, improved AP, TSI, and other college readiness assessment scores by 5 percentage points. Monitor: Campus Administration Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Provide 3rd-5th teachers with training for selected resources to adequately implement the district K-8 Science, Technology, Engineering, and Mathematics initiative and Middle School STEM program. Population: Pilot STEAM Teachers for elementary and MS STEM Teachers Timeline: July 2019 to June 2020 CCNA Page Reference: Demo: 7 SA: 3, 7 SPP: Perc: Strategy's Expected Result/Impact: Formative: PDS session evaluations, benchmark scores, program applications counts Summative: STAAR scores, high school STEM endorsements data +90% of BISD instructional feedback form walkthroughs will indicate implementation of developed project-based learning experiences. +The campus will have a 2 percentage point increase in the middle school STEM program student enrollment, a Monitor: Campus Administration Grade level lead teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 4 Details	Reviews			
Strategy 4: Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Population: All grade level teachers Timeline: July 2019 to June 2020 CCNA Page Reference: Demo: SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative: RtI plans and progress monitoring reports, Sign-in sheets, Workshop agenda, PDS session roster and evaluations, TLI routines documented in Instructional Feedback Form data Summative: STAAR scores, TPRI/Tejas Lee, CIRLCE-PM scores, TELPAS, TMSFA +A 5 percentage point increase in the number of students meeting the passing standards on state assessments. Monitor: Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 5 Details	Reviews			
Strategy 5: PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Timeline: August 2019 to June 2020 CCNA Page Reference: Demo: SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities. Monitor: Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 6 Details	Reviews			
Strategy 6: Fine arts teachers will be provided professional development training annually. Population: all K-5 students and teachers Timeline: August 2019 - June 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions Monitor: Dean of Instruction Fine Arts Teacher	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 7 Details	Reviews			
Strategy 7: Professional development opportunities will be provided to campus and district 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. Professional development opportunities include: -Identification of at-risk students via state and local criteria, -Graduation Rate, Completion Rate, and Graduation Cohorts, -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Population: Elementary, Middle and High School At-risk Students Timeline: August 2019- June 2020 (As needed) CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: increased STAAR/EOC and At-risk Retention Monitor: Principal Dean of Instruction	Formative			Summative
	Nov	Feb	Apr	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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









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





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





Summative Evaluation: Met Objective





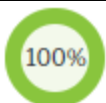







Strategy 1 Details	Reviews			
<p>Strategy 1: Paredes will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Office 365, Learning Management Systems such as Zulu Desk and hardware for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, a Bring Your Own Device Initiative will be maintained throughout the district.</p> <p>Population: All Students Timeline: August 2019- June 2020 CCNA Reference: Demo: 7 SA: 7 SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +Test scores 2. +End of Year grades 3. +Electronic portfolios 4. +StarChart Surveys 5. +Benchmarks <p>Monitor: Principal Dean of Instruction</p> <p>Problem Statements: Student Academic Achievement 5</p> <p>Funding Sources: Software - 211 Title I-A - 211-11-6299-62-137-Y-30-OF2-Y - \$1,400</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Administration and teaching staff will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all administrators and teachers on the integration of technology in the classroom.</p> <p>Population: Administrators and teachers</p> <p>Timeline: June 2019 to May 2020</p> <p>Need: District policy</p> <p>CCNA Page Reference:</p> <p>Demo: 7</p> <p>SA: 7</p> <p>SPP:</p> <p>Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results:</p> <ol style="list-style-type: none"> 1. Professional Development System evaluations 2. Administrative walkthroughs 3. Certificates of completion of training <p>Summative Impact:</p> <ol style="list-style-type: none"> 1. +T-TESS evaluations 2. +Application Management Reports 3. +StarChart Surveys 4. +Campus Technology Training records from PDS <p>Monitor: Principal Dean of Instruction</p> <p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: Travel - Mini Grant - 211 Title I-A - 211-23-6411-23-137-Y-30-0F2--Y - \$5,975, Travel - 211 Title I-A - 211-23-6411-23-137-Y-30-0F2--Y - \$2,045</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 3 Details	Reviews			
Strategy 3: Parades Elementary will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Timeline: August 2019 - May 2020 CCNA Page Reference: Demo: SA: SPP: 13 Perc: Strategy's Expected Result/Impact: Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report Monitor: Dean TST	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 4 Details	Reviews			
Strategy 4: Fifth grade students will be provided with electronic tablets that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. Population: all BISD 5th grade students Timeline: August 2019 to June 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: 1. Classroom Projects 2. Completed homework assignments 3. Increased six weeks grades 4. Increased benchmark test scores Summative Impact: +Improved State assessment(s) scores Monitor: Dean TST	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 5 Details	Reviews			
Strategy 5: Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs Interactive tablets Interactive whiteboards Document cameras Population: all students grades PK-5 Timeline: July 2019 through June 2020 CCNA Page Reference: Demo: 7 SA: 3,6 SPP: 13 Perc: Strategy's Expected Result/Impact: ormative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, TELPAS, and TMSFA +Paredes will have a 5 percentage point increase in the number of students meeting the 2020 state assessment passing standards Monitor: Dean TST	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 6 Details	Reviews			
Strategy 6: Paredes staff will be provided with professional training on campus computer software programs and integration of technology with curriculum in order to incorporate instructional technology and learning management systems that include Class Dojo, Google Classroom and others. CNA Population: Teachers Timeline: August 2019-December 2020 CCNA Reference: Demo: 7 SA: 3, 6 SPP: Perc: Strategy's Expected Result/Impact: Formative: Agendas Sign in Sheets Summative: TTESS Documentation TTESS WAIVER Software usage report Monitor: Dean of instruction Problem Statements: Student Academic Achievement 4 Funding Sources: Software - 162 State Compensatory - 162-11-6395-62-137-Y-30-TEC-Y - \$2,500	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 7 Details		Reviews			
Strategy 7: Students in Prekinder through fifth grade will use technology to develop reading and math skills. Technology will include Elmo, SmartBoards, Bluetooth tablets, televisions, Ipads, Computers-desktop and laptops, document cameras, printers, ink, media carts, speakers, compact mixer, laminators, scanners, and mounted projectors. Population: PK-5th Timeline: Aug 2019- May 2020 CCNA Page Reference: Demo: 7 SA: 7 SPP: Perc: Strategy's Expected Result/Impact: Formative: Benchmarks, weekly tests, technology progress reports Summative: TPRI BOY MOY EOY results STAAR Scores 6 week Report Cards Monitor: Dean of Instruction Problem Statements: Student Academic Achievement 5 Funding Sources: Supplies/Electronics - 211 Title I-A - 211-11-6398-62-137-Y-30-0F2-Y - \$49,939, Desktop/Tablet Computers - 162 State Compensatory - 162-11-6398-62-137-Y-30-337-Y - \$122,382		Formative			Summative
		Nov	Feb	Apr	June
					
Strategy 8 Details		Reviews			
Strategy 8: Paredes Elementary will provide Ipads to teachers used to aid staff in planning, developing and evaluating the process of providing learning experiences for students. Monitor: Dean of Instruction		Formative			Summative
		Nov	Feb	Apr	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Problem Statements:





Student Academic Achievement
Problem Statement 4: Our teachers need to become proficient in a digital world that evolves rapidly. Root Cause: The digital and virtual worlds have evolved rapidly. Teachers have yet to make a move from a traditional educational setting to one that is more technologically advanced.
Problem Statement 5: Our students need access to instructional technology programs in order to appeal to their need of digital based learning. Root Cause: We have become reliant on traditional educational settings due to their past efficiency.









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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed. The Parent Liaison will make home visits to ensure attendance is prioritized. Population: all BISD students PK to 5th grade Timeline: September 2019 to May 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: Monitor: Parent Liaison Data Entry Clerk PEIMSAdministrator	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 2 Details	Reviews			
Strategy 2: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences. Population: all Student with absenteeism Timeline: 2019 Fall Semester and 2020 Spring Semester CCNA Page Reference: Demo: 7 SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Impact: +PEIMS attendance data shows increase Monitor: Campus Administration Counselors Parent Liaison	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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









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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year at least twice a week. *Regular/extended tutorial programs will assist to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, Middle and High School at-risk Students Timeline: September 2019- June 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc:</p> <p>Strategy's Expected Result/Impact: Formative Results: eSchoolPLUS generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, SchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: Increased STAAR performance compared to prior year, especially for at-risk and special population served students. Monitor: Principal Dean of Instruction Title I Schoolwide Elements: 2.5 - Comprehensive Support Strategy</p>	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Deans of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate. Population: Elementary At-risk Students Timeline: July 2019- June 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Increased STAAR, At-risk Retention, Graduation, and Completion Rates Monitor: Campus Administration Dean of Instruction Comprehensive Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
				
Strategy 3 Details	Reviews			
Strategy 3: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate. Population: At-risk Students; Dyslexic Students Timeline: August 2019- June 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: 1 Perc: Strategy's Expected Result/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Impact: +CIRCLE-PM (EOY) compared to BOY and MOY, + decreased Retention Rate compared to prior year Monitor: Campus Administration Dean of Instruction Title I Schoolwide Elements: 2.4 - Comprehensive Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
				





Strategy 4 Details	Reviews			
Strategy 4: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: all grades At-risk Students Timeline: August 2019 - June 2020 CCNA Page Reference: Demo: 7 SA: 11 SPP: Perc: Strategy's Expected Result/Impact: Formative Results: eSchoolPLUS Master Schedule, Computer Lab Schedule, Software Usage Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Improved STAAR/EOC, TELPAS and other state assessments, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, and Completion Rate Monitor: Principal Dean of Instruction Comprehensive Support Strategy	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: To promote physically and emotionally healthy students, Paredes elementary will utilize the -PAPA (Parenting and Paternity Awareness) curriculum -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. Population: All students Timeline: July 2019 to June 2020 CCNA Page Reference: Demo: 7 SA: SPP: Perc: Strategy's Expected Result/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation Monitor: Principal Dean Lead Teachers	Formative			Summative
	Nov	Feb	Apr	June
				

Strategy 2 Details	Reviews			
Strategy 2: Assistance in the planning and execution of the overall health program at the District and campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: District Health Services and Campus Nurses (licensed medical professional RN and LVN). Timeline: August 2019 - June 2020 CCNA Page Reference: Demo: 7 SA: SPP: Perc: 16 Strategy's Expected Result/Impact: Formative Results: Monthly reports Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades. Monitor: Nurse	Formative			Summative
	Nov	Feb	Apr	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Paredes Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6112-18-137-Y-30-000	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,840.00
162-11-6118-00-137-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,140.00
162-11-6118-18-137-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$54,652.00
6100 Subtotal:		\$66,632.00
6200 Professional and Contracted Services		
162-11-6299-62-137-Y30-000-Y	6299 Miscellaneous Contracted Services	\$3,000.00
6200 Subtotal:		\$3,000.00
6300 Supplies and Services		
162-11-6396-00-137-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$8,358.00
162-11-6398-00-137-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$8,000.00
162-11-6398-62-137-Y-30-337-Y	6398 Computer Supplies/Software - Locally Defined	\$122,382.00
162-11-6399-00-137-Y-30-000-Y	6399 General Supplies	\$1,220.00
162-11-6399-00-137-Y-30-337-Y	6399 General Supplies	\$8,392.00
6300 Subtotal:		\$148,352.00

Personnel for Paredes Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Alma Castilleja	Pk teacher	State compensatory	.50
Blanca Guajardo	PK teacher	State Compensatory	.50
Elizabeth Deaton	PK teacher	State Compensatory	.50
Monique, Keller	PK Teacher	State compensatory	.50
Oscar Rivera	Dean of Instruction	State Compensatory	1.0

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment for Paredes Elementary . This survey was conducted during our spring open house. To facilitate this process, laptops were available for parents to use. On 5/16/2019 the SBDM met to review the CCNA. Our focus was to determine the strengths and needs of students, staff, parental - community involvement, and facilities use before deciding how to use available local, state, and federal budget allocations. Based on the CCNA, the committee decided to concentrate on improving professional development opportunities for all teachers. Our goal is to have 90 percent of all students passing all portions of state mandated assessments for the 2019 - 2020 year and to increase the exceeds expectation performance level in all content areas.

Campus needs assessment sources:

- Parent, teacher, and student surveys.
- School report card
- TAPR
- STAAR, TELPAS, TPRI, Tejas Lee, CPALLS

CCNA review date 5/16/2019

SBDM Roles:

Melissa Werbiski - Administrator

Oscar Rivera - Meeting Facilitator

Jacqueline Torres - Non Classroom Profesional

Sylvia Miranda - Non Classroom Professional

Paty Valdez - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Dolores Solis - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Loraine Garcia - Classroom Teacher

Sylvia Flores - Classroom Teacher

Cynthia de los Santos - Community Representative

Emilio Perez - Parent

Vanessa Rivera - Parent

Maegan Rasco - Bussiness Representative

Aida Montanaro - Business Representative

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Bi-monthly SBDM meetings have been scheduled in order to offer all of our stake holders, which include parents and community representatives, an opportunity to review and monitor the implementation of the campus improvement plan. Our CIP was developed using our needs assessment on 5/16/2019. Meetings will be posted on our website calendar.

SBDM stakeholders:

Melissa Werbiski - Administrator

Oscar Rivera - Meeting Facilitator

Jacqueline Torres - Non Classroom Profesional

Sylvia Miranda - Non Classroom Professional

Paty Valdez - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Dolores Solis - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Loraine Garcia - Classroom Teacher

Sylvia Flores - Classroom Teacher

Cynthia de los Santos - Community Representative

Emilio Perez - Parent

Vanessa Rivera - Parent

Maegan Rasco - Bussiness Representative

Aida Montanaro - Business Representative

Title 1 CIP Strategy 6.1.3

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:

*Parent and Family Engagement Policy

School-Parent-Student Compact

Campus Improvement Plan

Population: Parents, teachers, community representatives, bussiness representatives

Timeline: August 2019-June 2020

2.2: Regular monitoring and revision

The SBDM will monitor performance objectives and strategies that have made an impact to our student population. Formative and summative reviews will be performed quaterly. The effectiveness and educational impact will be scrutinized. Strategies that are not successful will be modified or discontinued.

Review Dates:

November 6, 2019

March 6, 2020

April 25, 2020

Final Review May 16, 2020

SBDM Review Committee:

SBDM Roles:

Melissa Werbiski - Administrator

Oscar Rivera - Meeting Facilitator

Jacqueline Torres - Non Classroom Profesional

Sylvia Miranda - Non Classroom Professional

Paty Valdez - Classroom Teacher

Mayra Ramirez - Classroom Teacher

Dolores Solis - Classroom Teacher

Imelda Plata - Classroom Teacher

Monique Keller - Classroom Teacher

Loraine Garcia - Classroom Teacher

Sylvia Flores - Classroom Teacher

Cynthia de los Santos - Community Representative

Emilio Perez - Parent

Vanessa Rivera - Parent

Maegan Rasco - Bussiness Representative

Aida Montanaro - Business Representative

Title 1 CIP Strategy 6.1.3

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:

- *Parent and Family Engagement Policy

- School-Parent-Student Compact

- Campus Improvement Plan

Population: Parents, teachers, community representatives, bussiness representatives

Timeline: August 2019-June 2020

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

Our 2019 - 2020 CIP will be made available to parents in English on our school website. An oral spanish translation will be available upon request during

meetings. Copies of our CIP are available to parents in the front office. Copies will also be distributed during our spring and fall open house events.

Title I CIP Strategy:

6.1.1 - Paredes Elementary will continue to allocate Federal Programs, Migrant Department and State Compensatory funds for Parent Trainers and Parent Liaisons for the purpose of assisting campuses and educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.

Population: Parent Liaison, Parents

2.4: Opportunities for all children to meet State standards

Paredes Elementary will implement strategies that addresses the needs of all at risk, economically disadvantaged, English learners, and special education students. These strategies are also designed to ensure that all racial and ethnic groups of student are able to meet state academic standards.

2.5: Increased learning time and well-rounded education

Increased learning time strategies include our tutorial and extended day program. These two programs will offer students the opportunity to receive small group academic interventions that are grade level appropriate. Great attention has been paid to after school program funding. Our goal is to be able to fund all of the necessary after school programs. It is of utmost importance to our campus to use all available instructional funds in effective educational strategies.

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

Strategies have been devised in order to target the attendance and academic success of our at risk students. The parent liaison will continue to monitor attendance and make necessary home visits in order to maximize the instructional time of at-risk students. At-risk students that are not progressing adequately will follow the three tier RTI model. Particular attention will be provided to those students needing Tier II and Tier III instruction. The dean of instruction will work with our diagnostician and dyslexia professionals to identify students with needs in a timely fashion.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Paredes Elementary SBDM members review and developed the campus Family Engagement Policy. Our focus was to adapt BISD's PFE policy to fit the needs of our school. Paredes Elementary will set up a quarterly review session for the Family Engagement Policy to update and /or change policy. The Family Engagement Policy will be posted on the campus website and distributed in English and Spanish at the beginning of the year. The Family Engagement policy was reviewed in May of 2019 and distributed in August of 2019. The developers of this document are:

1. Loraine Garcia - Teacher
2. Xochitl Garcia - Parent
3. Dolores Solis - Parent
4. Monique Keller - Teacher
5. Mayra Ramirez - Teacher
6. Imelda Plata - Teacher
7. Paty Valdez - Teacher
8. Emilio Perez- Parent
9. Oscar Rivera - Dean of Instructor
10. Cynthia Del Castillo-Santos - Community member

3.2: Offer flexible number of parent involvement meetings

Title I, Part A Funds will be used to partially finance strategies that increase parental involvement at the school including the parent workroom and purchases of special materials used in the parent volunteer program. A flexible number of parent involvement meetings will be scheduled for parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

Regular Meeting dates:

8/22/2019

8/29/2019

9/5/2019

10/17/2019

11/5/2019

12/5/2019

1/22/2020

2/20/2020

Title I Meeting Dates

08/22/2019

01/22/2019

Flexible Meeting opportunities: 5:30p.m. - 7:30 p.m.

10/03/2019

3/4/2020

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cuellar, Brianna	Dyslexia Aid		1.0
Garcia, Arianna	Title I-A PK Aid		1.0
Garza, Irasema	PK3 Teacher Aid		1.0
Garza, Maria	Title I-A		1.0
Gutierrez, Elena	Library Aid		1.0
Hernandez, Noehmi	Title I-A Teacher Aid		1.0
Hurtado, Norma	Nurse		0.40
Ortega, Amanda	Parent Liaison		1.0
Rey, Rubina	Title I-A PK Aid		1.0

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Oscar Rivera	Dean of Instruction
Meeting Facilitator	Graciela L.	Assistant Principal
Meeting Facilitator	Rebecca Castillo-Trejo	Assistant Principal
Classroom Teacher	Dolores Solis	K Teacher Y1
Classroom Teacher	Sylvia Flores	1st. Grade Teacher Y1
Classroom Teacher	Patricia Valdez	2nd Grade Teacher
Classroom Teacher	Myra Cortez	3rd grade Teacher
Classroom Teacher	Loraine Garcia	4th Grade Teacher
Classroom Teacher	Mayra Ramirez	5th Grade Teacher
Parent	Cecilia Farias	Parent
Classroom Teacher	Monique Keller	Pre-Kinder
Non-classroom Professional	Jacqueline Torres	Librarian
Non-classroom Professional	Sylvia Miranda	Counselor
Non-classroom Professional	Eliza Bellamy	Counselor
District-level Professional	Vanessa Rivera	CTE administrator
Community Representative	Elizabeth Castillo	U.S. Probation Officer
Community Representative	Cynthia Santos	Retired Teacher
Student	Camila Trejo	Student
Business Representative	Maegan Rasco	Dentist
Business Representative	Aida Montanaro-Flores	Attorney
Parent	Gloria Martinez	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Subscriptions/Reading Material	199-11-6325-42-137-Y-99-000-Y	\$3,300.00
1	1	11	Media Services	199-11-6399-16-137-Y-11-000-Y	\$1,689.00
1	1	13	General Supplies	199-11-6399-00-137-Y-11-000-Y	\$14,700.00
1	1	15	Extra Duty Pay	199-11-6118-00-137-Y-11-000-Y	\$3,000.00
1	1	17	Copy Paper	199-11-6396-00-137-Y-11-000-Y	\$0.00
1	2	9	Transportation	199-11-6494-00-137-Y-11-000-Y	\$5,000.00
1	3	8	Supplies	199-11-6498-137-Y11-000-Y	\$2,000.00
2	1	3	Custodial Supplies	199-51-6315-00-137-Y-99-000-Y	\$18,000.00
2	1	4	Supplies	199-51-6315-00-137-Y-99-000-Y	\$0.00
5	1	5	199-33-6399-00-137-Y-99-000-Y	199-33-6399-00-137-Y-99-000-Y	\$1,000.00
Sub-Total					\$48,689.00
Budgeted Fund Source Amount					\$48,689.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	Subscriptions/ Reading Materials	162-11-6325-42-137-Y-99-000-Y	\$4,000.00
1	1	10	1 FTE	162-13-6119-31-137-Y-30-000-Y	\$56,000.00
1	1	13	General Supplies	162-11-6399-00-137-Y-30-000-Y	\$15,000.00
1	1	13	General Technology Supplies	162-11-6399-00-137-Y-30-337-Y	\$8,392.00
1	2	2	Tutorial teacher Pay	162-11-6118-00-137-Y-30-000-Y	\$50,000.00
1	3	4			\$1,000.00
8	1	6	Software	162-11-6395-62-137-Y-30-TEC-Y	\$2,500.00
8	1	7	Desktop/Tablet Computers	162-11-6398-62-137-Y-30-337-Y	\$122,382.00
Sub-Total					\$259,274.00
Budgeted Fund Source Amount					\$259,274.00
+/- Difference					\$0.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	16	General Supplies	166-11-6399-62-137-Y-23-000	\$2,695.00
Sub-Total					\$2,695.00
Budgeted Fund Source Amount					\$2,695.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Travel	211-13-6411-23-137-Y-30-0F2	\$6,000.00
1	1	12	Extended Day	211-11-6118-00-137-Y-24-ASP-Y	\$44,000.00
1	1	13	General Supplies - Mini Grant	211-11-6399-00-137-Y-30-0F2-Y	\$2,796.00
1	1	14	Xerox	211-11-6249-62-137-Y-30-0F2	\$0.00
1	1	15	Extra Duty Pay	211-11-6118-00-137-Y-ASP-Y	\$53,250.00
1	1	17	Copy Paper	211-11-6396-00-137-Y-0F2-Y	\$0.00
1	1	18	Extra Duty pay		\$37,000.00
1	1	18	Extra Duty Pay		\$10,000.00
1	1	19	Awards	211-11-6498-00-137-Y-30-0F2-Y	\$4,000.00
1	2	9	Transportation	211-11-6412-00-137-Y-30-0F2	\$3,000.00
1	3	8	Trophies and medals	211-11-6498-00-137-Y-30-0F2-Y	\$0.00
1	4	8	Yoga Lessons	289-31-62-91-00-137-Y-24T4C-Y	\$500.00
2	1	2	General Supplies	211-11-6399-00-137-Y-30-0F2-Y	\$16,000.00
6	1	1	Parent Center Supplies	211-61-6399-00-137-Y-30-0F2-Y-	\$900.00
6	1	1	Mileage	211-61-6411-00-137-Y-30-0F2-Y	\$900.00
6	1	1	Operating Costs	211-61-6499-53-137-Y-30-0F2-Y	\$900.00
6	1	6	Misc. operating expenses	211-61-6499-53-137-Y-30-0F2-Y	\$0.00
6	1	7	Office supplies	211-61-6399-00-137-Y-30-0F2-Y	\$0.00
8	1	1	Software	211-11-6299-62-137-Y-30-0F2-Y	\$1,400.00
8	1	2	Travel - Mini Grant	211-23-6411-23-137-Y-30-0F2--Y	\$5,975.00
8	1	2	Travel	211-23-6411-23-137-Y-30-0F2--Y	\$2,045.00
8	1	7	Supplies/Electronics	211-11-6398-62-137-Y-30-0F2-Y	\$49,939.00
Sub-Total					\$238,605.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PAREDES 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 92% to 97% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	93%	93%	99%	56%
2021	94%	94%	100%	57%
2022	95%	95%	100%	58%
2023	96%	96%	100%	59%
2024	97%	97%	100%	60%

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 99% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	100%	100%	100%	100%
2021	100%	100%	100%	100%
2022	100%	100%	100%	100%
2023	100%	100%	100%	100%
2024	100%	100%	100%	100%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PAREDES 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 92% to 97% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

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 86% to 91% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	87%	86%	95%
2021	88%	87%	96%
2022	89%	88%	97%
2023	90%	89%	98%
2024	91%	90%	99%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **PAREDES EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	87%	81%	84%	81%	41%
2021	88%	82%	85%	82%	42%
2022	89%	83%	86%	83%	43%
2023	90%	84%	87%	84%	44%
2024	91%	85%	88%	85%	45%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PAREDES 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 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
2020	36%	23%	32%
2021	37%	24%	33%
2022	38%	25%	34%
2023	39%	26%	35%
2024	40%	27%	36%

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 62% to 67% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
63%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	65%	58%	62%
2021	66%	59%	63%
2022	67%	60%	64%
2023	68%	61%	65%
2024	69%	62%	66%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **PAREDES 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 63% to 68% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
64%	65%	66%	67%	68%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	65%	63%	62%	68%	37%
2021	66%	64%	63%	69%	38%
2022	67%	65%	64%	70%	39%
2023	68%	66%	65%	71%	40%
2024	69%	67%	66%	72%	41%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PAREDES 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	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	29%	34%	27%	30%	28%
2021	30%	35%	28%	31%	29%
2022	31%	36%	29%	32%	30%
2023	32%	37%	30%	33%	31%
2024	33%	38%	31%	34%	32%

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 54% to 59% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
55%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Two or More Races	Economic Disadvantage	English Learner	Special Education
2020	55%	59%	51%	58%	56%
2021	56%	60%	52%	59%	57%
2022	57%	61%	53%	60%	58%
2023	58%	62%	54%	61%	59%
2024	59%	63%	55%	62%	60%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PAREDES 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 58% to 63% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
59%	60%	61%	62%	63%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	58%	54%	54%	16%
2021	59%	55%	55%	17%
2022	60%	56%	56%	18%
2023	61%	57%	57%	19%
2024	62%	58%	58%	20%

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 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	Special Education
2020	48%	43%	46%	9%
2021	49%	44%	47%	10%
2022	50%	45%	48%	11%
2023	51%	46%	49%	12%
2024	52%	47%	50%	13%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PAREDES 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 67% to 72% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
68%	69%	70%	71%	72%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	67%		68%	61%	24%
2021	68%	1%	69%	62%	25%
2022	69%	2%	70%	63%	26%
2023	70%	3%	71%	64%	27%
2024	71%	4%	72%	65%	28%

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 74% to 79% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75%	76%	77%	78%	79%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	74%		73%	72%	24%
2021	75%	1%	74%	73%	25%
2022	76%	2%	75%	74%	26%
2023	77%	3%	76%	75%	27%
2024	78%	4%	77%	76%	28%

Minimum size criteria set to 10 or more students.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PAREDES EL**

Campus Number: **031901137**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

				African			American		Pacific	Two or	Special	Special	Continu-	Non-		EL	
	State	District	Campus	American	Hispanic	White	Indian	Asian	Islander	More	Ed	Ed	ously	Continu-	Econ	(Current	
										Races	(Current)	(Former)	Enrolled	ously	Disadv	& Monitored)	
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	96%	-	96%	*	-	*	-	-	77%	*	97%	92%	96%	98%
	2018	77%	80%	87%	*	87%	*	-	*	-	-	33%	-	87%	86%	87%	80%
At Meets Grade Level or Above	2019	45%	46%	67%	-	66%	*	-	*	-	-	23%	*	68%	62%	67%	60%
	2018	43%	42%	54%	*	55%	*	-	*	-	-	20%	-	56%	43%	55%	45%
At Masters Grade Level	2019	27%	26%	47%	-	46%	*	-	*	-	-	8%	*	50%	23%	42%	43%
	2018	25%	22%	33%	*	33%	*	-	*	-	-	7%	-	33%	36%	34%	24%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	94%	-	94%	*	-	*	-	-	77%	*	95%	92%	94%	95%
	2018	78%	86%	87%	*	87%	*	-	*	-	-	33%	-	88%	79%	87%	84%
At Meets Grade Level or Above	2019	49%	56%	74%	-	73%	*	-	*	-	-	23%	*	76%	62%	72%	71%
	2018	47%	54%	64%	*	64%	*	-	*	-	-	27%	-	63%	71%	62%	67%
At Masters Grade Level	2019	25%	27%	43%	-	42%	*	-	*	-	-	15%	*	46%	23%	37%	43%
	2018	23%	27%	35%	*	35%	*	-	*	-	-	27%	-	35%	36%	32%	35%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	90%	*	90%	*	-	*	-	-	47%	-	91%	83%	85%	86%
	2018	73%	79%	84%	*	84%	-	-	-	-	-	37%	*	83%	91%	83%	76%
At Meets Grade Level or Above	2019	44%	51%	69%	*	69%	*	-	*	-	-	41%	-	70%	61%	63%	63%
	2018	46%	49%	66%	*	67%	-	-	-	-	-	26%	*	67%	65%	67%	58%
At Masters Grade Level	2019	22%	23%	40%	*	41%	*	-	*	-	-	24%	-	42%	28%	32%	31%
	2018	24%	23%	41%	*	41%	-	-	-	-	-	16%	*	40%	48%	43%	27%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	94%	*	95%	*	-	*	-	-	53%	-	95%	89%	91%	90%
	2018	78%	86%	90%	*	90%	-	-	-	-	-	63%	*	90%	91%	89%	91%
At Meets Grade Level or Above	2019	48%	53%	72%	*	72%	*	-	*	-	-	29%	-	72%	67%	64%	69%
	2018	49%	56%	73%	*	72%	-	-	-	-	-	26%	*	72%	78%	71%	67%
At Masters Grade Level	2019	28%	30%	44%	*	45%	*	-	*	-	-	18%	-	44%	44%	36%	45%
	2018	27%	30%	52%	*	52%	-	-	-	-	-	16%	*	50%	65%	54%	49%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	89%	*	89%	*	-	*	-	-	41%	-	90%	83%	84%	84%
	2018	63%	74%	86%	*	86%	-	-	-	-	-	37%	*	85%	91%	86%	78%
At Meets Grade Level or Above	2019	35%	44%	64%	*	65%	*	-	*	-	-	29%	-	65%	61%	55%	59%
	2018	39%	48%	65%	*	65%	-	-	-	-	-	21%	*	64%	70%	66%	58%
At Masters Grade Level	2019	11%	14%	23%	*	23%	*	-	*	-	-	0%	-	25%	11%	13%	22%
	2018	11%	14%	29%	*	30%	-	-	-	-	-	11%	*	30%	26%	28%	27%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	95%	*	95%	-	-	-	-	-	63%	*	94%	100%	94%	93%
	2018	84%	90%	92%	-	91%	*	-	100%	-	-	43%	-	92%	89%	90%	90%
At Meets Grade Level or Above	2019	54%	56%	72%	*	72%	-	-	-	-	-	32%	*	73%	70%	64%	71%
	2018	54%	59%	75%	-	74%	*	-	100%	-	-	14%	-	77%	63%	73%	71%

District Name: BROWNSVILLE ISD
Campus Name: PAREDES EL
Campus Number: 031901137

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

Total Students: 967
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%	48%	*	48%	-	-	-	-	21%	*	50%	35%	37%	42%
		2018	26%	28%	43%	-	40%	*	-	100%	-	0%	-	45%	37%	40%	42%
Grade 5 Mathematics ^A																	
At Approaches Grade Level or Above		2019	90%	96%	98%	*	98%	-	-	-	-	89%	*	98%	95%	98%	100%
		2018	91%	97%	98%	-	98%	*	-	100%	-	86%	-	98%	100%	98%	100%
At Meets Grade Level or Above		2019	58%	70%	84%	*	84%	-	-	-	-	47%	*	84%	85%	80%	84%
		2018	58%	74%	92%	-	91%	*	-	100%	-	50%	-	91%	95%	91%	94%
At Masters Grade Level		2019	36%	46%	70%	*	70%	-	-	-	-	32%	*	70%	75%	63%	73%
		2018	30%	43%	56%	-	54%	*	-	100%	-	14%	-	55%	58%	51%	55%
Grade 5 Science																	
At Approaches Grade Level or Above		2019	75%	84%	90%	*	90%	-	-	-	-	53%	*	90%	90%	88%	87%
		2018	76%	85%	90%	-	89%	*	-	100%	-	38%	-	88%	95%	88%	87%
At Meets Grade Level or Above		2019	49%	60%	75%	*	76%	-	-	-	-	32%	*	76%	70%	66%	73%
		2018	41%	51%	68%	-	66%	*	-	80%	-	15%	-	71%	53%	63%	58%
At Masters Grade Level		2019	24%	28%	44%	*	44%	-	-	-	-	11%	*	46%	30%	30%	40%
		2018	17%	20%	38%	-	39%	*	-	40%	-	0%	-	40%	32%	38%	39%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	93%	89%	93%	100%	-	63%	-	62%	100%	93%	91%	91%	92%
		2018	77%	78%	89%	100%	88%	100%	-	90%	-	46%	*	88%	91%	88%	85%
At Meets Grade Level or Above		2019	50%	52%	72%	89%	72%	57%	-	63%	-	33%	88%	73%	68%	67%	68%
		2018	48%	49%	69%	88%	68%	75%	-	81%	-	25%	*	69%	68%	68%	63%
At Masters Grade Level		2019	24%	23%	45%	33%	45%	43%	-	50%	-	16%	88%	47%	35%	36%	42%
		2018	22%	21%	41%	50%	40%	25%	-	67%	-	12%	*	40%	43%	40%	36%
All Grades ELA/Reading																	
At Approaches Grade Level or Above		2019	75%	76%	93%	*	93%	*	-	*	-	61%	*	94%	92%	92%	93%
		2018	74%	74%	87%	*	87%	*	-	88%	-	38%	*	87%	89%	86%	81%
At Meets Grade Level or Above		2019	48%	47%	70%	*	70%	*	-	*	-	33%	*	71%	65%	65%	64%
		2018	46%	44%	64%	*	64%	*	-	75%	-	21%	*	65%	59%	64%	56%
At Masters Grade Level		2019	21%	18%	45%	*	45%	*	-	*	-	18%	*	47%	29%	37%	39%
		2018	19%	17%	39%	*	38%	*	-	75%	-	8%	*	39%	41%	39%	29%
All Grades Mathematics																	
At Approaches Grade Level or Above		2019	82%	86%	96%	*	96%	*	-	*	-	73%	*	96%	92%	94%	95%
		2018	81%	85%	91%	*	91%	*	-	88%	-	60%	*	91%	91%	90%	91%
At Meets Grade Level or Above		2019	52%	57%	77%	*	77%	*	-	*	-	35%	*	78%	73%	72%	74%
		2018	50%	55%	75%	*	74%	*	-	88%	-	33%	*	74%	82%	73%	73%
At Masters Grade Level		2019	26%	31%	54%	*	54%	*	-	*	-	22%	*	54%	51%	46%	53%
		2018	24%	28%	47%	*	46%	*	-	75%	-	19%	*	46%	55%	45%	45%
All Grades Writing																	
At Approaches Grade Level or Above		2019	68%	76%	89%	*	89%	*	-	*	-	41%	-	90%	83%	84%	84%
		2018	66%	71%	86%	*	86%	-	-	-	-	37%	*	85%	91%	86%	78%
At Meets Grade Level or Above		2019	38%	44%	64%	*	65%	*	-	*	-	29%	-	65%	61%	55%	59%
		2018	41%	45%	65%	*	65%	-	-	-	-	21%	*	64%	70%	66%	58%
At Masters Grade Level		2019	14%	15%	23%	*	23%	*	-	*	-	0%	-	25%	11%	13%	22%
		2018	13%	13%	29%	*	30%	-	-	-	-	11%	*	30%	26%	28%	27%

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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%	90%	*	90%	-	-	-	-	-	53%	*	90%	90%	88%	87%
	2018	80%	82%	90%	-	89%	*	-	100%	-	-	38%	-	88%	95%	88%	87%
At Meets Grade Level or Above	2019	54%	55%	75%	*	76%	-	-	-	-	-	32%	*	76%	70%	66%	73%
	2018	51%	51%	68%	-	66%	*	-	80%	-	-	15%	-	71%	53%	63%	58%
At Masters Grade Level	2019	25%	21%	44%	*	44%	-	-	-	-	-	11%	*	46%	30%	30%	40%
	2018	23%	19%	38%	-	39%	*	-	40%	-	-	0%	-	40%	32%	38%	39%

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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	77	*	78	*	-	*	-	-	72	-	78	71	79	69
	2018	63	65	71	-	71	-	-	-	-	-	66	*	70	80	73	67
Grade 4 Mathematics	2019	65	64	77	*	79	*	-	*	-	-	59	-	79	66	77	72
	2018	65	66	80	-	80	-	-	-	-	-	76	*	80	80	81	83
Grade 5 ELA/Reading	2019	81	78	87	*	86	-	-	-	-	-	89	*	87	83	88	94
	2018	80	81	79	-	77	*	-	100	-	-	54	-	77	88	78	83
Grade 5 Mathematics	2019	83	88	91	*	91	-	-	-	-	-	92	*	92	83	89	99
	2018	81	87	88	-	87	*	-	100	-	-	93	-	88	89	87	90
All Grades Both Subjects	2019	69	69	83	75	84	*	-	*	-	-	79	*	84	77	84	83
	2018	69	71	79	-	79	*	-	100	-	-	72	*	78	84	79	80
All Grades ELA/Reading	2019	68	67	82	*	83	*	-	*	-	-	81	*	83	78	84	81
	2018	69	69	75	-	74	*	-	100	-	-	61	*	73	84	75	73
All Grades Mathematics	2019	70	71	85	*	85	*	-	*	-	-	77	*	86	75	84	85
	2018	70	72	84	-	83	*	-	100	-	-	83	*	83	85	83	86

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	64%	-	66%	-	-	*	-	-	35%	63%	60%
	2018	38%	44%	29%	-	26%	*	-	-	-	-	22%	28%	*
Mathematics	2019	45%	57%	62%	-	64%	-	-	*	-	-	44%	60%	44%
	2018	47%	57%	57%	-	55%	*	-	-	-	-	53%	50%	78%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	89%	*	88%	-	-	-	-	-	47%	86%	70%
Students Requiring Accelerated Instruction														
	2019	22%	16%	11%	*	12%	-	-	-	-	-	53%	14%	30%
STAAR Cumulative Met Standard														
	2019	86%	91%	95%	*	95%	-	-	-	-	-	63%	94%	87%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	98%	*	98%	-	-	-	-	-	89%	98%	100%
Students Requiring Accelerated Instruction														
	2019	17%	8%	2%	*	2%	-	-	-	-	-	11%	2%	0%
STAAR Cumulative Met Standard														
	2019	90%	96%	98%	*	98%	-	-	-	-	-	89%	98%	100%

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	93%	89%	89%	-	-	-	44%	67%	22%	94%	85%	86%
	2018	77%	78%	89%	75%	75%	-	-	-	71%	71%	-	50%	75%	73%
At Meets Grade Level or Above	2019	50%	52%	72%	55%	55%	-	-	-	33%	67%	0%	69%	53%	55%
	2018	48%	49%	69%	43%	43%	-	-	-	43%	43%	-	17%	43%	41%
At Masters Grade Level	2019	24%	23%	45%	28%	28%	-	-	-	11%	22%	0%	19%	26%	26%
	2018	22%	21%	41%	18%	18%	-	-	-	14%	14%	-	8%	18%	17%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	93%	91%	91%	-	-	-	43%	*	*	100%	86%	87%
	2018	74%	74%	87%	68%	68%	-	-	-	*	*	-	*	68%	66%
At Meets Grade Level or Above	2019	48%	47%	70%	54%	54%	-	-	-	43%	*	*	50%	53%	53%
	2018	46%	44%	64%	33%	33%	-	-	-	*	*	-	*	32%	30%
At Masters Grade Level	2019	21%	18%	45%	24%	24%	-	-	-	14%	*	*	17%	23%	23%
	2018	19%	17%	39%	12%	12%	-	-	-	*	*	-	*	12%	11%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	96%	93%	93%	-	-	-	71%	*	*	100%	91%	92%
	2018	81%	85%	91%	86%	86%	-	-	-	*	*	-	*	85%	84%
At Meets Grade Level or Above	2019	52%	57%	77%	61%	61%	-	-	-	43%	*	*	83%	59%	61%
	2018	50%	55%	75%	58%	58%	-	-	-	*	*	-	*	58%	58%
At Masters Grade Level	2019	26%	31%	54%	38%	38%	-	-	-	14%	*	*	17%	36%	34%
	2018	24%	28%	47%	26%	26%	-	-	-	*	*	-	*	27%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	89%	77%	77%	-	-	-	*	*	*	*	71%	72%
	2018	66%	71%	86%	59%	59%	-	-	-	*	-	-	*	59%	57%
At Meets Grade Level or Above	2019	38%	44%	64%	41%	41%	-	-	-	-	*	*	*	38%	40%
	2018	41%	45%	65%	29%	29%	-	-	-	-	-	-	*	29%	24%
At Masters Grade Level	2019	14%	15%	23%	14%	14%	-	-	-	*	*	*	*	13%	12%
	2018	13%	13%	29%	6%	6%	-	-	-	-	-	-	*	6%	5%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	90%	83%	83%	-	-	-	*	-	*	*	75%	74%
	2018	80%	82%	90%	76%	76%	-	-	-	*	*	-	-	78%	78%
At Meets Grade Level or Above	2019	54%	55%	75%	56%	56%	-	-	-	*	-	*	*	50%	52%
	2018	51%	51%	68%	41%	41%	-	-	-	*	-	-	-	44%	44%
At Masters Grade Level	2019	25%	21%	44%	17%	17%	-	-	-	*	-	*	*	15%	17%
	2018	23%	19%	38%	24%	24%	-	-	-	*	*	-	-	22%	22%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	83%	85%	85%	-	-	-	43%	*	60%	100%	81%	83%
	2018	69%	71%	79%	80%	80%	-	-	-	*	*	-	69%	80%	79%
All Grades ELA/Reading	2019	68%	67%	82%	82%	82%	-	-	-	*	*	*	*	79%	80%
	2018	69%	69%	75%	73%	73%	-	-	-	*	*	-	*	74%	70%
All Grades Mathematics	2019	70%	71%	85%	87%	87%	-	-	-	*	*	*	*	84%	85%
	2018	70%	72%	84%	85%	85%	-	-	-	*	*	-	*	86%	87%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	64%	70%	70%	-	-	-	*	*	*	*	54%	60%
	2018	38%	44%	29%	*	*	-	-	-	*	*	-	*	*	*
Mathematics	2019	45%	57%	62%	*	*	-	-	-	*	*	*	*	29%	44%
	2018	47%	57%	57%	83%	83%	-	-	-	*	*	-	*	86%	78%

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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%	-	-	100%	100%	100%
Included in Accountability	94%	95%	96%	100%	96%	100%	-	89%	-	-	99%	94%	91%
Not Included in Accountability													
Mobile	4%	2%	3%	0%	3%	0%	-	0%	-	-	1%	4%	4%
Other Exclusions	1%	2%	1%	0%	1%	0%	-	11%	-	-	0%	2%	5%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	100%	100%	100%	-	100%	-	-	99%	100%	100%
Included in Accountability	94%	95%	94%	100%	94%	73%	-	88%	-	-	93%	93%	82%
Not Included in Accountability													
Mobile	4%	3%	4%	0%	4%	27%	-	0%	-	-	5%	5%	8%
Other Exclusions	1%	2%	2%	0%	2%	0%	-	13%	-	-	1%	2%	10%
Not Tested	1%	0%	0%	0%	0%	0%	-	0%	-	-	1%	0%	0%
Absent	1%	0%	0%	0%	0%	0%	-	0%	-	-	1%	0%	0%
Other	0%	0%	0%	0%	0%	0%	-	0%	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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)
Attendance Rate													
2017-18	95.4%	95.4%	97.2%	*	97.1%	95.5%	-	98.6%	-	-	95.3%	97.1%	97.0%
2016-17	95.7%	95.8%	97.5%	*	97.5%	95.2%	-	98.8%	-	-	96.1%	97.4%	97.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
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: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

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

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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)
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: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017 Science	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017 Social Studies	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
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

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 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)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: PAREDES EL
Campus Number: 031901137

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

Total Students: 967
Grade Span: PK - 05
School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	967	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	145	15.0%	8.0%	4.4%
Kindergarten	131	13.5%	5.9%	6.9%
Grade 1	132	13.7%	6.8%	7.1%
Grade 2	155	16.0%	6.6%	7.2%
Grade 3	111	11.5%	6.5%	7.3%
Grade 4	142	14.7%	6.9%	7.6%
Grade 5	151	15.6%	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	6	0.6%	0.1%	12.6%
Hispanic	919	95.0%	98.3%	52.6%
White	25	2.6%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	17	1.8%	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	753	77.9%	88.5%	60.6%
Non-Educationally Disadvantaged	214	22.1%	11.5%	39.4%
Section 504 Students	85	8.8%	8.7%	6.5%
English Learners (EL)	349	36.1%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	70	7.2%	5.4%	3.6%
At-Risk	538	55.6%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	79			
By Type of Primary Disability				
Students with Intellectual Disabilities	24	30.4%	55.3%	42.4%
Students with Physical Disabilities	24	30.4%	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	22	27.8%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	50	7.2%	15.0%	15.4%

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Campus -----		District	State
	Count	Percent		
By Ethnicity:				
African American	1	0.1%		
Hispanic	46	6.6%		
White	2	0.3%		
American Indian	0	0.0%		
Asian	1	0.1%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	2.7%	10.7%	3.1%	12.5%	16.2%	5.5%
Grade 2	0.0%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	1.6%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	4.5%	1.0%	0.5%
Grade 5	1.1%	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	21.8	19.2	18.9
Grade 1	18.8	17.8	18.8
Grade 2	17.4	17.8	18.7
Grade 3	18.8	19.2	18.9
Grade 4	17.1	21.6	19.2
Grade 5	19.1	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: PAREDES EL
Campus Number: 031901137

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

Total Students: 967
Grade Span: PK - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	82.7	100.0%	100.0%	100.0%
Professional Staff:	67.7	81.9%	56.5%	64.1%
Teachers	56.4	68.2%	44.0%	49.8%
Professional Support	7.3	8.8%	9.5%	10.1%
Campus Administration (School Leadership)	4.0	4.8%	2.9%	3.0%
Educational Aides:	15.0	18.1%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	1.0	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:	76.0	91.9%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	51.3	90.9%	90.3%	27.7%
White	5.1	9.1%	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	6.0	10.6%	32.0%	23.8%
Females	50.4	89.4%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	49.2	87.2%	79.4%	73.6%
Masters	7.2	12.8%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	1.8%	2.7%	7.0%
1-5 Years Experience	8.0	14.2%	14.3%	28.9%
6-10 Years Experience	10.0	17.7%	17.6%	19.0%
11-20 Years Experience	21.2	37.6%	39.3%	29.3%
Over 20 Years Experience	16.2	28.7%	26.0%	15.7%
Number of Students per Teacher	17.1	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
 Campus Name: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.8	6.3
Average Years Experience of Principals with District	8.0	8.4	5.4
Average Years Experience of Assistant Principals	9.7	8.4	5.3
Average Years Experience of Assistant Principals with District	9.7	8.2	4.7
Average Years Experience of Teachers:	15.8	15.1	11.1
Average Years Experience of Teachers with District:	15.3	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$43,619	\$49,007	\$47,218
1-5 Years Experience	\$46,878	\$49,170	\$50,408
6-10 Years Experience	\$47,928	\$50,423	\$52,786
11-20 Years Experience	\$53,387	\$55,575	\$56,041
Over 20 Years Experience	\$61,424	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$53,628	\$55,810	\$54,122
Professional Support	\$61,534	\$67,073	\$64,069
Campus Administration (School Leadership)	\$77,649	\$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: PAREDES EL
 Campus Number: 031901137

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

Total Students: 967
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	341	35.3%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	96	9.9%	12.0%	8.1%
Special Education	79	8.2%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	3.0	5.3%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	2.0	3.5%	0.9%	2.7%
Gifted & Talented Education	0.3	0.6%	0.5%	2.0%
Regular Education	48.9	86.8%	78.8%	71.4%
Special Education	2.1	3.8%	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](#)