Brownsville Independent School District

Southmost Elementary

Improvement Plan

2020-2021

Accountability Rating: Not Rated: Declared State of Disaster

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Postsecondary Readiness

Mission Statement

The mission of Southmost Elementary is to nurture a caring, child-centered learning environment that fosters positive relationships with family, school, and community members. Through this partnership, Southmost Elementary promotes life-long learning while supporting high standards and expectations for all.

Vision

The vision of Southmost Elementary is to foster a learning environment of respect, support, and shared responsibility while maintaining high academic standards, thus equipping students with the necessary tools to become critical thinkers and life-long learners.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: June 4, 2020

Demographics

Demographics Summary

Decrease at-risk percentages by providing academic support, research-based interventions, coordinating academic programs and on-going research based professional development facilitated by the Dean of Instruction. The Attendance Rate was 97% for all students and 97% for at-risk students. The Retention rate is 11.8% for all and at-risk students.

Teachers will implement Response to Intervention (RtI) strategies, College and Career Readiness Standards (CCRS), Ensenando la lectura (PK), and State of Texas Essential Knowledge and Skills (TEKS) to ensure effective and timely assistance.

Federal Programs will fund highly qualified teachers, campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school wide campuses to improve overall student health, attendance and performance.

Demographics Strengths

1. Teachers' years of experience
2. Low teacher-student ratio Attendance is at 97%
3. Early RTI plans are in place and are updated continuously with current academic data
4. Early screening for Dyslexia and Special Education Referrals
5. TIER II/III Interventions for Migrant, LEP and At-Risk students
6. After-school Tutorials for all At-Risk students including Migrant, LEP, 504/DYS, and SPED Ed. students
7. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies... MOY and EOY Perfect Attendance Party
8. Educational Field Trips for PreK - 5th grade
9. Guidance and Counseling Program

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

Need Statement 2 (Prioritized): Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically. **Data Analysis/Root Cause:** 64.9% of our students are at-risk

Need Statement 3 (Prioritized): Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Need Statement 4 (Prioritized): Increase academic performance by building background knowledge through educational field trips. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Need Statement 5 (Prioritized): Improve Character Traits (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) through the Guidance and Counseling program **Data Analysis/Root Cause:** Number of counselor and office referrals

Student Learning

Student Learning Summary

Southmost Elementary provides data-driven instruction. Teachers and administration are continuously revisiting the data and determining the areas in need of improvement. Teachers utilize the following data: progress monitoring, student grades, weekly fluency scores, percentages of students on an RTI plan, TPRI/TEJAS LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment exams. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory Funds support one full time Dean of Instruction whose focus on providing support in curriculum and instruction for At-Risk students.

2019 3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade 84%, 4th Grade 87%, 5th Grade 96%

Math: 3rd Grade 89%, 4th Grade 75%, 5th Grade 98%

Writing: 4th Grade 87%

Science: 5th Grade 96%

Overall: 89%

Performance variation between all student groups:

All Subjects: Hispanic 89%, Special Education 76%, Economically Disadvantaged 88%, ELL 88%

Reading: Hispanic 90%, Special Education 76%, Economically Disadvantaged 89%, ELL 60%

Math: Hispanic 87%, Special Education 72%, Economically Disadvantaged 86%, ELL 86%

Writing: Hispanic 88%, Special Education 72%, Economically Disadvantaged 86%, ELL 86%

Science: Hispanic 94%, Special Education 78%, Economically Disadvantaged 94%, ELL 96%

Student Learning Strengths

Student Achievement Strengths

1. 5th grade STAAR Reading (96%) & Math (98%) scores
2. Met Academic Distinction Designations in ELA/Reading and Math for 2017-2018 school year
3. Met Top 25% in Closing Performance Gaps, Postsecondaryu Readiness, and Comparative Academic Growth Distinctions for the 2017-2018
4. Regular progress monitoring of K-2nd grade students (TPRI/Tejas LEE)
5. Providing tutorials and summer school to students that are demonstrating a need to improve in Reading, Math, Writing, and Science
6. Providing TIER II/III Interventions to students that are demonstrating a need to improve in Reading and Math
7. Recognition materials (certificates per six week and trophies at end-of-year) to recognize students academic achievement
8. Physical Education class and the CATCH program is provided to all students to promote physically and emotionally healthy students.
9. Students attend Art/Music class once a week.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Need Statement 2 (Prioritized): Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all students. **Data Analysis/Root Cause:** Our 2019 overall Masters performance was 25%

Need Statement 3 (Prioritized): Increase Participation in UIL events such as Chess. **Data Analysis/Root Cause:** During the 2019 school year we had 10 students who participated in Chess

Need Statement 4 (Prioritized): Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Need Statement 5 (Prioritized): Increase academic achievement by promoting Physically and Emotionally healthy students. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

Southmost Elementary utilizes a hiring committee composed of administrators and teachers to make hiring determinations. A record of interview questions and responses is kept on file for each interviewee. The campus hiring committee recommends highly qualified professionals through the district's hiring criteria. In addition, administrators conduct walk throughs weekly to observe and assess the quality of teaching in each classroom. Administrators provide constructive feedback timely and all information is posted on Eduphoria in which teachers can access. If needed, administrators meet with teachers to provide further feedback in which goals are set and instructional procedures are discussed. The T-TESS timelines are followed throughout the school year. Teacher T-TESS performance records are kept by the school principal. Administrators also provide observations and evaluations to paraprofessional staff. Novice teachers are provided a grade-level mentor and meet regularly with the dean of instruction for curricular supports. All teachers are provided with ongoing professional development opportunities.

Curriculum, Instruction, and Assessment

Southmost Elementary teachers and administration ensure alignment of curriculum, instruction, and assessments. The faculty follows the district curriculum frameworks and scope/sequence to ensure students are adequately prepared. Teachers utilize the Texas Essential Knowledge and Skill (TEKS) as their guide, and supplement the curriculum with resources aligned to the state guidelines and assessments. Administrators provide teachers with instructional resources and professional development. Planning for instruction and intervention occurs through vertical and horizontal alignment. Collaboration is encouraged so that teachers learn from one another.

At Southmost Elementary School all teachers and instructional paraprofessionals are highly qualified. The campus administration, C&I Specialists and other BISD identities/departments provide PD to support learning in the classroom. Teachers are Bilingual certified, SIOP trained and have the GT Core hours. Every year, teachers are asked to have 6 hours of on-going Bilingual/SIOP and GT training and 12 hours of on-going technology. PreKinder and Kinder teachers are required a minimum of 30 hours of staff development as part of the high-quality Pre-Kinder component. All staff members are also provided with a two-day PD requirements (back to school inservice) with topics that include RtI, 504 and Dyslexia requirements, Employee Code of Ethics, David's Law, Conflict Resolution, SPED updates, and mandatory Emergency Operations Plan. The District RTI Support Team focuses on sustainability of the RTI Process. Southmost administration ensures that high quality instruction is delivered to all students and provides support by making appropriate recommendations for successful implementations of strategies & RTI inteventions.

Technology

Technology improves student performance when the application directly supports the curriculum objectives and goals being assessed. Technology is most effective when it is integrated with the core curriculum content. Technology improves student performance when the function supports student ability and

prior experience, and provides feedback to the student and teacher about student performance or progress with the application and when the application is incorporated into the instructional day. In addition, the use of technology provides opportunities for students to design and implement projects that extend the core curriculum being assessed by the State of Texas Assessment of Academic Readiness (STAAR). Our campus needs more capital outlay items in order to keep up with the ever expanding educational technology components and in order for our students to reach Masters Performance status. These items include video document cameras, projectors, iPads, iPods, Google Cardboard goggles, and laptops. Our teachers and students are moving to teaching and learning using a variety of technology items alongside learning all of the vocabulary and concepts as required by the Technology TEKS and will need the above resources to do so. In addition, students need to be provided additional learning opportunities to learn rigorous math and science content through the use of computers, software, and websites**.**

School Processes & Programs Strengths

- Highly Qualified Teachers
- Bilingual Certified Teachers with a requirement of 6 on-going hours of Bilingual Education
- 12 on-going hours of Technology
- GT Core (30 hours) Trained Teachers/6 on-going hours per year
- SIOP Trained
- Highly Qualified Para-Professionals
- Highly Qualified Administrators
- Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
- Teacher Awareness of student needs'

Technology Strengths

- All classrooms have access to wireless connectivity
- Students have access to software and web-based programs: STEMScopes, EduSmart, Hatch
- Pre-Kinder - 2nd grade students have access to a computer lab (Rm. F-2)
- Pre-Kinder classrooms have Hatch computers
- 2ng grade classrooms have iPads
- 3rd-5th grade have access to the science lab (Rm. M-1)
- 3rd grade classrooms have (two) Computers on Wheels (COWs) (J-Hall)
- 4th grade classrooms have Computers on Wheels (COWs) (I-Hall)
- 5th grade has two Computers on Wheels (COWs) (L-Hall)
- All teachers have access to a desktop computer
- All classrooms have computers available for student use
- Teachers integrate technology into their daily lessons

- E-mail is used regularly to communicate with faculty and staff

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Additional innovative resources and materials to strengthen the rigor of the curriculum. **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

Need Statement 2 (Prioritized): Increase academic performance through the use of laptops, iPads, and/or Desktops **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

Need Statement 3 (Prioritized): Increase academic performance through the use of software and/or web based programs to meet the needs of all students. **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

Need Statement 4 (Prioritized): Increase the effectiveness of student learning through the use of technology. **Data Analysis/Root Cause:** Close the gap from the 2019-2020 school year (COVID-19)

Need Statement 5 (Prioritized): Increase the effectiveness of curbside pickup of devices and supplies for virtual learning **Data Analysis/Root Cause:** Not enough staff on campus.

Perceptions

Perceptions Summary

School Culture and Climate

Southmost Elementary faculty and staff collaborate to ensure that students are being provided with a safe, healthy, and disciplined environment conducive to student learning. Administrators and teachers meet on a weekly basis to discuss matters related to providing a positive school culture and climate. All members of the school community are consistently instructed on procedures and operations. A Title I partially funded, full time school nurse is always available to provide and assist medical treatment for students and staff. In addition, the SBDM representatives bring issues and concerns to the monthly meetings. Campus long range plans, policies and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Issues are reviewed and discussed through consistent dialogue and both administrators and teachers create a plan to improve issues that affect School Culture and Climate. Furthermore, administrators, faculty, and staff consistently provide opportunities for professional collegian interaction to mold professional learning communities, positive working relationships, team building, and motivation.

Family and Community Involveent

Southmost Elementary is committed to involving parents and community members to be involved in our students education. Parental involvement is critical to the success of their child's education. Community involvement allows students to be exposed to learning opportunities as well. In order to review needs in family and community involvement, parental and community involvement surveys are passed out yearly and the data is analyzed by administrators, the district, and teachers. This allows the SBDM committee to discuss opportunities to meet the needs in these areas and further improve these areas. Title I funds allow the funding of a parent liaison. The role of the parent liaison is very important as it is the individual who transfers information to and from the campus to parents and communities. The parent liaison is responsible for implementing all Title I parental involvement requirements at the campus level that includes weekly meetings and to provide opportunities for parents to volunteer and participate in campus educational activities. In addition, Title I funds assist in providing mileage reimbursements. The parent liaison compiles data on parental participation attendance and meeting agendas for the SBDM committee. With that information, the SBDM determines campus needs. In order to increase parental involvement attendance rates, parent and community member volunteer opportunities are available throughout the school year.

Perceptions Strengths

School Culture and Climate

Based on the 2018-2019 Campus Needs Assessment (CNA) survey data:

1. Positive campus climate Shared goals and responsibilities
2. Culture of high expectations Administrators, teachers, and parents work collaboratively to support campus expectations of good behavior and academic success
3. Atmosphere of trust and mutual respect between administration and staff
4. Teachers are involved in the decision-making process of important educational issues at our campus

5. The various programs at our campus effectively educate all student populations
6. Campus administrators consistently support teachers
7. Teachers are content with the professional development they receive, the timely feedback provided during observations, and the evaluation process at the campus.

Family and Community Involvement Strengths

1. Teachers meet with parents regularly to discuss student progress
2. Grade levels that are departmentalized meet with parents as a group to ensure horizontal alignment and shared goals
3. Parent conferences, meetings, and trainings held in a language they understand
4. Parents given an opportunity to volunteer at the campus Information sent home in English/Spanish
5. Parent Liaison conducts home visits as needed

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase parent participation in meetings by providing flexible schedule **Data Analysis/Root Cause:** Low parent attendance.

Need Statement 2 (Prioritized): Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

Need Statement 3 (Prioritized): Materials to provide and maintain a clean and safe learning environment **Data Analysis/Root Cause:** Maintain a clean and safe environment

Priority Need Statements

Need Statement 1: Increase student attendance

Data Analysis/Root Cause 1: Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

Need Statement 1 Areas: Demographics - Perceptions

Need Statement 2: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials

Data Analysis/Root Cause 2: Our 2018-2019 overall score was an 89%

Need Statement 2 Areas: Demographics - Student Learning

Need Statement 3: Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials.

Data Analysis/Root Cause 3: Our 2018-2019 overall score was an 89%

Need Statement 3 Areas: Student Learning

Need Statement 4: Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically.

Data Analysis/Root Cause 4: 64.9% of our students are at-risk

Need Statement 4 Areas: Demographics

Need Statement 5: Increase the effectiveness of student learning through the use of technology.

Data Analysis/Root Cause 5: Close the gap from the 2019-2020 school year (COVID-19)

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: Improve Character Traits (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) through the Guidance and Counseling program

Data Analysis/Root Cause 6: Number of counselor and office referrals

Need Statement 6 Areas: Demographics

Need Statement 7: Increase academic achievement by promoting Physically and Emotionally healthy students.

Data Analysis/Root Cause 7: Our 2018-2019 overall score was an 89%

Need Statement 7 Areas: Student Learning

Need Statement 8: Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all students.

Data Analysis/Root Cause 8: Our 2019 overall Masters performance was 25%

Need Statement 8 Areas: Student Learning

Need Statement 9: Additional innovative resources and materials to strengthen the rigor of the curriculum.

Data Analysis/Root Cause 9: Our 2018-2019 overall STAAR score was 89%

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Increase academic performance through the use of laptops, iPads, and/or Desktops

Data Analysis/Root Cause 10: Our 2018-2019 overall STAAR score was 89%

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Increase academic performance through the use of software and/or web based programs to meet the needs of all students.

Data Analysis/Root Cause 11: Our 2018-2019 overall STAAR score was 89%

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: Increase academic performance by building background knowledge through educational field trips.

Data Analysis/Root Cause 12: Our 2018-2019 overall score was an 89%

Need Statement 12 Areas: Demographics

Need Statement 13: Increase parent participation in meetings by providing flexible schedule

Data Analysis/Root Cause 13: Low parent attendance.

Need Statement 13 Areas: Perceptions

Need Statement 14: Materials to provide and maintain a clean and safe learning environment

Data Analysis/Root Cause 14: Maintain a clean and safe environment

Need Statement 14 Areas: Perceptions

Need Statement 15: Increase Participation in UIL events such as Chess.

Data Analysis/Root Cause 15: During the 2019 school year we had 10 students who participated in Chess

Need Statement 15 Areas: Student Learning

Need Statement 16: Increase the effectiveness of curbside pickup of devices and supplies for virtual learning

Data Analysis/Root Cause 16: Not enough staff on campus.

Need Statement 16 Areas: School Processes & Programs

Goals

Revised/Approved: June 4, 2020

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

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

Evaluation Data Sources: STAAR/EOC performance reports comparing 2021 to 2019

Summative Evaluation: None

Strategy 1: Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C & I (Math, ELAR, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources:

Los maestros seguiran los Marcos del Distrito de BISD sobre estrategias basadas en la investigacion y las mejores practicas presentadas y/o dirigidas a traves de capacitaciones de desarrollo profesional, comentarios de especialistas de C & I (Math, ELAR, Science, SS, PE, Fine Arts, Technology), analisis de datos de evaluaciones formativas y sumativas para mejorar el rendimiento academico de los estudiantes con el uso de estos recursos:

SIOP
ELPS strategies
Circle Components & OWL
Math & Science Pearson
ELAR MyView Pearson
Technology
Science Fair
Spelling Bee
EduSmart
STARLAB
Brownsville Kids Vote

Teachers will plan educational field trips to build/improve background knowledge.

Milestone's/Strategy's Expected Results/Impact: Formative:	**Formative**
BISD developed assessments	**Oct**
Instructional feedback forms	
	Jan
	Mar
Eduphoria classroom documented observations	
Weekly tests and 6 weeks unit test results,	**Summative**
Campus test results	**June**
Summative:	

TPRI and TEJAS LEE
TELPAS
STAAR

Staff Responsible for Monitoring: Principal
Dean of Instruction
Campus lead teachers
PK-5th grade teachers
C & I specialists
Special Ed and Dyslexia teachers

Title I Schoolwide Elements: 2.4, 2.5	**Need Statements:**
TEA Priorities: None	Demographics 4
ESF Levers: None	**Funding Sources:**
Population: All students	Field Trips (CNA: D 4) 199 Local funds 199-11-64-94-00-131-Y-11-0-00-Y $2,300
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 2: Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance.

-LPAC will meet to review TELPAS lang. components identification of ELLS
-Review testing options and update campus minutes
-Collaborative strategy-based meetings (CBLT)
-Vertical/Horizontal lesson planning
-TELPAS Activities
-Oral Language skills that increase listening/speaking, reading and writing proficiencies
-Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations
-Second language learning acquisition

Asegurese de que el ELA/Comprension de lectura y la instruccion de matematicas para todas las subpoblaciones se centre en los datos de desempeno de los estudiantes, cerrando la brecha de logros y demostrando progreso para todos los estudiantes, incluyendo ELL, Educacion Especial, AT-Risk y estudiantes economicamente desfavorecidos para mejorar el rendimiento de los estudiantes.

-LPAC se reunira para revisar la identificacion de componentes de TELPAS de ELLS
-Revisar las opciones de prueba y actualizar los minutos del campus
-Reuniones colaborativas basadas en estrategias (CBLT)
-Planificacion vertical/horizontal de la leccion
-Actividades TELPAS
-Habilidades de lenguaje oral que aumentan las actividades de escuchar/hablar, leer y escribir
-Razonamiento reflexivo y comprension conceptual de las estrategias practicas de resolucion de problemas matematicos dirigidas especificamente a subcuidades
-Adquisicion de aprendizaje de segundo idioma.

Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson plans Summative: STAAR Test results TELPAS results	**Formative** **Oct** **Jan** **Mar**

	Summative
CPALLS, TPRI and Tejas LEE EOY Results	**June**

Staff Responsible for Monitoring: Principal
Dean of Instruction
Campus lead teachers
PK-5th grade teachers
C & I specialists
Special Ed and Dyslexia teacher

Title I Schoolwide Elements: 2.4, 2.5	**Need Statements:** Student Learning 2, 4
TEA Priorities: None	
ESF Levers: None	**Funding Sources:** Tutorials (CNA: SL 2,4) 163 State Bilingual 162-11-6112 $1,000
Population: All students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 3: Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development.
TOT trainings
TLI Routines/Strategies
Data Informed Plan
Vertical/Horizontal Alignment
Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies

Desarrollar la capacidad de instruccion a traves del uso de maestro lider de nivel de grado y proporcionar a los maestros con el desarrollo de personal integrado en el trabajo.
Entrenamientos TOT
Rutinas/Estrategias TLI
Plan informado de datos
Alineacion vertical/horizontal
Proporcionar oportunidades adicionales para observar a colegas y adoptar mejores practicas para la instruccion para mejorar el rendimiento de los estudiantes en las areas de ELA/Lectura, Matematicas, Ciencias y Estudios Sociales

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative:	**Oct**
BISD instructional feedback form	
Walkthroughs	**Jan**
TOT documentation	**Mar**
PDS session evaluations	
	Summative
	June
Summative:	
STAAR Results	
increase meets and masters levels in STAAR for 3rd-5th grade	

Staff Responsible for Monitoring: Principal
Dean of Instruction
Campus lead teachers
PK-5th grade teachers
C & I specialists
Special Ed and Dyslexia teachers

Title I Schoolwide Elements: None	**Need Statements:**
	Demographics 3
TEA Priorities: None	Student Learning 1
ESF Levers: None	**Funding Sources:**
Population: Teachers	Staff Development Supplies (CNA: D 3 & SL 1) 211 Title I-A
Start Date: August 12, 2020	211-13-6399-00-131-Y-30-0F2-Y $1,316
End Date: June 1, 2021	
Revision Date: None	

Strategy 4: Supplemental research-based instructional materials,
resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher implementation of instruction and in-house staff
development. Purchase consumable supplies, Reading,
Writing, Math, and Science materials for classroom use
to supplement the core curriculum so that students can
master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.

Materiales de instruccion suplementarios basados en la investigacion,
recursos, toner y suministros se compraran para apoyar la implementacion del Liderazgo del Campus, Consejeros, Bibliotecario y
Maestros de instruccion y personal interno
Desarrollo. Comprar consumibles, Lectura,
Materiales de escritura, matematicas y ciencias para uso en el aula
para complementar el plan de estudios basico para que los estudiantes puedan
dominar y demostrar la mejora en STAAR, TEKS, Preparacion y Normas de Apoyo.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, Use of instructional materials (hand-on practice)	**Oct**
	Jan
Summative: STAAR, TELPAS, TPRI/Tejas LEE, and CPM Results, Campus PMAs, Progress Reports, Report Card Grade	**Mar**
Staff Responsible for Monitoring: Principal; Dean of Instruction;	**Summative**
School Secretary; Classroom Teachers	**June**

Title I Schoolwide Elements: 2.4

TEA Priorities: None

ESF Levers: None

Population: All students

Start Date: August 12, 2020

End Date: June 1, 2021

Revision Date: None

Need Statements:
Demographics 3
Student Learning 1

Funding Sources:
Copy Paper (CNA: D 3 & SL 1) 162 State Compensatory
162-11-6396-00-131-Y-30-000-Y $4,000
Supplies (CNA: D 3 & SL 1) 199 Local funds
199-23-63-99-65-131-Y-99-0-0-Y $862
Supplies (CNA: D 3 & SL 1) 162 State Compensatory
162-13-6399-00-131-Y-30-000-Y $4,300

Supplies (CNA: D 3 & SL 1) 211 Title I-A 211-11-6399-00-131-Y-30-0F2-Y $50,530

Toner (CNA: D 3 & SL 1) 166 State Special Ed. 166-11-6399-62-131-Y-23-000-Y $1,250

Supplies (CNA: D 3 & SL 1) 199 Local funds 199-11-63-99-00-131-Y-11-0-00-Y $1,400

Toner (CNA: D 3 & SL 1) 199 Local funds 199-11-63-99-62-131-Y-11-0-00-Y $400

Supplies (CNA: D 3 & SL 1) 199 Local funds 199-23-63-99-00-131-Y-99-0-00-Y $200

Copy Paper (CNA: D 3 & SL 1) 199 Local funds 199-11-63-96-00-131-Y-11-0-00-Y $1,500

Supplies (CNA: D 3 & SL 1) 162 State Compensatory 162-11-6399-00-131-Y-30-000-Y $10,000

Computer Supplies/Toner (CNA: D 3 & SL 1) 162 State Compensatory 162-11-6399-62-131-Y-30-000-Y $5,000

Supplies (CNA: D 3 & SL 1) 162 State Compensatory 162-11-6399-16-131-Y-30-000-Y $2,000

Instructional Materials Supplies (CNA: D 3 & SL 1) 163 State Bilingual 163-11-6399 $3,425

Laptop (CNA: D 3 & SL 1) 199 Local funds 199-23-63-98-65-131-Y-99-0-0-Y $3,200

Supplies (CNA: D 3 & SL 1) 211 Title I-A 211-23-6399-00-131-Y-30-0F2-Y $3,695

Supplies (CNA: D 3 & SL 1) 263 Title III-A Bilingual 263-11-6399 $2,832

Strategy 5: ELAR/Writing: 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions. PK and Kinder students will write in whole group.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios, District Framework, ELAR Plan of Action Summative: Writing STAAR Results, Show a 3% increase in the number of students meeting Meets passing standard in Writing, Report Card Grades	**Oct**
	Jan
	Mar
	Summative
Staff Responsible for Monitoring: Principal; Assistant Principal; Dean of Instruction; Classroom Teachers	**June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: All Students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 6: Librarian & Classroom Teachers will work
collaboratively to monitor reading progress of
students in grades 1st-5th through the Accelerated
Reader Program to increase reading fluency and
comprehension as reflected in the TPRI/Tejas Lee
and STAAR results.

Librarian will monitor
students accelerated reader points and proficiency to
assist students in the selection of reading books to
improve overall reading performance by
implementing an incentive program to recognize
literary academic progress as displayed on AR

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students Increase fluency rates and comprehension in state and district assessments.	**Oct**
	Jan
	Mar
	Summative
	June

Staff Responsible for Monitoring: Administration
Media Specialist
Librarian
Teachers

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: All Students

Start Date: August 12, 2020

End Date: June 1, 2021

Need Statements:
Demographics 3
Student Learning 1

Funding Sources:
Library Supplies (CNA: D 3 & SL 1) 211 Title I-A
211-12-6399-00-131-Y-30-0F2-Y $3,158

Demographics

Need Statement 2: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%
Need Statement 4: Increase academic performance by building background knowledge through educational field trips. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Student Learning

Need Statement 1: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%
Need Statement 2: Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by providing after school tutorials for all students. **Data Analysis/Root Cause:** Our 2019 overall Masters performance was 25%
Need Statement 4: Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Performance Objective 2: Southmost early childhood performance will increase by 5 percentage points over end-of-year 2021 results.

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

Summative Evaluation: None

	Formative
Strategy 1: Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically. Southmost Elementary will hire and maintain Highly qualified teachers in Pre-K 4 Continue expandiendo el Pre-Kinder y Kinder proporcionar experiencias de aprendizaje de base en para preparar mejor a los estudiantes en riesgo academicamente. Southmost Elementary contratara y mantendra maestros altamente calificados en Pre-K 4	
Milestone's/Strategy's Expected Results/Impact: Formative: C-PM (BOY & MOY), lesson plans, classroom observations Summative: C-PM (EOY)	**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Dean of Instruction Administrator for SCE PK Teachers Early childhood specialist	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: AR, LEP, TI, MI Students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 2: Increase early literacy and students school readiness through a high quality 3 year old program. The full day PK program will meet the needs of PK at-risk students by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components.

PK-3 teachers and Para Professionals will receive
Research -Based Professional Development, CIRCLE
training, Frameworks aligned to the PK Guidelines;
Positive Beginnings for Classroom Management

Aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes a traves de un programa de 3 anos de alta calidad. El programa PK de dia completo satpara las necesidades de los estudiantes de PK en riesgo proporcionando habilidades fonologicas y de desarrollo del lenguaje utilizando enfoques practicos con el fin de cumplir con las directrices PK y los componentes CIRCLE.

Los profesores PK-3 y para profesionales recibiran
Investigacion -Desarrollo Profesional Basado, CIRCULO
formacion, Marcos alineados con las Directrices PK;
Comienzos positivos para la gestion del aula

Milestone's/Strategy's Expected Results/Impact: Formative: BISD instructional feedback form Walkthroughs Professional development BOY and MOY C-PM Test results, PK OWL Student Screening Assessments	**Formative** **Oct** **Jan** **Mar**
Summative: T-TESS, Job Description/Evaluations, PDS Transcripts, EOY C-PM and OWL results Improvement on CIRCLE-PM BOY to EOY improvement	**Summative** **June**
Staff Responsible for Monitoring: Principal Dean of Instruction PK 3 Teacher	
Title I Schoolwide Elements: None **Need Statements:** None	

TEA Priorities: None

ESF Levers: None

Population: PK Teachers and Paras

Start Date: August 12, 2020

End Date: June 1, 2021

Revision Date: None

Funding Sources:
None

○ 0% No Progress   ○ 100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Summative Evaluation: None

Strategy 1: All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope & sequence, Pearson, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR.

Todas las aulas proporcionaran a los estudiantes oportunidades de instruccion diarias a traves del uso de los marcos curriculares del distrito/alcance y secuencia, Pearson y Texas Write Source para desarrollar las habilidades de escritura de los estudiantes en todas las areas de contenido y asegurar que los estudiantes desarrollen una base solida, conceptual, TEKS de nivel de maestria y desempenen bien en las evaluaciones. Los estudiantes de K-5th grade participaran en el diario diario, la fluidez de lectura, las paredes de palabras, los centros de aprendizaje, las bibliotecas del aula, la palabra academica del dia y KidSpeak para proporcionar a los estudiantes amplias oportunidades para dominar las artes del lenguaje de nivel de grado y leer TEKS y rendir bien en evaluaciones como TELPAS y STAAR.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks Summative: TELPAS STAAR TPRI/Tejas Lee	**Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Dean of Instruction Campus lead teachers PK-5th grade teachers	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** Demographics 1, 2, 3 Student Learning 1 Perceptions 2
TEA Priorities: None	
ESF Levers: None	
Population: All student groups	**Funding Sources:** Supplies (CNA: D 1,2,3, SL 1, & P 2) 212 Title I-C (Migrant) 212-11-6399-00-131-Y-24-0F2-Y $210
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 2: Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through the district curriculum frameworks/scope & sequence so that students will increase their conceptual knowledge at their appropriate grade level. Implementar un plan de estudios de matematicas integrado desafiante, basado en estandares y centrado en la investigacion (K-12) como se demuestra a traves de los marcos curriculares del distrito/ alcance y secuencia para que los estudiantes aumenten sus conocimientos conceptuales en su nivel de grado apropiado.

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks	**Formative**
Summative: TELPAS STAAR TPRI/Tejas LEE	**Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Dean of Instruction Campus lead teachers PK-5th grade teachers	**Summative**
Title I Schoolwide Elements: None **Need Statements:** None	**June**
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	
Population: All student groups	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Demographics

Need Statement 1: Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

Need Statement 2: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Need Statement 3: Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically. **Data Analysis/Root Cause:** 64.9% of our students are at-risk

Student Learning

Need Statement 1: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Perceptions

Need Statement 1: Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

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

Evaluation Data Sources: Regional and state competition participation numbers

Summative Evaluation: None

Strategy 1: Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.

Choir
Music Memory
Art
Chess

Los estudiantes de bellas artes elementales desarrollaran el pensamiento critico y las habilidades multitarea, y la creatividad, el trabajo en equipo y el caracter participando en concursos de UIL, concursos no UIL, exposiciones de eventos de distrito /comunidad, y actuaciones publicas.

Coro
Memoria musical
Arte
Ajedrez

Milestone's/Strategy's Expected Results/Impact: Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters Summative: Performance ratings, attendance, participation numbers	**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Music teacher Art teacher Principal	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: All student groups	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 2: PK-5th grade students will attend music/theater arts
class one a week to build a foundation in music and
theater arts.

Los estudiantes de PK-5o grado asistiran a artes de musica/teatro
clase uno a la semana para construir una base en la musica y
artes teatrales.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Music/Theater Arts Rotation Schedule, Lesson Plans, Classroom Observations Summative: Music/Theater Ats Grades, 5th grade participation in Honor's Choir	**Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Dean of Instruction Music Teacher	**Summative**
	June

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
Population: All student groups	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 3: Southmost will participate in the annual District Spelling Bee competition.

Southmost participara en el concurso anual District Spelling Bee.

Population: 3rd-5th grade student participants

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative Results: Spelling Bee results for campus, district, regional and state levels	**Oct**
	Jan
	Mar
Summative Impact: Participation in Spelling Bee event, Increased level of competition success beyond district and regional levels	**Summative**
	June
Staff Responsible for Monitoring: ELA Specialists, Campus Spelling Bee Sponsor Dean of Instruction	

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: 3rd-5th grade student participants	
Start Date: October 1, 2020	
End Date: February 26, 2021	
Revision Date: None	

0% No Progress   100% Accomplished   ⟶ Continue/Modify   ✗ Discontinue

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

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

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

Summative Evaluation: None

Strategy 1: Southmost Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.		
Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage		**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff		**Summative**
Title I Schoolwide Elements: None	**Need Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Population: Faculty and Staff		
Start Date: August 12, 2020		
End Date: June 1, 2021		
Revision Date: None		

Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the school.

	Formative
Milestone's/Strategy's Expected Results/Impact: Survey results will indicate prioritization of the renovation plans.	**Oct**
Formative: Survey	**Jan**
Summative: Evaluation/analysis of survey data	**Mar**
Staff Responsible for Monitoring: Campus Administration Facilities and maintenance staff	**Summative**

Title I Schoolwide Elements: None	**Need Statements:**	**June**
TEA Priorities: None	Perceptions 3	
ESF Levers: None	**Funding Sources:**	
Population: Facilities and maintenance staff	Supplies for Maintenance (CNA: P 3) 199 Local funds 199-51-63-15-00-131-Y-99-0-00-Y $4,500	
Start Date: August 12, 2020		
End Date: June 1, 2021		
Revision Date: None		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Perceptions

Need Statement 3: Materials to provide and maintain a clean and safe learning environment **Data Analysis/Root Cause:** Maintain a clean and safe environment

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

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

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

Summative Evaluation: None

Strategy 1: Southmost Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments.		
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports		**Formative**
		Oct
		Jan
Staff Responsible for Monitoring: Campus Administration		**Mar**
Title I Schoolwide Elements: None	**Need Statements:** None	**Summative**
TEA Priorities: None	**Funding Sources:** None	**June**
ESF Levers: None		
Population: Campus Administration		
Start Date: August 12, 2020		
End Date: June 1, 2021		
Revision Date: None		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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

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

Summative Evaluation: None

Strategy 1: Create employee incentives and recognition to improve campus morale and climate.			
Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Appreciation Week activities, Teacher of the Month, Thanksgiving and Christmas Luncheons Summative: Retaining 100% of Southmost Teachers,			**Formative**
			Oct
			Jan
Staff Responsible for Monitoring: HR Administration Campus Administration			**Mar**
			Summative
Title I Schoolwide Elements: None		**Need Statements:** None	**June**
TEA Priorities: None		**Funding Sources:** None	
ESF Levers: None			
Population: Campus and HR Administration			
Start Date: August 12, 2020			
End Date: June 1, 2021			
Revision Date: None			
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Summative Evaluation: None

Strategy 1: Southmost Elementary will promote the history and origins along with current accomplishments such as articles, students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events through the school website.		**Formative**
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs		**Oct**
		Jan
Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases		**Mar**
Staff Responsible for Monitoring: Campus Administration		**Summative**
Campus PIO		**June**
Counselors		
Teachers		
Parent Liaison		
Title I Schoolwide Elements: None	**Need Statements:** None	
TEA Priorities: None	**Funding Sources:**	
ESF Levers: None	None	
Population: Students, Parents, and Staff Stakeholders		
Start Date: August 12, 2020		
End Date: June 1, 2021		
Revision Date: None		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: None

Strategy 1: Southmost will participate in the opportunity of decision making of the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.		
Milestone's/Strategy's Expected Results/Impact: School calendar showing earlier start date.		**Formative**
Staff Responsible for Monitoring: Campus Administration Campus PIO Counselors Teachers Parent Liaison		**Oct** **Jan** **Mar**
		Summative
Title I Schoolwide Elements: None	**Need Statements:** None	**June**
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Population: Faculty and Staff		
Start Date: August 12, 2020		
End Date: June 1, 2021		
Revision Date: None		
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue		

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

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

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

Summative Evaluation: None

Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures.		
Milestone's/Strategy's Expected Results/Impact: Formative: Training Sign-In Sheets Signed SCC Acknowledgement Form Completed Referral Forms Summative: Discipline Referrals		**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Assistant Principal Teachers Parent Liaison		**Summative** **June**
Title I Schoolwide Elements: None	**Need Statements:** None	
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Population: All student groups & Parents		
Start Date: August 12, 2020		
End Date: September 30, 2020		
Revision Date: None		

Strategy 2: Implement a Guidance and
Counseling program as per Texas
Comprehensive Development
Guidance and Counseling Model
at Southmost Elem.

		Formative
Milestone's/Strategy's Expected Results/Impact: Formative:		
Implement a Guidance and		**Oct**
Counseling program as per Texas		
Comprehensive Development		**Jan**
Guidance and Counseling Model		
		Mar
Summative:		**Summative**
Student academic progress		
Discipline referrals		**June**
Staff Responsible for Monitoring: Principal		
Assistant Principal		
Counselors		
Title I Schoolwide Elements: None	**Need Statements:**	
	Demographics 5	
TEA Priorities: None		
ESF Levers: None	**Funding Sources:**	
	Counseling Supplies (CNA: D5) 199 Local funds	
Population: All student groups & Counselor	199-31-63-99-00-131-Y-99-0-00-Y $200	
	Counseling Supplies (CNA: D5) 211 Title I-A	
Start Date: August 12, 2020	211-31-6399-00-131-Y-30-0F2-Y $500	
End Date: June 1, 2021		
Revision Date: None		

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

Need Statement 5: Improve Character Traits (Trustworthiness, Respect, Responsibility, Fairness, Caring, and Citizenship) through the Guidance and Counseling program **Data Analysis/Root Cause:** Number of counselor and office referrals

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: None

Strategy 1: Develop and maintain an Emergency Operations Plan at Southmost Elem. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system. All staff and visitors must display their identification while on Southmost Elem. campus grounds.		
Milestone's/Strategy's Expected Results/Impact: Formative: Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Summative: Office Log-in Binders Security Check	**Formative**	
	Oct	
	Jan	
	Mar	
Staff Responsible for Monitoring: Assistant Principal Faculty Staff Security Officer	**Summative**	
	June	
Title I Schoolwide Elements: None	**Need Statements:** None	
TEA Priorities: None	**Funding Sources:** None	
ESF Levers: None		
Population: Students, Parents, Teachers, Campus Administration		
Start Date: August 12, 2020		
End Date: June 1, 2021		
Revision Date: None		

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

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

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

Summative Evaluation: None

Strategy 1: A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary. -The Parent and Family Engagement meetings held on Fridays at 10:30 am and 2:00pm in the Parent Center. -Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts -Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation -Parent newsletter (monthly) -School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement. Un Enlace de Padres continuara siendo financiado con el proposito de educar a los padres para ayudar mejor a sus hijos a traves del proceso educativo y para aumentar el rendimiento de los estudiantes en Southmost Elementary. -Llevar a cabo una Encuesta anual de Padres titulo I para evaluar la eficacia de los esfuerzos de participacion de los padres de Southmost Elementary -Completar y difundir una Politica de Participacion Parental para delinear como los padres participaran activamente a nivel de distrito/campus con la intencion de aumentar la participacion -Boletin para padres (mensual) -Pactos escolares-padres que indican las responsabilidades de cada grupo para asegurar el logro de los estudiantes.	
Milestone's/Strategy's Expected Results/Impact: Formative: Parent meetings Workshop agendas	**Formative** **Oct**

Attendance

Survey results will be reviewed at the May 2017 SBDM meeting

Summative:
Parent participation increase
Attendance at state % or higher sign in sheets
Title I Parent Survey results

Staff Responsible for Monitoring: Campus Administration, district personnel, Federal programs
SBDM committee
Parent trainer

Jan	
Mar	
Summative	
June	

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Population: Teachers, Students, Parents

Start Date: August 12, 2020

End Date: June 1, 2021

Revision Date: None

Need Statements:
Perceptions 1

Funding Sources:
Supplies (CNA: P 1) 211 Title I-A 211-61-6399-00-131-Y-30-0F2-Y $900

Strategy 2: Conduct the following annual Title I-A required activities:

-Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the district/campus level
Timeline: Aug. 2020
-Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.
Timeline: Aug. 2020
-Title I-A Meeting to inform parents of the services provided through Title I funds
Timeline: Sep. 2020
-Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program
Timeline: Apr. 2021

Llevar a cabo las siguientes actividades anuales requeridas por el Titulo I-A:

-Completar y difundir una Politica de Participacion parental que delinea como los padres participaran activamente a nivel de distrito/campus
Cronologia: agosto de 2020
-Completar y difundir un Pacto Escuela-Padre-Estudiante indicando la responsabilidad de cada grupo con el fin de asegurar el logro de los estudiantes, especificamente en las areas de contenido.
Cronologia: agosto de 2020
-Titulo I-A Reunion para informar a los padres de los servicios prestados a traves de los fondos del Titulo I
Cronologia: Sep. 2020
-Encuesta de Padres del Titulo I-A para evaluar la efectividad del Programa de Participacion de Padres del Distrito
Cronologia: abril de 2021

*View timeline per activity (above)

Milestone's/Strategy's Expected Results/Impact: Formative:	**Formative**
Completed Parental Involvement Policies	**Oct**
Campuses S-P-S Compacts	
Campus Visitation Reports	**Jan**
Campus Website	**Mar**

Fliers
Meeting Agendas

Summative:
Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact
Training Session Evaluations

	Summative
	June

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal

Title I Schoolwide Elements: 3.1, 3.2

TEA Priorities: None

ESF Levers: None

Population: Parents

Start Date: August 12, 2020

End Date: June 1, 2021

Revision Date: None

Need Statements:
Demographics 1
Perceptions 1, 2

Funding Sources:
Misc. Costs (CNA: D 1 & P 1,2) 211 Title I-A
211-61-6499-53-131-Y-30-0F2-Y $900

Strategy 3: Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings.

-Home visits
-Attendance

Los fondos se asignaran para proporcionar el pago del kilometraje ocurrido mientras se llevan a cabo las responsabilidades de asistencia y participacion parental, es decir; visitas domiciliarias y reuniones y capacitaciones de participacion de los padres.

-Visitas domiciliarias
-Asistencia

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting	Oct Jan Mar

	Summative
Home visit logs	
	June
Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results	

Staff Responsible for Monitoring: Parent Liaison
Principal
Assistant Principal
Dean of Instruction

Title I Schoolwide Elements: None	**Need Statements:** Demographics 1 Perceptions 1, 2
TEA Priorities: None	
ESF Levers: None	**Funding Sources:** Travel (CNA: D 1 & P 1,2) 211 Title I-A 211-61-6411-00-131-Y-30-0F2-Y $900
Population: Parents & Students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 4: 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:

-Parental Involvement Policy
-School-Parent-Student Compact
-District Improvement Plan

Asegurar la representacion de la participacion de la comunidad y los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:

-Politica de participacion de los padres
-Pacto Escuela-Padre-Estudiante
-Plan de Mejoramiento del Distrito

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Parent Rep. Sign-in Sheets	**Oct**
Completed Parental Involvement Policies	**Jan**
Campuses S-P-S Compacts Calendars	**Mar**
Meeting Agendas	
Summative:	**Summative**
Training Session Evaluations LPAC	**June**
SBDM Meeting minutes	

Staff Responsible for Monitoring: Principal
Assistant Principal

Title I Schoolwide Elements: 3.1	**Need Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
Population: Parents	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 5: Provide opportunities for students to learn more about the Home Access Center (HAC) to keep parents abreast of students' progress and assist them in monitoring their children's grades. Proporcionar oportunidades para que los estudiantes aprendan mas sobre el Home Access Center (HAC, por sus saber) para mantener a los padres al tanto del progreso de los estudiantes y ayudarlos a monitorear las calificaciones de sus hijos.	

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Parent request forms for access to the HAC	**Oct**
	Jan
Summative: Listing of parents with access to HAC throughout the year	**Mar**
Staff Responsible for Monitoring: Parent Liaison Principal Assistant Principal	**Summative**
	June
Title I Schoolwide Elements: 3.2 **Need Statements:** None	
TEA Priorities: None **Funding Sources:** None	
ESF Levers: None	
Population: Students and Parents	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

0% No Progress	100% Accomplished	➡ Continue/Modify	✖ Discontinue

Demographics
Need Statement 1: Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

Perceptions
Need Statement 1: Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%
Need Statement 2: Increase parent participation in meetings by providing flexible schedule **Data Analysis/Root Cause:** Low parent attendance.

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

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

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

Summative Evaluation: None

Strategy 1: Professional development opportunities will be provided to the Southmost Elem. 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. -Identification of at-risk students via state and local criteria -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance	
Milestone's/Strategy's Expected Results/Impact: Formative: Benchmark scores, student progress reports Summative: STAAR scores, Retention rates	**Formative**
	Oct
	Jan
Staff Responsible for Monitoring: Teachers Counselors Principal Assistant Principal Dean of Instruction	**Mar**
	Summative
	June
Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
Population: Homeless Students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

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

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

Summative Evaluation: None

Strategy 1: Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, interactive devices, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.

Milestone's/Strategy's Expected Results/Impact: Formative: BISD instructional feedback form Walkthroughs Project Share uploads by CBLT Summative: STAAR	**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Dean of instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	**Summative** **June**

Title I Schoolwide Elements: None

TEA Priorities: None

ESF Levers: None

Population: All Students

Start Date: August 12, 2020

End Date: June 1, 2021

Revision Date: None

Need Statements:
School Processes & Programs 2, 4

Funding Sources:
Laptops and iPads (CNA: SPP 2,4) 162 State Compensatory
162-11-6398-62-131-Y-30-000-Y $15,000
Laptops and iPads (CNA: SPP 2,4) 162 State Compensatory
162-13-6398-00-131-Y-30-000-Y $10,000

Strategy 2: Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Sign-In Sheets Agendas PDS Transcript	**Oct**
	Jan
	Mar
Summative: STAR Chart PDS Transcripts	**Summative**
Staff Responsible for Monitoring: Principal Dean of Instruction Teachers	**June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: Teachers	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

School Processes & Programs

Need Statement 2: Increase academic performance through the use of laptops, iPads, and/or Desktops **Data Analysis/Root Cause:** Our 2018-2019 overall STAAR score was 89%

Need Statement 4: Increase the effectiveness of student learning through the use of technology. **Data Analysis/Root Cause:** Close the gap from the 2019-2020 school year (COVID-19)

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 Southmost attendance rate to 98% 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: None

Strategy 1: As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and/or Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4. Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed. Extra duty pay will be allotted for Certified and Classified Personnel for materials preparation for virtual, remote learning. Segun la politica de BISD, Southmost Elementary implementara estrategias de instruccion de remediacion durante su instruccion diaria, instruccion en grupos pequenos, tutoriales despues de la escuela y/o academias de sabado en Lectura, Matematicas y Ciencias para estudiantes de 3o-5o grado con el fin de disminuir la tasa de retencion y mejorar el rendimiento de los estudiantes Index I y aumentar los estandares de desempeno de Meets y Masters en las evaluaciones STAAR para cumplir con los indices 2-4. Los maestros utilizaran suministros generales, folletos de centros de medios, curriculo adoptado por el distrito, libros, novelas y otros recursos segun sea necesario.	

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: tutorial lesson plans, tutorial attendance report, tutorial master schedule, students progress reports, and benchmark scores	**Oct**
	Jan
Summative: STAAR and the retention rate	**Mar**
Staff Responsible for Monitoring: Campus Principal	**Summative**
Dean of Instruction Classroom teachers Administrator for State Compensatory Education (SCE)	**June**

Title I Schoolwide Elements: 2.5

TEA Priorities: None

ESF Levers: None

Population: AR, TI, MI, LEP Students

Start Date: October 12, 2020

End Date: May 7, 2021

Revision Date: None

Need Statements:
Student Learning 4
School Processes & Programs 5

Funding Sources:
Tutorials (CNA: SL 4) 162 State Compensatory
162-11-6118-00-131-Y-30-000-Y $25,000
Tutorials (CNA: SL 4) 162 State Compensatory
162-11-6118-00-131-Y-24-SSI-Y $3,514
Resources (CNA: SL 4) 199 Local funds 199-12-63-99-00-131-Y-99-0-00-Y $200
ASP Total (CNA: SL 4) 211 Title I-A 211-11-6118-00-131-Y-30-ASP-Y $22,200

Strategy 2: A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.

Se implementara una despensa de alimentos y un armario de ropa en cada campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y la tasa de retencion y la tasa de desercion.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Closet Inventory Pantry and Closet Distribution Log Summative: STAAR, Attendance Rate, and the Retention Rate	**Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Principal Assistant Principal Counselor Nurse Parent Liaison	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: AR, TI, LEP, MI Students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 3: Ensure that the campus has a process in place to identify
homeless students in order receive the full protections of the
McKinney-Vento Act. Including the help they need to enroll,
attend, and succeed in school.

Asegurarse de que el campus tenga un proceso para identificar
estudiantes sin hogar con el fin de recibir todas las protecciones de la
Ley McKinney-Vento. Incluyendo la ayuda que necesitan para inscribirse,
asistir, y tener exito en la escuela.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless coding Summative: STAAR, Attendance Rate, Retention Rate	**Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Principal Assistant Principal Dean of Instruction Teacher Data Entry Clerk	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: AR, Homeless, and unaccompanied youth	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 4: Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis.

Monitoreo y mantenimiento de las metas de la tasa de asistencia del distrito, incluyendo avisos de ausentismo de los padres y alcance comunitario para abordar los procedimientos, roles y responsabilidades a diario.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: PEIMS Reports Parent Truancy Court Notice Letters Summative: Campus Attendance Percentage Rate Reports	**Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Parent Liaison Teachers Administration	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:**
ESF Levers: None	None
Population: All student groups	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 5: Provide incentives to students with perfect attendance at the end of each six weeks period, at the middle of year and end of the year to improve student learning and increase the attendance rate at the campus.

Purchase a playground to motivate students to attend school

Proporcionar incentivos a los estudiantes con una asistencia perfecta al final de cada periodo de seis semanas, a mediados de ano y al final del ano para mejorar el aprendizaje de los estudiantes y aumentar la tasa de asistencia en el campus.

Comprar un patio de recreo para motivar a los estudiantes a asistir a la escuela

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: Attendance Reports Parent Invitations to Award Ceremonies, EOY Perfect Attendance Certificates and Trophies, MOY and EOY Perfect Attendance Party, Parent Truancy court Notice Letters, No Credit process, and Student Attendance Plan	**Oct** **Jan** **Mar**
	Summative
Summative: Campus Attendance Percentage Rate	**June**
Staff Responsible for Monitoring: Counselors Teachers Principal Assistant Principal Dean of Instruction	

Title I Schoolwide Elements: None	**Need Statements:** Demographics 1, 3 Student Learning 1 Perceptions 2
TEA Priorities: None	
ESF Levers: None	
Population: All student groups	**Funding Sources:** Awards (CNA: D 1,3, SL 1, & P2) 199 Local funds 199-11-64-98-00-131-Y-11-0-00-Y $2,000 Awards (CNA: D 1,3, SL 1, & P2) 199 Local funds 199-23-64-98-00-131-Y-99-0-00-Y $500
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

⊘ 0% No Progress	◯ 100% Accomplished	→ Continue/Modify	✕ Discontinue

Demographics

Need Statement 1: Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

Need Statement 2: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Student Learning

Need Statement 1: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Need Statement 4: Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

School Processes & Programs

Need Statement 5: Increase the effectiveness of curbside pickup of devices and supplies for virtual learning **Data Analysis/Root Cause:** Not enough staff on campus.

Perceptions

Need Statement 1: Increase student attendance **Data Analysis/Root Cause:** Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

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

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

Summative Evaluation: None

Strategy 1: Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national).

Los Recursos Instructivos/Suplementarios y las intervenciones especificas basadas en la investigacion se utilizan para asegurar que todos los estudiantes del sur esten preparados para satisfacer las demandas de evaluaciones estandarizadas (locales, estatales y nacionales).

Media Center Resources: Esperanza LEI & II workbooks, SIOP activities Target Reading
STAAR resource materials
District approved software
Living with Science/EduSmart
STEMscopes
Tango Central/Tango Trends
Bilingual resources
Early childhood resources & CIRCLE
Fry Word (K-3rd) word recognition lists
Fluency passages
RtI 3 Tier Model
TLI strategies
Special Education Resources: SRA Reading, Unique Learning

Milestone's/Strategy's Expected Results/Impact: Formative: BISD developed assessments Instructional feedback forms Weekly test 6 weeks Unit tests 6 weeks mid and end checkpoints Campus Mini Marks District Benchmarks	**Formative**
	Oct
	Jan
	Mar
	Summative

Summative:
TPRI and TEJAS LEE
TELPAS
STAAR

Staff Responsible for Monitoring: PK-5th grade teachers
Special Ed. teachers
Dyslexia teacher
Bilingual teachers
Administration

Title I Schoolwide Elements: 2.6	**Need Statements:** Demographics 3 Student Learning 1
TEA Priorities: None	
ESF Levers: None	**Funding Sources:** Supplies (CNA: D3 & SL 1) 166 State Special Ed. 166-11-6399-00-131-Y-23-0P0 $458
Population: All student groups	
Start Date: August 12, 2020	Supplies (CNA: D3 & SL 1) 166 State Special Ed. 166-11-6399-00-131-Y-23-0P1-Y $916
End Date: June 1, 2021	Supplies (CNA: D3 & SL 1) 166 State Special Ed. 166-11-6399-00-131-Y-23-0P4-Y $916
Revision Date: None	

Strategy 2: Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success.
Additional learning time to meet standards and additional assistance that is tailored to each child.

Capacitacion anual de Respuesta a la Intervencion (RtI) sobre el Modelo RtI 3 para el personal del campus y reuniones tres-semanales con el equipo de RtI Core para monitorear el progreso academico de los estudiantes y apoyar al personal docente con toda la documentacion necesaria para el exito de la intervencion temprana.
Tiempo de aprendizaje adicional para cumplir con los estandares y asistencia adicional que se adapta a cada nino.

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: BISD instructional feedback form Walkthroughs PDS session evaluations RtI core Team meetings Tango progress monitoring	**Oct** **Jan** **Mar**
	Summative
Summative: PDS evaluations, transcripts and feedback	**June**
Staff Responsible for Monitoring: Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers	

Title I Schoolwide Elements: 2.6	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: General Ed. Teachers	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 3: The Dean of Instruction will ensure that teachers
receive staff development to enhance the instructional
program and provide teacher support to positively
impact at-risk student achievement, attendance, and
decrease the retention/dropout rates.

Maintain a highly qualified dean of instruction

El Decano de Instruccion se asegurara de que los maestros
desarrollo del personal para mejorar la instruccion
programa y proporcionar apoyo al maestro para
impacto en el rendimiento de los estudiantes en riesgo, la asistencia y
disminuir las tasas de retencion/abandono.

Mantener un decano altamente calificado de instruccion

Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, PDS Session Evaluation Report, PDS Session Attendance Report, student progress reports, benchmark scores lesson plans Summative: STAAR and Attendance/Retention Rates	**Formative** **Oct** **Jan** **Mar**
Staff Responsible for Monitoring: Campus Principal Administrator for SCE	**Summative** **June**

Title I Schoolwide Elements: None	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: Dean of Instruction	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

Strategy 4: Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans.

A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.

Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading.

Proporcionar un programa integral completo de dislexia para los estudiantes identificados para asegurar una asistencia eficaz y oportuna y satisfacer sus necesidades academicas mediante la implementacion de planes de adaptacion individualizados.

Un maestro de dislexia supervisara el progreso academico, la asistencia y proporcionara servicios de apoyo para estudiantes, personal y padres.

Se proporcionaran servicios de laboratorio de dislexia para estudiantes identificados segun se determine a traves de la evaluacion. Los enfoques instructivos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupos pequenos para mejorar la capacidad de los estudiantes para comprender y decodificar para que el lenguaje sea significativo en la lectura.

Milestone's/Strategy's Expected Results/Impact: Formative:	**Formative**
Observations	**Oct**
Lesson Plans	
Sign-in sheets	**Jan**
Agendas	**Mar**
Summative:	**Summative**
STAAR	**June**
TPRI/Tejas LEE, TELPAS	
Aprenda/Stanford 10 PBMAS	
AMAOS	

Staff Responsible for Monitoring: Principal
Assistant Principal
Dean of Instruction
Administrator for SCE

Title I Schoolwide Elements: None	**Need Statements:** None

Strategy 5: Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance and decrease the retention rate.

*Sustainability

Proporcionar instruccion basada en computadora en el plan de estudios de la fundacion y dispositivos asistidos adaptativos con el fin de mejorar el rendimiento de los estudiantes en riesgo, la asistencia y disminuir la tasa de retencion.

*Sostenibilidad

	Formative
Milestone's/Strategy's Expected Results/Impact: Formative: eschool Plus Master Schedule, Computer Lab Schedule, lesson plans, classroom observations, benchmark scores, student progress reports	**Oct**
	Jan
Summative: STAAR	**Mar**
Staff Responsible for Monitoring: Principal	**Summative**
Assistant Principal	**June**
Dean of Instruction	
Administrator for SCE	
Administrator for Special Programs	

Title I Schoolwide Elements: 2.6	**Need Statements:** None
TEA Priorities: None	**Funding Sources:** None
ESF Levers: None	
Population: AR, TI, MI, LEP Students	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

Demographics

Need Statement 2: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

Student Learning

Need Statement 1: Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and

instructional materials **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

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

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

Summative Evaluation: None

	Formative
Strategy 1: Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance. Los Programas Federales financiaran a las enfermeras y paraprofesionales del campus para complementar los puestos asignados en el campus de modo que las necesidades de los estudiantes de bajo rendimiento puedan ser satisfechas a traves de la instruccion individualizada y en grupos pequenos. Enfermera del campus en 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en Southmost Elementary para mejorar la salud, asistencia y rendimiento general de los estudiantes.	

Milestone's/Strategy's Expected Results/Impact: Evidence of Implementation:	**Formative**
Personnel Requisitions	**Oct**
Student Progress Reports	
Lesson plans	**Jan**
Classroom observations	
Nurse referrals	**Mar**
	Summative
Evidence of Impact:	**June**
PK CPALLS test results	
STAAR/TPRI/Tejas LEE/CPALLS	
Attendance reports	
Nurse reports	
Staff Responsible for Monitoring: TI-A Para-professionals	
Campus Nurse	
Principal	
Assistant Principal	
Title I Schoolwide Elements: None **Need Statements:** None	

TEA Priorities: None

ESF Levers: None

Population: All student groups

Start Date: August 12, 2020

End Date: June 1, 2021

Revision Date: None

Funding Sources:
None

Strategy 2: Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program.

Promover Estudiantes Fisica y Emocionalmente Saludables el campus implementara el programa CATCH (Enfoque Coordinado para la Salud Infantil)

Milestone's/Strategy's Expected Results/Impact: Formative: BISD Instructional Feedback Form Parent Meeting Sign-in Sheets Faculty Sign-In Sheets Summative: CATCH Binder Points	**Formative** **Oct** **Jan** **Mar** **Summative**
Staff Responsible for Monitoring: Administration Campus lead teachers PK-5 grade teachers CATCH representatives PE specialist Parent Liaison	**June**

Title I Schoolwide Elements: None	**Need Statements:** Student Learning 5
TEA Priorities: None	
ESF Levers: None	**Funding Sources:** PE Supplies (CNA: SL 5) 211 Title I-A 211-33-6399-00-131-Y-30-0F2-Y $1,263 PE Supplies (CNA: SL 5) 199 Local funds 199-33-63-99-00-131-Y-99-0-00-Y $200 PE Supplies (CNA: SL 5) 199 Local funds 199-11-63-99-51-131-Y-11-0-00-Y $300
Population: All student groups	
Start Date: August 12, 2020	
End Date: June 1, 2021	
Revision Date: None	

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Student Learning

Need Statement 5: Increase academic achievement by promoting Physically and Emotionally healthy students. **Data Analysis/Root Cause:** Our 2018-2019 overall score was an 89%

State Compensatory

Personnel for Southmost Elementary

Name	Position	Program	FTE
Dean of Instruction	Instructional Facilitator	State Compensatory	1
Pre-K 4 Teachers	Teacher	State Compensatory	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students,
 staff and parents completed an end of year needs assessment survey during the month of April of the school year. The campus leadership team met
as a committee to discuss the purpose of the committee. The committee reviewed the available survey results students, staff and parents. The leadership
team then reviewed the information discussed along with the EOY Assessment Results and Retention data for each grade level. Multiple
measure areas were reviewed a a grade level and strengths and challenges were identified for each measure. Fifth grade STAAR 1st & 2nd Administration
results reviewed. STAAR 3rd & 4th Grade results pending from the state.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one year to determine the
strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state,
 and federal budget allocations. Based on the CNA, the committee decided to concentrate on
improving the passing rate of all students and student groups including Migrant, Bilingual, AtRisk, Dyslexia, GT, Title I,
 and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups
passing all parts of state mandated assessments, and to increase the advanced performance level in all content areas.

2.2: Regular monitoring and revision

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data
obtained from state assessments as well as other instruments, including but not limited to the LION Testing, TERRANOVA, SUPERA, TELPAS,
TPRI/Tejas Lee, CIRCLE CPM, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that

directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

CNA Review Dates

06/04/20

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

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school's parent center and the purchase of special materials used in the parent volunteer program. Parent education will be provided to 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. Campus Parent Liaison will conduct parent meeting/trainings to promote parental involvement and a positive school climate. **The CIP is posted on our campus website, in a binder in the front office, and is orally translated to Spanish upon request.** Strategies for Goals 1, 6, and 9 are translated to Spanish on the plan.

2.4: Opportunities for all children to meet State standards

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in Tier II class schedule and/or extended day enrichment courses based on his/her individual needs in the content areas. In addition, Southmost Elementary will collaborate with in-
district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

2.5: Increased learning time and well-rounded education

Southmost Elementary will use the budgeted funds to implement school-wide reform strategies to proivde opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school extended day program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year;
 (3) include strategies for meeting the educational needs of historically underserved populations;
(4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk,
 or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and
(6) are consistent with and are designed to implement the State and local improvements plans.

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

Southmost Elementary offers programs that assist students with remediation strategies in corearea subjects. Identified students are provided support services Reading/Math/Writing/Science in order to improve their performance and overall success in the state assessment.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is posted on our website and it distributed at the begining of the school year with student handbook.

 On May 15, 2020 the Title I Parent and Family Engagement Policy was revised.

The Parent and Family Engagement Policy is provided in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

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. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents.

The Parent and Family Engagement meetings were held on Fridays at 10:30 am and 2:00pm in the Parent Center.

Annual Title I meeting was held on September 13, 2019 @ 1:30pm and Thurday, October 3, 2019 @ 5:00pm

Title I Personnel

Name	Position	Program	FTE
Amalia Tovar	Nurse	211-33-6119-00-131-Y300F2	.40
Jaime Benitez	Parent Liaison	211-61-6129-00-131-Y300F2	1.0

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Anabela Almanza	Principal
Meeting Facilitator	Virginia Guzman	Dean
Classroom Teacher	Cristal Suarez	Special Education Teacher
Classroom Teacher	Brenda Ramirez	4th grade Teacher
Parent	Crystal Escobedo	Parent
Parent	Erika Flores	Parent
District-level Professional	Melissa Garza	ELAR Specialist
Community Representative	Abby Rosas	Community Rep.
Business Representative	Victor Bravo	Manager at Walmart
Business Representative	Arnulfo Rodriguez	Administrative Assistant at HEB
Community Representative	Ramiro Escobedo	Community Rep
Non-classroom Professional	Evaristo Lerma	Assistant Principal
Non-classroom Professional	Elva Lopez	Counselor
Classroom Teacher	Laura Pena	5th grade Teacher
Classroom Teacher	Mary Porciuncula	Special Education Teacher

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Field Trips (CNA: D 4)	199-11-64-94-00-131-Y-11-0-00-Y	$2,300.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-23-63-99-65-131-Y-99-0-0-Y	$862.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-11-63-99-00-131-Y-11-0-00-Y	$1,400.00
1	1	4	Toner (CNA: D 3 & SL 1)	199-11-63-99-62-131-Y-11-0-00-Y	$400.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-23-63-99-00-131-Y-99-0-00-Y	$200.00
1	1	4	Copy Paper (CNA: D 3 & SL 1)	199-11-63-96-00-131-Y-11-0-00-Y	$1,500.00
1	1	4	Laptop (CNA: D 3 & SL 1)	199-23-63-98-65-131-Y-99-0-0-Y	$3,200.00
2	1	2	Supplies for Maintenance (CNA: P 3)	199-51-63-15-00-131-Y-99-0-00-Y	$4,500.00
5	1	2	Counseling Supplies (CNA: D5)	199-31-63-99-00-131-Y-99-0-00-Y	$200.00
9	1	1	Resources (CNA: SL 4)	199-12-63-99-00-131-Y-99-0-00-Y	$200.00
9	1	5	Awards (CNA: D 1,3, SL 1, & P2)	199-11-64-98-00-131-Y-11-0-00-Y	$2,000.00
9	1	5	Awards (CNA: D 1,3, SL 1, & P2)	199-23-64-98-00-131-Y-99-0-00-Y	$500.00
9	3	2	PE Supplies (CNA: SL 5)	199-33-63-99-00-131-Y-99-0-00-Y	$200.00
9	3	2	PE Supplies (CNA: SL 5)	199-11-63-99-51-131-Y-11-0-00-Y	$300.00
				Sub-Total	$17,762.00
				Budgeted Fund Source Amount	$17,762.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	4	Copy Paper (CNA: D 3 & SL 1)	162-11-6396-00-131-Y-30-000-Y	$4,000.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-13-6399-00-131-Y-30-000-Y	$4,300.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-11-6399-00-131-Y-30-000-Y	$10,000.00
1	1	4	Computer Supplies/Toner (CNA: D 3 & SL 1)	162-11-6399-62-131-Y-30-000-Y	$5,000.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies (CNA: D 3 & SL 1)	162-11-6399-16-131-Y-30-000-Y	$2,000.00
8	1	1	Laptops and iPads (CNA: SPP 2,4)	162-11-6398-62-131-Y-30-000-Y	$15,000.00
8	1	1	Laptops and iPads (CNA: SPP 2,4)	162-13-6398-00-131-Y-30-000-Y	$10,000.00
9	1	1	Tutorials (CNA: SL 4)	162-11-6118-00-131-Y-30-000-Y	$25,000.00
9	1	1	Tutorials (CNA: SL 4)	162-11-6118-00-131-Y-24-SSI-Y	$3,514.00
				Sub-Total	$78,814.00
				Budgeted Fund Source Amount	$78,814.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials (CNA: SL 2,4)	162-11-6112	$1,000.00
1	1	4	Instructional Materials Supplies (CNA: D 3 & SL 1)	163-11-6399	$3,425.00
				Sub-Total	$4,425.00
				Budgeted Fund Source Amount	$4,425.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Toner (CNA: D 3 & SL 1)	166-11-6399-62-131-Y-23-000-Y	$1,250.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P0	$458.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P1-Y	$916.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P4-Y	$916.00
				Sub-Total	$3,540.00
				Budgeted Fund Source Amount	$3,540.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Development Supplies (CNA: D 3 & SL 1)	211-13-6399-00-131-Y-30-0F2-Y	$1,316.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-11-6399-00-131-Y-30-0F2-Y	$50,530.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-23-6399-00-131-Y-30-0F2-Y	$3,695.00
1	1	6	Library Supplies (CNA: D 3 & SL 1)	211-12-6399-00-131-Y-30-0F2-Y	$3,158.00
5	1	2	Counseling Supplies (CNA: D5)	211-31-6399-00-131-Y-30-0F2-Y	$500.00
6	1	1	Supplies (CNA: P 1)	211-61-6399-00-131-Y-30-0F2-Y	$900.00
6	1	2	Misc. Costs (CNA: D 1 & P 1,2)	211-61-6499-53-131-Y-30-0F2-Y	$900.00
6	1	3	Travel (CNA: D 1 & P 1,2)	211-61-6411-00-131-Y-30-0F2-Y	$900.00
9	1	1	ASP Total (CNA: SL 4)	211-11-6118-00-131-Y-30-ASP-Y	$22,200.00
9	3	2	PE Supplies (CNA: SL 5)	211-33-6399-00-131-Y-30-0F2-Y	$1,263.00
				Sub-Total	$85,362.00
				Budgeted Fund Source Amount	$85,362.00
				+/- Difference	$0.00

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies (CNA: D 1,2,3, SL 1, & P 2)	212-11-6399-00-131-Y-24-0F2-Y	$210.00
				Sub-Total	$210.00
				Budgeted Fund Source Amount	$210.00
				+/- Difference	$0.00

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies (CNA: D 3 & SL 1)	263-11-6399	$2,832.00
				Sub-Total	$2,832.00
				Budgeted Fund Source Amount	$2,832.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Grand Total	$192,945.00

Addendums

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.

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	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.
	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.
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 Bullying	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.
Discipline	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.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

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.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

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.

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **SOUTHMOST EL**

Campus Number: **031901131**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

This page is intentionally blank.

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
Grade Span: PK - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 3 Reading																
At Approaches Grade Level or Above	2019	76%	80%	**87%**	-	87%	*	-	-	-	-	78%	*	87%	*	87%	90%
	2018	77%	80%	**80%**	-	80%	-	-	-	-	-	57%	-	80%	80%	80%	74%
At Meets Grade Level or Above	2019	45%	46%	**53%**	-	52%	*	-	-	-	-	67%	*	51%	*	51%	53%
	2018	43%	42%	**33%**	-	33%	-	-	-	-	-	43%	-	35%	20%	31%	29%
At Masters Grade Level	2019	27%	26%	**13%**	-	13%	*	-	-	-	-	0%	*	13%	*	9%	13%
	2018	25%	22%	**20%**	-	20%	-	-	-	-	-	14%	-	22%	0%	16%	16%
Grade 3 Mathematics																
At Approaches Grade Level or Above	2019	79%	85%	**87%**	-	87%	*	-	-	-	-	67%	*	87%	*	87%	90%
	2018	78%	86%	**78%**	-	78%	-	-	-	-	-	86%	-	78%	80%	78%	84%
At Meets Grade Level or Above	2019	49%	56%	**60%**	-	61%	*	-	-	-	-	56%	*	60%	*	58%	63%
	2018	47%	54%	**33%**	-	33%	-	-	-	-	-	43%	-	37%	0%	31%	23%
At Masters Grade Level	2019	25%	27%	**26%**	-	26%	*	-	-	-	-	11%	*	24%	*	22%	27%
	2018	23%	27%	**22%**	-	22%	-	-	-	-	-	29%	-	24%	0%	18%	16%
Grade 4 Reading																
At Approaches Grade Level or Above	2019	75%	83%	**88%**	-	88%	-	-	-	-	-	71%	-	89%	83%	87%	84%
	2018	73%	79%	**88%**	-	88%	-	-	-	-	-	43%	*	86%	100%	88%	85%
At Meets Grade Level or Above	2019	44%	51%	**65%**	-	65%	-	-	-	-	-	43%	-	67%	50%	62%	66%
	2018	46%	49%	**63%**	-	63%	-	-	-	-	-	43%	*	61%	71%	63%	61%
At Masters Grade Level	2019	22%	23%	**18%**	-	18%	-	-	-	-	-	0%	-	20%	0%	17%	13%
	2018	24%	23%	**29%**	-	29%	-	-	-	-	-	0%	*	29%	29%	29%	18%
Grade 4 Mathematics																
At Approaches Grade Level or Above	2019	75%	82%	**76%**	-	76%	-	-	-	-	-	57%	-	76%	83%	74%	72%
	2018	78%	86%	**88%**	-	88%	-	-	-	-	-	43%	*	86%	100%	88%	85%
At Meets Grade Level or Above	2019	48%	53%	**47%**	-	47%	-	-	-	-	-	43%	-	49%	33%	43%	41%
	2018	49%	56%	**68%**	-	68%	-	-	-	-	-	29%	*	65%	86%	68%	58%
At Masters Grade Level	2019	28%	30%	**31%**	-	31%	-	-	-	-	-	14%	-	33%	17%	26%	22%
	2018	27%	30%	**30%**	-	30%	-	-	-	-	-	14%	*	35%	0%	30%	24%
Grade 4 Writing																
At Approaches Grade Level or Above	2019	67%	78%	**88%**	-	88%	-	-	-	-	-	86%	-	89%	83%	87%	84%
	2018	63%	74%	**81%**	-	81%	-	-	-	-	-	40%	-	81%	83%	81%	75%
At Meets Grade Level or Above	2019	35%	44%	**63%**	-	63%	-	-	-	-	-	57%	-	62%	67%	60%	56%
	2018	39%	48%	**56%**	-	56%	-	-	-	-	-	40%	-	57%	50%	56%	50%
At Masters Grade Level	2019	11%	14%	**18%**	-	18%	-	-	-	-	-	0%	-	18%	17%	15%	16%
	2018	11%	14%	**19%**	-	19%	-	-	-	-	-	20%	-	19%	17%	19%	17%
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	91%	**94%**	-	94%	-	-	-	-	-	78%	*	98%	78%	94%	96%
	2018	84%	90%	**99%**	-	99%	-	-	-	-	-	100%	-	98%	100%	99%	97%
At Meets Grade Level or Above	2019	54%	56%	**69%**	-	69%	-	-	-	-	-	56%	*	71%	56%	66%	54%
	2018	54%	59%	**72%**	-	72%	-	-	-	-	-	100%	-	73%	67%	72%	73%

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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%	**28%**	-	28%	-	-	-	-	-	22%	*	29%	22%	24%	25%
	2018	26%	28%	**34%**	-	34%	-	-	-	-	-	64%	-	34%	33%	34%	30%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**96%**	-	96%	-	-	-	-	-	89%	*	100%	78%	96%	100%
	2018	91%	97%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	70%	**59%**	-	59%	-	-	-	-	-	33%	*	60%	56%	60%	50%
	2018	58%	74%	**74%**	-	74%	-	-	-	-	-	91%	-	71%	100%	74%	76%
At Masters Grade Level	2019	36%	46%	**39%**	-	39%	-	-	-	-	-	0%	*	40%	33%	38%	38%
	2018	30%	43%	**29%**	-	29%	-	-	-	-	-	27%	-	29%	33%	29%	24%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**94%**	-	94%	-	-	-	-	-	78%	*	98%	78%	94%	96%
	2018	76%	85%	**94%**	-	94%	-	-	-	-	-	100%	-	93%	100%	94%	92%
At Meets Grade Level or Above	2019	49%	60%	**69%**	-	69%	-	-	-	-	-	67%	*	76%	33%	68%	67%
	2018	41%	51%	**50%**	-	50%	-	-	-	-	-	91%	-	48%	67%	50%	49%
At Masters Grade Level	2019	24%	28%	**30%**	-	30%	-	-	-	-	-	11%	*	31%	22%	28%	17%
	2018	17%	20%	**12%**	-	12%	-	-	-	-	-	27%	-	13%	0%	12%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**89%**	-	89%	*	-	-	-	-	76%	100%	90%	82%	88%	88%
	2018	77%	78%	**90%**	-	90%	-	-	-	-	-	77%	*	89%	94%	89%	87%
At Meets Grade Level or Above	2019	50%	52%	**61%**	-	61%	*	-	-	-	-	53%	86%	62%	51%	59%	56%
	2018	48%	49%	**57%**	-	57%	-	-	-	-	-	67%	*	57%	60%	57%	53%
At Masters Grade Level	2019	24%	23%	**25%**	-	26%	*	-	-	-	-	8%	43%	26%	20%	23%	21%
	2018	22%	21%	**25%**	-	25%	-	-	-	-	-	27%	*	26%	15%	24%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**90%**	-	90%	*	-	-	-	-	76%	*	91%	82%	89%	90%
	2018	74%	74%	**90%**	-	90%	-	-	-	-	-	72%	*	89%	94%	90%	86%
At Meets Grade Level or Above	2019	48%	47%	**63%**	-	62%	*	-	-	-	-	56%	*	63%	59%	60%	58%
	2018	46%	44%	**58%**	-	58%	-	-	-	-	-	68%	*	58%	56%	57%	55%
At Masters Grade Level	2019	21%	18%	**20%**	-	20%	*	-	-	-	-	8%	*	21%	12%	17%	16%
	2018	19%	17%	**28%**	-	28%	-	-	-	-	-	32%	*	29%	22%	27%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**87%**	-	87%	*	-	-	-	-	72%	*	87%	82%	86%	86%
	2018	81%	85%	**90%**	-	90%	-	-	-	-	-	80%	*	89%	94%	90%	90%
At Meets Grade Level or Above	2019	52%	57%	**55%**	-	56%	*	-	-	-	-	44%	*	56%	47%	54%	51%
	2018	50%	55%	**60%**	-	60%	-	-	-	-	-	60%	*	59%	67%	60%	53%
At Masters Grade Level	2019	26%	31%	**32%**	-	32%	*	-	-	-	-	8%	*	33%	29%	29%	28%
	2018	24%	28%	**27%**	-	27%	-	-	-	-	-	24%	*	29%	11%	27%	22%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**88%**	-	88%	-	-	-	-	-	86%	-	89%	83%	87%	84%
	2018	66%	71%	**81%**	-	81%	-	-	-	-	-	40%	-	81%	83%	81%	75%
At Meets Grade Level or Above	2019	38%	44%	**63%**	-	63%	-	-	-	-	-	57%	-	62%	67%	60%	56%
	2018	41%	45%	**56%**	-	56%	-	-	-	-	-	40%	-	57%	50%	56%	50%
At Masters Grade Level	2019	14%	15%	**18%**	-	18%	-	-	-	-	-	0%	-	18%	17%	15%	16%
	2018	13%	13%	**19%**	-	19%	-	-	-	-	-	20%	-	19%	17%	19%	17%

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

District Name: BROWNSVILLE ISD

Campus Name: SOUTHMOST EL

Campus Number: 031901131

Total Students: 359

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%	**94%**	-	94%	-	-	-	-	-	78%	*	98%	78%	94%	96%
	2018	80%	82%	**94%**	-	94%	-	-	-	-	-	100%	-	93%	100%	94%	92%
At Meets Grade Level or Above	2019	54%	55%	**69%**	-	69%	-	-	-	-	-	67%	*	76%	33%	68%	67%
	2018	51%	51%	**50%**	-	50%	-	-	-	-	-	91%	-	48%	67%	50%	49%
At Masters Grade Level	2019	25%	21%	**30%**	-	30%	-	-	-	-	-	11%	*	31%	22%	28%	17%
	2018	23%	19%	**12%**	-	12%	-	-	-	-	-	27%	-	13%	0%	12%	8%

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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	**83**	-	83	-	-	-	-	-	71	-	84	70	86	85
	2018	63	65	**86**	-	86	-	-	-	-	-	86	-	86	83	86	86
Grade 4 Mathematics	2019	65	64	**73**	-	73	-	-	-	-	-	43	-	72	75	70	70
	2018	65	66	**75**	-	75	-	-	-	-	-	71	*	73	86	75	67
Grade 5 ELA/Reading	2019	81	78	**71**	-	71	-	-	-	-	-	86	*	75	43	68	69
	2018	80	81	**77**	-	77	-	-	-	-	-	86	-	75	90	77	84
Grade 5 Mathematics	2019	83	88	**75**	-	75	-	-	-	-	-	93	*	75	79	76	77
	2018	81	87	**89**	-	89	-	-	-	-	-	100	-	88	100	89	89
All Grades Both Subjects	2019	69	69	**75**	-	75	-	-	-	-	-	73	*	77	66	75	76
	2018	69	71	**82**	-	82	-	-	-	-	-	88	*	81	90	82	82
All Grades ELA/Reading	2019	68	67	**77**	-	77	-	-	-	-	-	79	*	80	54	77	78
	2018	69	69	**81**	-	81	-	-	-	-	-	86	-	80	86	81	85
All Grades Mathematics	2019	70	71	**74**	-	74	-	-	-	-	-	68	*	74	77	73	73
	2018	70	72	**83**	-	83	-	-	-	-	-	89	*	81	92	83	79

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

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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%	**71%**	-	71%	-	-	-	-	-	63%	67%	56%
	2018	38%	44%	**75%**	-	75%	-	-	-	-	-	*	75%	71%
Mathematics	2019	45%	57%	**69%**	-	69%	-	-	-	-	-	83%	67%	50%
	2018	47%	57%	**70%**	-	70%	-	-	-	-	-	*	70%	*
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**94%**	-	94%	-	-	-	-	-	80%	93%	93%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**6%**	-	6%	-	-	-	-	-	20%	7%	7%
STAAR Cumulative Met Standard														
	2019	86%	91%	**96%**	-	96%	-	-	-	-	-	80%	96%	93%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**96%**	-	96%	-	-	-	-	-	80%	96%	93%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**4%**	-	4%	-	-	-	-	-	20%	4%	7%
STAAR Cumulative Met Standard														
	2019	90%	96%	**98%**	-	98%	-	-	-	-	-	100%	98%	100%

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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%	**89%**	85%	85%	-	-	-	-	-	-	67%	85%	84%
	2018	77%	78%	**90%**	83%	83%	-	-	-	-	-	-	78%	83%	83%
At Meets Grade Level or Above	2019	50%	52%	**61%**	54%	54%	-	-	-	-	-	-	11%	54%	51%
	2018	48%	49%	**57%**	42%	42%	-	-	-	-	-	-	33%	42%	41%
At Masters Grade Level	2019	24%	23%	**25%**	18%	18%	-	-	-	-	-	-	11%	18%	17%
	2018	22%	21%	**25%**	11%	11%	-	-	-	-	-	-	0%	11%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**90%**	86%	86%	-	-	-	-	-	-	*	86%	85%
	2018	74%	74%	**90%**	83%	83%	-	-	-	-	-	-	*	83%	82%
At Meets Grade Level or Above	2019	48%	47%	**63%**	57%	57%	-	-	-	-	-	-	*	57%	55%
	2018	46%	44%	**58%**	40%	40%	-	-	-	-	-	-	*	40%	42%
At Masters Grade Level	2019	21%	18%	**20%**	12%	12%	-	-	-	-	-	-	*	12%	13%
	2018	19%	17%	**28%**	6%	6%	-	-	-	-	-	-	*	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**87%**	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	81%	85%	**90%**	85%	85%	-	-	-	-	-	-	*	85%	86%
At Meets Grade Level or Above	2019	52%	57%	**55%**	49%	49%	-	-	-	-	-	-	*	49%	45%
	2018	50%	55%	**60%**	43%	43%	-	-	-	-	-	-	*	43%	42%
At Masters Grade Level	2019	26%	31%	**32%**	29%	29%	-	-	-	-	-	-	*	29%	27%
	2018	24%	28%	**27%**	19%	19%	-	-	-	-	-	-	*	19%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**88%**	79%	79%	-	-	-	-	-	-	-	79%	79%
	2018	66%	71%	**81%**	63%	63%	-	-	-	-	-	-	*	63%	56%
At Meets Grade Level or Above	2019	38%	44%	**63%**	47%	47%	-	-	-	-	-	-	-	47%	47%
	2018	41%	45%	**56%**	38%	38%	-	-	-	-	-	-	*	38%	33%
At Masters Grade Level	2019	14%	15%	**18%**	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	**19%**	13%	13%	-	-	-	-	-	-	*	13%	11%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**94%**	92%	92%	-	-	-	-	-	-	*	92%	93%
	2018	80%	82%	**94%**	92%	92%	-	-	-	-	-	-	*	92%	93%
At Meets Grade Level or Above	2019	54%	55%	**69%**	69%	69%	-	-	-	-	-	-	*	69%	64%
	2018	51%	51%	**50%**	46%	46%	-	-	-	-	-	-	*	46%	40%
At Masters Grade Level	2019	25%	21%	**30%**	23%	23%	-	-	-	-	-	-	*	23%	21%
	2018	23%	19%	**12%**	0%	0%	-	-	-	-	-	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**75%**	82%	82%	-	-	-	-	-	-	*	82%	82%
	2018	69%	71%	**82%**	92%	92%	-	-	-	-	-	-	83%	92%	91%
All Grades ELA/Reading	2019	68%	67%	**77%**	85%	85%	-	-	-	-	-	-	*	85%	86%
	2018	69%	69%	**81%**	92%	92%	-	-	-	-	-	-	*	92%	89%
All Grades Mathematics	2019	70%	71%	**74%**	78%	78%	-	-	-	-	-	-	*	78%	77%
	2018	70%	72%	**83%**	93%	93%	-	-	-	-	-	-	*	93%	93%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**71%**	50%	50%	-	-	-	-	-	-	*	50%	56%
	2018	38%	44%	**75%**	*	*	-	-	-	-	-	-	*	*	71%
Mathematics	2019	45%	57%	**69%**	50%	50%	-	-	-	-	-	-	-	50%	50%
	2018	47%	57%	**70%**	*	*	-	-	-	-	-	-	*	*	*

District Name: BROWNSVILLE ISD

Campus Name: SOUTHMOST EL

Campus Number: 031901131

Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 359

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**95%**	-	95%	*	-	-	-	-	93%	95%	93%
Not Included in Accountability													
Mobile	4%	2%	**3%**	-	3%	*	-	-	-	-	7%	3%	1%
Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	2%	5%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**94%**	-	94%	-	-	-	-	-	81%	94%	97%
Not Included in Accountability													
Mobile	4%	3%	**5%**	-	5%	-	-	-	-	-	9%	5%	3%
Other Exclusions	1%	2%	**2%**	-	2%	-	-	-	-	-	10%	1%	0%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%

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

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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%	**96.5%**	-	96.5%	*	-	-	-	-	95.9%	96.5%	95.7%
2016-17	95.7%	95.8%	**97.2%**	-	97.2%	-	-	-	-	-	96.1%	97.2%	96.7%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD

Campus Name: SOUTHMOST EL

Campus Number: 031901131

Total Students: 359

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

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

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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

Total Students: 359

Campus Name: SOUTHMOST EL

Grade Span: PK - 05

Campus Number: 031901131

School Type: Elementary

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

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

District Name: BROWNSVILLE ISD

Campus Name: SOUTHMOST EL

Campus Number: 031901131

Total Students: 359

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: SOUTHMOST EL

Campus Number: 031901131

Total Students: 359

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) ***

Tested

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

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

District Name: BROWNSVILLE ISD

Campus Name: SOUTHMOST EL

Campus Number: 031901131

Total Students: 359

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

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

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
Grade Span: PK - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent		
Total Students	359	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	56	15.6%	8.0%	4.4%
Kindergarten	41	11.4%	5.9%	6.9%
Grade 1	60	16.7%	6.8%	7.1%
Grade 2	33	9.2%	6.6%	7.2%
Grade 3	52	14.5%	6.5%	7.3%
Grade 4	61	17.0%	6.9%	7.6%
Grade 5	56	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	0	0.0%	0.1%	12.6%
Hispanic	354	98.6%	98.3%	52.6%
White	5	1.4%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	337	93.9%	88.5%	60.6%
Non-Educationally Disadvantaged	22	6.1%	11.5%	39.4%
Section 504 Students	51	14.2%	8.7%	6.5%
English Learners (EL)	170	47.4%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	24	6.7%	5.4%	3.6%
At-Risk	233	64.9%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	30	49.2%	55.3%	42.4%
Students with Physical Disabilities	7	11.5%	11.5%	21.9%
Students with Autism	9	14.8%	12.2%	13.7%
Students with Behavioral Disabilities	10	16.4%	18.9%	20.6%
Students with Non-Categorical Early Childhood	5	8.2%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	61	18.9%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
Grade Span: PK - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	**Percent**	**District**	**State**
By Ethnicity:				
African American	0	0.0%		
Hispanic	61	18.9%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	25.0%	10.7%	3.1%	22.2%	16.2%	5.5%
Grade 2	6.8%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	0.0%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	2.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.9%	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	14.2	19.2	18.9
Grade 1	22.5	17.8	18.8
Grade 2	12.9	17.8	18.7
Grade 3	14.6	19.2	18.9
Grade 4	29.9	21.6	19.2
Grade 5	20.5	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: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	45.8	100.0%	100.0%	100.0%
Professional Staff:	34.3	74.9%	56.5%	64.1%
Teachers	26.3	57.5%	44.0%	49.8%
Professional Support	6.0	13.0%	9.5%	10.1%
Campus Administration (School Leadership)	2.0	4.4%	2.9%	3.0%
Educational Aides:	11.5	25.1%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	43.6	95.3%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	23.1	88.0%	90.3%	27.7%
White	2.2	8.2%	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	1.0	3.8%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.5	24.7%	32.0%	23.8%
Females	19.8	75.3%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	23.2	88.3%	79.4%	73.6%
Masters	3.1	11.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	1.0	3.8%	14.3%	28.9%
6-10 Years Experience	4.6	17.6%	17.6%	19.0%
11-20 Years Experience	14.3	54.5%	39.3%	29.3%
Over 20 Years Experience	6.3	24.1%	26.0%	15.7%
Number of Students per Teacher	13.6	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
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	8.0	8.4	5.3
Average Years Experience of Assistant Principals with District	8.0	8.2	4.7
Average Years Experience of Teachers:	16.1	15.1	11.1
Average Years Experience of Teachers with District:	15.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$50,847	$49,170	$50,408
6-10 Years Experience	$52,271	$50,423	$52,786
11-20 Years Experience	$53,734	$55,575	$56,041
Over 20 Years Experience	$58,794	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$54,584	$55,810	$54,122
Professional Support	$55,569	$67,073	$64,069
Campus Administration (School Leadership)	$79,170	$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: SOUTHMOST EL
Campus Number: 031901131

Total Students: 359
Grade Span: PK - 05
School Type: Elementary

Program Information	Count	Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	164	45.7%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	55	15.3%	12.0%	8.1%
Special Education	61	17.0%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	3.5%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	20.4	77.6%	78.8%	71.4%
Special Education	5.0	18.9%	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

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SOUTHMOST 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 72% to 77% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	73%	75%	79%
2021	74%	76%	80%
2022	75%	77%	81%
2023	76%	78%	82%
2024	77%	79%	83%

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 91% to 96% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	93%	94%	95%	96%

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.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **SOUTHMOST 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 71% to 76% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
72%	73%	74%	75%	76%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	71%	70%	73%
2021	72%	71%	74%
2022	73%	72%	75%
2023	74%	73%	76%
2024	75%	74%	77%

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 87% to 92% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

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 81% to 86% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
82%	83%	84%	85%	86%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	82%	80%	77%
2021	83%	81%	78%
2022	84%	82%	79%
2023	85%	83%	80%
2024	86%	84%	81%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SOUTHMOST 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 60% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	60%	57%	55%
2021	61%	58%	56%
2022	62%	59%	57%
2023	63%	60%	58%
2024	64%	61%	59%

Minimum size criteria set to 10 or more students.

District: **BROWNSVILLE ISD**

Campus: **SOUTHMOST 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 44% to 49% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
45%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	44%	44%	37%
2021	45%	45%	38%
2022	46%	46%	39%
2023	47%	47%	40%
2024	48%	48%	41%

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 51% to 56% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	52%	50%	56%
2021	53%	51%	57%
2022	54%	52%	58%
2023	55%	53%	59%
2024	56%	54%	60%

Minimum size criteria set to 10 or more students.

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 53% to 58% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	53%		52%	54%	68%
2021	54%	1%	53%	55%	69%
2022	55%	2%	54%	56%	70%
2023	56%	3%	55%	57%	71%
2024	57%	4%	56%	58%	72%

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 60% to 65% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
61%	62%	63%	64%	65%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	White	Economic Disadvantage	English Learner	Special Education
2020	62%		59%	64%	57%
2021	63%	1%	60%	65%	58%
2022	64%	2%	61%	66%	59%
2023	65%	3%	62%	67%	60%
2024	66%	4%	63%	68%	61%

Minimum size criteria set to 10 or more students.