

Brownsville Independent School District

Skinner Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Mission Statement

The mission of Skinner Elementary is to provide each student with the education which best meets his/her individual needs, interests, and potential. This education will enable students to relate classroom learning to problem solving required in life experiences.

Vision

All Skinner Elementary students will exceed the minimum academic standards and become quality leaders for tomorrow.

Value Statement

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Skinner Elementary views demographic data on a daily basis. The campus concerns are: to increase daily attendance rates, high rate of mobility of students, increase Special education passing rate on state exams (STAAR), and the large number of bilingual students. Attendance is monitored on a daily basis. Calls are made either by the teachers or home visits by the parent liaison to make sure absences are excused. Chronic absences will require parent conferences. At risk students are monitored through weekly tracking sheets, new phone system, weekly fluency reports and tutorials. State Compensatory funds are allocated to provide additional tutorials and purchase additional resources so that At-Risk students have an opportunity to succeed academically. Special education teachers co-plan with classroom teachers every six weeks to discuss progress of students. Bilingual students receive ESL lessons, and teachers are to follow the ELPS in preparing lesson plans. Lesson plans are reviewed by Dean of Instruction. Procedures for overseeing demographic concerns include daily attendance reports, monitoring assessment tracking sheets and fluency reports, tutorial attendance, co-planning summary reports, lesson plans, and orientation schedules and purchasing additional resources.

The student population at Skinner Elementary School is approximately 378 and serves students in grades pre-kinder through fifth grade. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanics (99.7%), Whites (0.3%), Economically Disadvantaged (99.5%), English Language Learners (ELLs) (59.3%), At Risk (76.2%), Migrant (0.1%), Gifted and Talented (12.1%), and Special Education (6.5%). The attendance rate was 96.4% for all students and 96.5% for at-risk students. The retention rate was 10.8% for all and at-risk students.

Demographics Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Easy access to reports
- Administrative and Teacher support
- Using state Bilingual Funds for LEP students to target English Language Proficiency
- Teacher monitoring and tracking of student progress
- State Compensatory funding for At-Risk Students to fund tutorials that target students' academic needs in the content areas.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase student attendance and decrease retention rates at all grade levels. **Data Analysis/Root Cause:** Campus data showed a decline in student attendance and an increase in retention rates.

Need Statement 2 (Prioritized): Need for certified teachers and paraprofessionals to supplement instruction through morning and after-school tutorials in an effort to improve student achievement and address the needs of At-Risk, ELs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, TPRI, TEJAS Lee, TELPAS, and STAAR in the content areas of reading, math, writing, and science. **Data Analysis/Root Cause:** Analysis of data shows low academic achievement levels and gaps of special populations and all students.

Need Statement 3 (Prioritized): Need for professional development training through the Dean of Instruction to improve academic success and close the achievement gaps. **Data Analysis/Root Cause:** Analysis of data shows an increase in student academic achievement through appropriate professional development for teachers and staff.

Student Learning

Student Learning Summary

3rd-5th Grade ALL student STAAR Summary					
<i>Subject</i>	<i>Grade Level</i>	<i>2016-2017</i>	<i>2017-2018</i>	<i>2018-2019</i>	<i>2019-2020</i>
Reading	3 rd	64%	75%	71%	COVID-19
Math	3 rd	73%	84%	83%	COVID-19
Reading	4 th	59%	63%	71%	COVID-19
Math	4 th	55%	77%	63%	COVID-19
Writing	4 th	61%	67%	62%	COVID-19
Reading	5 th	83%	81%	86%	COVID-19
Math	5 th	95%	94%	100%	COVID-19
Science	5 th	67%	59%	76%	COVID-19

3rd- 5th Grade Performance Data Table 2018-2019					
<i>Subject</i>	<i>All students</i>	<i>Hispanic</i>	<i>Econ. Disadv</i>	<i>Special Ed</i>	<i>ELL</i>
Reading	76%	76%	76%	33%	74%
Math	82%	82%	82%	64%	80%
Writing	62%	62%	61%	9%	58%
Science	76%	76%	75%	14%	75%

Student Learning Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- The availability of Reports and benchmark tracking sheets.
- Weekly Meeting that discuss student progress in each grade level
- Increase in Science Fair winners
- Teachers understand and know how to analyze student data reports.
- Dialogue between administration, teachers and parents

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to accelerate instruction to increase student performance and decrease performance gaps for students not mastering the TEKS, as well as Special Education, Bilingual/ELL, and At-Risk for all content areas at all grade levels. **Data Analysis/Root Cause:** State assessment data showed low attainment in academic performance as well as continued gaps between special populations.

Need Statement 2 (Prioritized): Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements. **Data Analysis/Root Cause:** Campus surveys indicate the need to increase support for implementation of instruction.

Need Statement 3 (Prioritized): Need to improve reading/literacy skills/fluency at all grade levels (EC-5) and in all content areas as well as writing across the curriculum by providing supplemental instructional resources and support including material, supplies and personnel. Additionally, substitutes will be needed to assist in small group instruction for tiered interventions, as needed. **Data Analysis/Root Cause:** Campus reports show the need to narrow the focus on additional instructional support.

Need Statement 4 (Prioritized): Need to increase the availability of quality technology software (online programs), hardware (desktop computers, laptops, Ipads, chrome books) as well as document cameras, projectors, printers, TVs, Clear Interactive Panels, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Campus surveys indicate need to increase supports for implementation of online, blended and face-to-face instruction.

Need Statement 5 (Prioritized): Need to increase professional learning collaboration for faculty, staff and administration, especially in the areas of integration of technology, delivery of instruction, data analysis, and student academic progress. **Data Analysis/Root Cause:** Campus staff surveys showed a need for training a support to raise student achievement and close the gaps.

School Processes & Programs

School Processes & Programs Summary

In order to begin the preparation of college readiness, Skinner Elementary works to provide a state-of-the art, high quality education Curriculum, Instruction and Assessment is TEKS and data driven. Teachers follow BISD curriculum and supplement with state adopted textbooks and STAAR resources. Grade levels plan together and turn in weekly lesson plans, HOTS questions, and tests. Grade levels meet weekly with Principal to review assessments recording strengths and weaknesses. Students performing below grade level are grouped, placed on RTI's, and intervention procedures started. Students are recognized for passing scores, commended scores and for showing growth on six weeks benchmarks. After school tutorials are available for grades 1st-5th. In addition, students are provided opportunities to learn through the use of technology in the areas of math, reading, writing, and science (i.e. laptops, math and science software, websites). Skinner Elementary strives to become a technology rich campus with many technological applications that will support learning.

Skinner Elementary uses a hiring committee composed of administration and faculty members. During interviews each committee members scores the applicants performance. Candidates are rated and decisions are made by the hiring committee. New teachers are assigned a mentor and are allowed time to observe other teachers and campuses. The T-TESS time lines 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 an administrative mentor so that they have success in their profession.

The faculty and staff are notified of all campus activities and professional development through newsletters and emails. Each grade level and department has a lead teacher which is the main contact for the group. The lead teacher is responsible for grade level reports, acts as a voice for the team. The Campus handbook which includes all forms and schedules is reviewed and given to each faculty member at the beginning of the school year through the campus public server. Communication with parents is maintained on a daily basis through weekly folders and Class Dojo. Communication through newsletters, lead teachers, and email is essential in the overall leadership and organization of the campus.

The campus TST and technology committee review campus needs in the area of computers which include hardware and software. In addition the TST provides technical support for teachers and notifies teachers of professional development. TST assists teachers in the instruction of Technology, TEKS and activities.

School Processes & Programs Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Knowledge of Curriculum components and TEKS
- Grade Level planning
- Weekly Fluency Evaluation
- Computers available to all students
- Supplemental Resources
- Recognition of students for academic performances
- Interviews of teacher candidates
- Teachers involved in the hiring process
- New teachers are allowed to observe other teachers on campus or at other campuses
- Administration provides the needed support to retain and recruit qualified teachers.
- Grade Level Mentor
- School Context and Organization Strengths

- Weekly grade level planning focusing on TEKS
- Bi-weekly folders
- Teachers and students feel proficient in technology department
- Technology being used in different content areas
- Campus Newsletter
- TST on campus
- School Website
- Computer access for students in all classrooms
- Class Dojo
- Computer Labs
- Active Parent Center
- Participation in meetings in and out of campus.
- Participation in community events.
- Good Samaritan Community Service Partnership.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need for research-based professional development opportunities, including state, out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings that will support and enhance effective transformational reforms for best practices and student learning. **Data Analysis/Root Cause:** Analysis of data and campus surveys show an increase in student academic achievement through appropriate Professional Development for Teachers and Staff.

Need Statement 2 (Prioritized): Need to increase vertical and horizontal alignment within the grade levels to support spiraling of instruction and improvement preparation for state assessments. **Data Analysis/Root Cause:** STAAR assessment results showed the need to plan and prepare effective lessons gear toward student achievement and progress.

Need Statement 3 (Prioritized): Need for professional development in technology integration into instruction for teachers and provide professional development for campus administrators and staff for supporting and implementing educational technology. **Data Analysis/Root Cause:** Campus staff and accessibility surveys indicate the need to increase training and supports for implementation of online instruction and blended teaching and learning.

Need Statement 4 (Prioritized): Need to increase the available infrastructure as well as desktop computers, and portable electronic devices to support on-line testing and learning centers. Additionally, there is a need for computer labs for Tier II and Tier II students for supplemental tutorial. **Data Analysis/Root Cause:** Campus analysis demonstrate a need for additional support through the use of electronic devices and internet access.

Need Statement 5 (Prioritized): Need for participation in co-curricular and extra-curricular activities such as Science Fair, UIL, Destination Imagination, Brainsville, Coding, Battle of the Books, and Spelling Bee to help keep students engaged and able to apply experiences beyond the classroom. **Data Analysis/Root Cause:** Analysis of data and campus surveys indicate an increase in student academic achievement by providing hands-on field experiences.

Need Statement 6 (Prioritized): Need to continue giving incentives, guidance, mentoring, and recognitions to recruit, support and retain teachers and staff. **Data Analysis/Root Cause:** Campus surveys indicate the impact in student achievement of quality educators.

Need Statement 7 (Prioritized): Need to increase parent and family engagement in supporting student learning and attendance for academic success especially for second

language and migrant stakeholders by providing different times and ways to participate (online or face-to-face opportunities). **Data Analysis/Root Cause:** Data from Parent and Student Needs surveys shows more support and access is needed to support student learning.

Perceptions

Perceptions Summary

School Culture and climate issues are analyzed at SBDM meetings and monthly faculty meetings. Grade level, department, and parental concerns are discussed at SBDM meetings. 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. Members report back to grade levels/department and receive feedback which is then submitted for review and decision making. End of year surveys are taken into account for improvement and areas of concern. The administration has an open door policy and is always responsive to suggestions and / or new ideas. Parents meet with the Skinner Parent Liaison weekly.

Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

- Staff Survey
- Teachers and Administrators meet on a weekly basis.
- Open Door Policy with Administration Staff
- Weekly Parent Meetings
- Campus safety

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase, promote and recognize attendance, academic attainment, culture and climate for students. **Data Analysis/Root Cause:** Data from campus surveys indicate need.

Need Statement 2 (Prioritized): Need to address the campus safety, health, and environment for all students, faculty, and staff, especially after COVID-19 Emergency Declaration: Closed-Instructing status and prepare for opening of school year under COVID-19 Federal and State recommendations. **Data Analysis/Root Cause:** Campus data analysis indicate the need to provide a clean, and safe environment that promotes student learning.

Need Statement 3 (Prioritized): Need to increase support for students, parents, faculty, and staff access to physical and mental health as well as nutritional supports **Data Analysis/Root Cause:** Campus needs survey shows the need to have a full time nurse.

Priority Need Statements

Need Statement 1: Need to increase student attendance and decrease retention rates at all grade levels.

Data Analysis/Root Cause 1: Campus data showed a decline in student attendance and an increase in retention rates.

Need Statement 1 Areas: Demographics

Need Statement 2: Need for certified teachers and paraprofessionals to supplement instruction through morning and after-school tutorials in an effort to improve student achievement and address the needs of At-Risk, ELs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, TPRI, TEJAS Lee, TELPAS, and STAAR in the content areas of reading, math, writing, and science.

Data Analysis/Root Cause 2: Analysis of data shows low academic achievement levels and gaps of special populations and all students.

Need Statement 2 Areas: Demographics

Need Statement 3: Need for professional development training through the Dean of Instruction to improve academic success and close the achievement gaps.

Data Analysis/Root Cause 3: Analysis of data shows an increase in student academic achievement through appropriate professional development for teachers and staff.

Need Statement 3 Areas: Demographics

Need Statement 4: Need to increase professional learning collaboration for faculty, staff and administration, especially in the areas of integration of technology, delivery of instruction, data analysis, and student academic progress.

Data Analysis/Root Cause 4: Campus staff surveys showed a need for training a support to raise student achievement and close the gaps.

Need Statement 4 Areas: Student Learning

Need Statement 5: Need to increase the availability of quality technology software (online programs), hardware (desktop computers, laptops, Ipads, chrome books) as well as document cameras, projectors, printers, TVs, Clear Interactive Panels, and internet access for students, faculty and staff.

Data Analysis/Root Cause 5: Campus surveys indicate need to increase supports for implementation of online, blended and face-to-face instruction.

Need Statement 5 Areas: Student Learning

Need Statement 6: Need to improve reading/literacy skills/fluency at all grade levels (EC-5) and in all content areas as well as writing across the curriculum by providing supplemental instructional resources and support including material, supplies and personnel. Additionally, substitutes will be needed to assist in small group instruction for tiered interventions, as needed.

Data Analysis/Root Cause 6: Campus reports show the need to narrow the focus on additional instructional support.

Need Statement 6 Areas: Student Learning

Need Statement 7: Need to provide supplemental resources, general supplies, and consumables to address the increased demands for varied instructional models, scope and sequence or any new program requirements.

Data Analysis/Root Cause 7: Campus surveys indicate the need to increase support for implementation of instruction.

Need Statement 7 Areas: Student Learning

Need Statement 8: Need to accelerate instruction to increase student performance and decrease performance gaps for students not mastering the TEKS, as well as Special Education, Bilingual/ELL, and At-Risk for all content areas at all grade levels.

Data Analysis/Root Cause 8: State assessment data showed low attainment in academic performance as well as continued gaps between special populations.

Need Statement 8 Areas: Student Learning

Need Statement 9: Need to increase parent and family engagement in supporting student learning and attendance for academic success especially for second language and migrant stakeholders by providing different times and ways to participate (online or face-to-face opportunities).

Data Analysis/Root Cause 9: Data from Parent and Student Needs surveys shows more support and access is needed to support student learning.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Need to continue giving incentives, guidance, mentoring, and recognitions to recruit, support and retain teachers and staff.

Data Analysis/Root Cause 10: Campus surveys indicate the impact in student achievement of quality educators.

Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Need for participation in co-curricular and extra-curricular activities such as Science Fair, UIL, Destination Imagination, Brainsville, Coding, Battle of the Books, and Spelling Bee to help keep students engaged and able to apply experiences beyond the classroom.

Data Analysis/Root Cause 11: Analysis of data and campus surveys indicate an increase in student academic achievement by providing hands-on field experiences.

Need Statement 11 Areas: School Processes & Programs

Need Statement 12: Need to increase the available infrastructure as well as desktop computers, and portable electronic devices to support on-line testing and learning centers. Additionally, there is a need for computer labs for Tier II and Tier II students for supplemental tutorial.

Data Analysis/Root Cause 12: Campus analysis demonstrate a need for additional support through the use of electronic devices and internet access.

Need Statement 12 Areas: School Processes & Programs

Need Statement 13: Need for professional development in technology integration into instruction for teachers and provide professional development for campus administrators and staff for supporting and implementing educational technology.

Data Analysis/Root Cause 13: Campus staff and accessibility surveys indicate the need to increase training and supports for implementation of online instruction and blended teaching and learning.

Need Statement 13 Areas: School Processes & Programs

Need Statement 14: Need to increase vertical and horizontal alignment within the grade levels to support spiraling of instruction and improvement preparation for state assessments.

Data Analysis/Root Cause 14: STAAR assessment results showed the need to plan and prepare effective lessons gear toward student achievement and progress.

Need Statement 14 Areas: School Processes & Programs

Need Statement 15: Need for research-based professional development opportunities, including state, out-of-state conferences, out-of-district and in-district conferences/trainings/workshops/meetings that will support and enhance effective transformational reforms for best practices and student learning.

Data Analysis/Root Cause 15: Analysis of data and campus surveys show an increase in student academic achievement through appropriate Professional Development for Teachers and Staff.

Need Statement 15 Areas: School Processes & Programs

Need Statement 16: Need to increase support for students, parents, faculty, and staff access to physical and mental health as well as nutritional supports

Data Analysis/Root Cause 16: Campus needs survey shows the need to have a full time nurse.

Need Statement 16 Areas: Perceptions

Need Statement 17: Need to address the campus safety, health, and environment for all students, faculty, and staff, especially after COVID-19 Emergency Declaration: Closed-Instructing status and prepare for opening of school year under COVID-19 Federal and State recommendations.

Data Analysis/Root Cause 17: Campus data analysis indicate the need to provide a clean, and safe environment that promotes student learning.

Need Statement 17 Areas: Perceptions

Need Statement 18: Need to increase, promote and recognize attendance, academic attainment, culture and climate for students.

Data Analysis/Root Cause 18: Data from campus surveys indicate need.

Need Statement 18 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Performance Objectives with summative review (prior year)

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Class size averages by grade and subject

Employee Data

- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Other additional data

Goals

Revised/Approved: May 20, 2021

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

Los estudiantes de la escuela primaria Skinner recibirán oportunidades educativas que produzcan graduados preparados para el futuro, estarán preparados para la universidad/carrera y serán ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

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

El desempeño de todos los estudiantes de la escuela primaria Skinner en todos los grados y todas las materias superará el nivel de desempeño en STAAR de los estudiantes en acercamientos, en cumplir con el nivel y en superar el nivel de grado por 5 puntos porcentuales de los resultados del examen STAAR del 2019.

Evaluation Data Sources: STAAR Performance Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. Language Enrichment STEMscopes Envision Pearson Math Coding Initiative Writing Portfolios FASCT Dr K strategies Inclusion Dyslexia Lab EduSmart Tango Software Benchmark Education HATCH Proporcionar recursos educativos en todo el plantel e instrucción asistida por computadora que refuerce la implementación del plan de estudios y las iniciativas del distrito BISD, incluido (pero no limitado a) el desarrollo profesional basado en las necesidades identificadas. Enriquecimiento del lenguaje	Formative			Summative
	Oct	Jan	Mar	June

STEMscopios
 Visualizar
 Matematicas Pearson
 Iniciativa de codificacion
 Redaccion de portafolio
 Estrategias FASCT Dr K
 Inclusion
 Laboratorio de dislexia
 EduSmart
 Software de tango
 Educacion de referencia
 Benchmark Education
 HATCH

Milestone's/Strategy's Expected Results/Impact: Formative Results:
 District Benchmarks (Fall and Spring), Walkthroughs, SOY, BOY, MOY, EOY district and state assessments and data analysis meetings, fluency checks noted in report cards
 Summative Results:
 STAAR scores, TPRI/Tejas Lee resputs, TELPAS, TERRA NOVA/SUPERA
Staff Responsible for Monitoring: Principal/Assistant Principal
 Dean
 Teachers
Title I Schoolwide Elements: 2.4 - **Targeted Support Strategy - Population:** T1, BIL, EL, NI, SE, AR, GT, DYS students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: 21-22 Bilingual General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-112-Y25-000-Y - \$3,600

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Strategy 2 Details		Reviews			
<p>Strategy 2: Monitor the implementation of the 3 Tier Response to Intervention Model in PK-5th classrooms for Math, Reading, and behavior with additional training provided to teachers on documentation and interventions based on identified needs.</p> <p>Monitorear la implementacion del Modelo de Respuesta a Intervencion de 3 Niveles en las aulas de PK a 5to para Matematicas, Lectura y comportamiento con capacitacion adicional proporcionada a los maestros sobre documentacion e intervenciones basadas en las necesidades identificadas.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS session agendas and evaluations, RTI plan progress monitoring reports, Summative Results: Improved STAAR scores, TPRI/Tejas Lee/CPM data Decrease the number of students identified for Tier 2 and 3 supports first semester to the 2nd semester</p> <p>Staff Responsible for Monitoring: Principal RTI Coordinator Counselor</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students, and all teachers - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Oct	Jan	Mar	June
Strategy 3 Details		Reviews			
<p>Strategy 3: Analyze campus data assessments to determine specific instructional intervention needs that will drive planning for conferences, workshops, professional development, and purchase of general supplies such as consumables and charts to carry out plan of action.</p> <p>Analizar las evaluaciones de datos del plantel para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, desarrollo profesional y compra de suministros generales como consumibles y graficos para llevar acabo el plan de accion.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas Sign-in Sheets Summative Results: State assessment scores</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Curriculum Specialists</p> <p>Targeted Support Strategy - Population: All teachers, staff, students, and administration - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
<p>Strategy 4: Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individual small group instruction.</p> <p>Librarian Aide PK Aide LPAC Bilingual Aide Title 1-A personnel</p> <p>Los maestros certificados y paraprofesionales complementaran las posiciones asignadas en el plantel para que las necesidades de los estudiantes de bajo rendimiento puedan satisfacerse mediante la instruccion individual en grupos pequenos.</p> <p>Ayuda bibliotecaria Ayuda de PreKinder Ayuda Bilingue LPAC Personal de Titulo 1-A</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Teacher observations, lesson plans, grades, progress reports, CIRCLE-PM, BOY, MOY, EOY Test results, walk-throughs Summative Results: T-Tess summative evaluation data Job description</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Students will be tested throughout the academic school year in: STAAR TELPAS TPRI TEJAS LEE District Benchmarks Campus Benchmarks Checkpoints Los estudiantes seran evaluados durante todo el ano escolar academico en: STAAR TELPAS TPRI TEJAS LEE Puntos de referencia del distrito Puntos de referencia del plantel Examenes de las seis semanas Milestone's/Strategy's Expected Results/Impact: Formative Results: Weekly assessments District checkpoints Benchmarks Summative Results: State assessments Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Population: T1, BIL, EL, NI, SE, AR, GT, DYS students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: 21-22 Miscellaneous Operating Costs- Students - 199 Local funds - 199-11-6499-53-112-Y-11-000-Y - \$1,500	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Los estudiantes de la escuela primaria Skinner recibirán oportunidades educativas que produzcan graduados preparados para el futuro, estarán preparados para la universidad/carrera y serán ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

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





El rendimiento a nivel preescolar de la escuela primaria Skinner aumentará en 5 por ciento con respecto a los resultados de fin de año 2019.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Skinner Elementary will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place: Title I Full Day for students who qualify under low SES criteria BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria.</p> <p>La escuela primaria Skinner apoyará la educación preescolar con el fin de aumentar la alfabetización temprana y la preparación escolar de los estudiantes. Se implementarán las siguientes opciones para programas de alta calidad para niños de 3 años: Título I Full Day para estudiantes que califican bajo criterios de SES bajos BISD / NINOS Head Start Collaborative para estudiantes que califican bajo los criterios federales de almuerzo gratis</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Results: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results Improvement on CIRCLE-PM BOY to EOY improvement by 10%</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: PK-3-year-old students as of Sept. 1st - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.</p> <p>Language Enrichment (Niehaus)</p> <p>Learning A-Z</p> <p>Inclusion (co-teach) Model</p> <p>Tango Software</p> <p>Proporcionar recursos educativos en todo el plantel e instruccion asistida por computadora que refuerce la implementacion del plan de estudios y las iniciativas del distrito BISD que incluyen (pero no se limitan a) desarrollo profesional basado en las necesidades identificadas para la primera infancia.</p> <p>Enriquecimiento del lenguaje (Niehaus)</p> <p>Aprendiendo A-Z</p> <p>Modelo de inclusion (co-enseanza)</p> <p>Software de tango</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards</p> <p>Summative Results: TPRI/TJL/C-PALLS Data, TELPAS</p> <p>The district will show a 5 point increase on summative performance assessments</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: T1, BIL, EL, NI, SE, AR, GT, DYS students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare at-risk students academically. Suplementar el programa de prekindergarten para proporcionar experiencias de aprendizaje basicas con el fin de preparar mejor academicamente a los estudiantes en riesgo. Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Results: Improved CIRCLE-PM (EOY), TPRI/Tejas LEE, Attendance Rate and Retention Rate Staff Responsible for Monitoring: Principal Assistant Principal Title I Schoolwide Elements: 3.1 - Population: Elementary PK-K students - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Oct	Jan	Mar	June
Strategy 4 Details		Reviews			
Strategy 4: The campus will implement the BISD 2021-2022 Action Plan for ELAR activities to support ELAR instruction and improve instruction and student achievement. El plantel implementara el Plan de Accion del distrito BISD 2021-2022 para actividades ELAR para apoyar la instruccion ELAR y mejorar la instruccion y el rendimiento estudiantil. Milestone's/Strategy's Expected Results/Impact: Follow the components described on the Plan of Action for English Language Arts and Reading for 2021-2022 to improve instruction and student achievement. Formative Results: Mid and End Checks Summative Results: STAAR Results Staff Responsible for Monitoring: Administration SBDM Committee Title I Schoolwide Elements: 2.4 - Population: Teachers, administrators - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Supplement the Pre-K Program to provide foundation learning experiences in order to better prepare Migrant students academically. Population: Elementary PK-K Migrant students Timeline: Daily August 17, 2021 - June 2, 2022 Suplementar el programa de prekindergarten para proporcionar experiencias de aprendizaje basicas con el fin de preparar mejor a los estudiantes migrantes academicamente. Poblacion: Estudiantes migrantes de PK-K de primaria Cronograma: Diario del 17 de Agosto del 2021 al 2 de Junio del 2022 Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool PLUS Master Schedule, Teacher Lesson Plans, Classroom observations, Progress Monitoring Assessment Scores, Student Progress reports, C-PM (BOY and MOY) Summative Results: Improved CIRCLE-PM (EOY) TPRI/TEJAS LEE, Attendance Rate and Retention Rate Staff Responsible for Monitoring: Principal Assistant Principal Population: Elementary PK-K Migrant students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Los estudiantes de la escuela primaria Skinner recibirán oportunidades educativas que produzcan graduados preparados para el futuro, estarán preparados para la universidad/carrera y serán ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

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

El 80% de los estudiantes estarán a nivel dentro de 2 años y el 70% estará en Aproximadamente el nivel de grado para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
<p>Strategy 1: In order to implement a comprehensive instructional program all students will be provided with Texas Literacy Initiative strategies.</p> <ol style="list-style-type: none"> 1. Fluency: Students in grades Pre-K-5 will practice fluency in school/home and record their 1 minute reading fluency on a daily basis. 2. Think, Turn, and Talk 3. Making Connections 4. Creating Mental Images 5. Making Inferences and Predictions 6. Determining Importance and Summarizing 7. Monitoring and clarifying <p>Con el fin de implementar un programa de instruccion integral, todos los estudiantes recibiran las estrategias de la Iniciativa de Alfabetizacion de Texas.</p> <ol style="list-style-type: none"> 1. Fluidez: Los estudiantes en los grados Pre-K-5 practicaran la fluidez en la escuela/casa y registraran su fluidez en la lectura de 1 minuto a diario. 2. Piense, gire y hable 3. Hacer conexiones 4. Creando imagenes mentales 5. Hacer inferencias y predicciones 6. Determinacion de la importancia y resumen 7. Seguimiento y aclaracion <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Teacher walk through data BOY, MOY, school and district benchmarks Summative Results: EOY, STAAR, TELPAS The Campus will have a 10% increase in STAAR, TPRI, TJI, CPM.</p> <p>Staff Responsible for Monitoring: Classroom teacher/aides Parents Dean of Instruction</p> <p>Title I Schoolwide Elements: 2.4 - Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will be provided intensive instruction incorporating TELPAS activities and rubric in Reading, Math, Science and Writing centers. Oral Language will be monitored through ELPS and discussion questions. Supplemental instructional resources and site license software will be purchased to reinforce all ELL students frameworks and to prepare students for state assessments. Consumable resources will be utilized in small groups to enhance learning and to provide support through hands on activities. Professional development will be provided for the teachers. In addition, substitutes will be allocated for SSI STAAR testing in the Spring of 2022 and LPAC to increase the student performance of all ELLs.</p> <p>Los estudiantes recibirán instrucción intensiva incorporando actividades TELPAS y rubrica en los centros de Lectura, Matematicas, Ciencias y Escritura. El lenguaje oral será monitoreado a través de ELPS y preguntas de discusión. Se comprarán recursos educativos suplementarios y software de licencia del sitio para reforzar todos los marcos de los estudiantes ELL y preparar a los estudiantes para las evaluaciones estatales. Los recursos consumibles se utilizarán en grupos pequeños para mejorar el aprendizaje y brindar apoyo a través de actividades prácticas. Se proporcionará desarrollo profesional a los maestros. Además, se asignarán suplentes para las pruebas SSI STAAR en la primavera de 2022 y LPAC para aumentar el rendimiento estudiantil de todos los ELL.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Lesson plans Walk-through observations TELPAS samples Summative Results AMAO Improvement: 49 % of current LEP students progressing by at least 1 proficiency level a year on TELPAS. Focus will be placed on 2nd grade and 3rd grade 14 % of current LEP students reaching Advanced High on TELPAS (1-4 years) by using TELPAS tutorials online</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal LPAC Bilingual teachers</p> <p>Title I Schoolwide Elements: 2.6 - Population: T1, BIL, ELL, SE, AR, GT, DYS Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: 21-22 Wages for Substitute Teachers - 162 State Compensatory - 162-11-6112-18-112-Y-30-000-Y - \$3,600, 21-22 Substitutes for Professional Development - 163 State Bilingual - 163-11-6112-00-112-Y-25-000-Y - \$1,000, 21-22 Bilingual General Supplies and Supplemental Resources - 163 State Bilingual - 163-11-6399-00-112-Y-25-000-Y - \$4,625</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: To prepare for the creation of ELA, Math, Science, Social Studies and CATCH lessons and for STAAR preparation, consumable supplies will be purchased to assist in lesson creation, teacher made resources, copy paper, bulletin board displays, teacher-parent communication, and prepare student progress report and report card.</p> <p>Resources: Teachers will be able to check out a variety of classroom resources that include : Math WarmUps, TEKS Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing & Math, Science, and Writing, Measuring Up,</p>	Formative			Summative
	Oct	Jan	Mar	June

STAAR Master, along with consumable supplies from a teacher resource room to help improve the delivery of instruction and aid in differentiating instruction through centers and small group instruction. Also print out student center activities from the Florida Centers for Reading Research. Administration will be able to purchase supplies and materials for office use. Technology supplies such as VGA adapters, wireless keyboards, HDMI adapters, search protectors, & power strips to help project online programs on TVs. Teachers will also use search protectors and power strips to connect all laptops and iPads for student use in classroom.

Para prepararse para la creacion de lecciones de ELA, Matematicas, Ciencias, Estudios Sociales y CATCH y para la preparacion de STAAR, se compraran suministros consumibles para ayudar en la creacion de lecciones, recursos hechos por maestros, papel de copia, exhibiciones de tablon de anuncios, comunicacion entre maestros y padres y preparar el informe de progreso del estudiante y la boleta de calificaciones.

Recursos: Los maestros podran contar con una variedad de recursos para el salon de clases que incluyen: Math WarmUps, TEKS Target Practice, GPS, Drops in the Bucket, Motivation Reading, Writing & Math, Science y Writing Measuring Up, STAAR Master, junto con suministros consumibles de un salon de recursos para maestros para ayudar a mejorar la entrega de la instruccion y ayudar a diferenciar la instruccion a traves de los centros y la instruccion en grupos pequenos. Tambien se imprimira las actividades del centro de estudiantes de los Centros de Investigacion de Lectura de Florida. La administracion podra comprar suministros y materiales para uso de oficina. Suministros de tecnologia como adaptadores VGA, teclados inalambricos, adaptadores HDMI, protectores de busqueda y enchufes multiples para ayudar a proyectar programas en linea en televisores. Los maestros tambien usaran protectores de busqueda y regletas de enchufes para conectar todas las computadoras portatiles e iPads para uso de los estudiantes en el aula.

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

Sign in sheets

Summative Results:

The Campus Scores will increase by 10% on all Standardize Tests.





Staff Responsible for Monitoring: Administration

Counselor

Teachers

Population: Faculty, staff, and students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: 21-22 General Supplies - 211 Title I-A - 211-11-6399-00-112-Y-30-0F2-Y - \$9,500, 21-22 General Supplies - 166 State Special Ed. - 166-11-6399-00-112-Y-23-0P2-Y - \$300, 21-22 General Supplies - 199 Local funds - 199-23-6399-45-112-Y-99-000-Y - \$800, 21-22 General Supplies - 199 Local funds - 199-31-6399-00-112-Y-99-000-Y - \$400, 21-22 General Supplies - 199 Local funds - 199-23-6399-00-112-Y-99-000-Y - \$400, 21-22 General Supplies - 199 Local funds - 199-11-6399-51-112-Y-11-000-Y - \$500, 21-22 General Supplies - 162 State Compensatory - 162-11-6399-00-112-Y30-000-Y - \$27,390

Strategy 4 Details	Reviews			
<p>Strategy 4: All Migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All PFS migrant students will receive supplemental supports services such as tutorial and extended day services.</p> <p>Todos los estudiantes migrantes recibirán útiles escolares apropiados para su grado según sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en casa; ofreciéndoles así la misma oportunidad de afrontar los retos académicos de todos los estudiantes. Todos los estudiantes migrantes de PFS recibirán servicios de apoyo suplementarios como tutoría y servicios de día extendido.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Distribution Forms Composites of services Summative Results: Fewer PFS students are identified due to increased performances</p> <p>Staff Responsible for Monitoring: Migrant teacher Principal</p> <p>Population: All Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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





Los estudiantes de la escuela primaria Skinner recibirán oportunidades educativas que produzcan graduados preparados para el futuro, estarán preparados para la universidad/carrera y serán ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, and Fine Arts, by 5% over 2020-2021 participation.

Aumentar el número de estudiantes en cursos cocurriculares y extracurriculares que avanzan en matemáticas, ciencias, estudios sociales, ELA y bellas artes en un 5% con respecto a la participación de 2020-2021.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Students identified as Gifted and Talented will participate in: Destination Imagination UIL Spelling Bee Brainsville Science Fair College Awareness activities Los estudiantes identificados como dotados y talentosos participarán en: Imaginación de destino UIL Concurso de ortografía Brainsville Feria de Ciencias Actividades de Concienciación Universitaria Milestone's/Strategy's Expected Results/Impact: Formative Results: Identification procedures for GT students Nomination forms GT lesson plans Summative Results: GT students scores GT research project and product Staff Responsible for Monitoring: Principal Dean of Instruction Teacher Population: All GT Students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Skinner Students will participate in: College awareness Coding Jump Rope for Heart PK Field trip 5th Grade Orientation Spelling Bee Science Fair Brainsville District Field Day Special Olympics Field Trips End of year student incentive *Bus transportation will be required to assist to events. Los estudiantes de Skinner participaran en: Conciencia universitaria Codificacion Jump Rope for Heart Viaje de PK Orientacion de quinto grado Concurso de ortografia Feria de Ciencias Brainsville Dia de campo del distrito Olimpiadas Especiales Diversos viajes Incentivo para estudiantes de fin de ano *Se requerira transporte en autobus para asistir a los eventos. Milestone's/Strategy's Expected Results/Impact: Formative Results: Student participation on various events Summative Results: Student participation on various extra and co-curriculum activities Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Population: All Students PK-5th - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: 21-22 Transportation - 199 Local funds - 199-11-6494-00-112-Y-11-000-Y - \$1,800	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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





Strategy 1 Details	Reviews			
Strategy 1: Skinner 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 Results: Monthly comparison of energy usage Summative Results: Annual comparison of energy usage Staff Responsible for Monitoring: Maintenance Coordinator Custodians Campus Principal Population: All campus personnel - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. Milestone's/Strategy's Expected Results/Impact: Survey results will indicate prioritization of the renovation plans. Formative Results: Survey Summative Results: Evaluation/analysis of survey data Staff Responsible for Monitoring: Administration Custodians Maintenance Staff Population: All campus personnel - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: Skinner Elementary staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Milestone's/Strategy's Expected Results/Impact: Formative Results: Beautification/garden event showcases and office areas are clean and green Summative Results: Improved campus survey data about facilities Staff Responsible for Monitoring: Administration Custodians/Maintenance Staff Teachers Population: All faculty, staff, students and parents - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: 21-22 Supplies for Maintenance /operating costs - 199 Local funds - 199-51-6315-00-112-Y-99-000-Y - \$6,000, 21-22 General Supplies - 199 Local funds - 199-51-6399-00-112-Y-99-000-Y - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 1: Skinner 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.

Strategy 1 Details	Reviews			
Strategy 1: The campus will use 100% of available budgeted funds based on the needs assessments. Milestone's/Strategy's Expected Results/Impact: Funding report will indicate funds were allocated for campus needs. Formative Results: Purchase orders Summative Results: Expenditure report Staff Responsible for Monitoring: Administration SBDM Committee Population: All students and teachers - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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





Strategy 1 Details	Reviews			
Strategy 1: Skinner Elementary will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee and campus morale and climate. Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus CNA survey and campus climate survey data related to support and retention Summative Results: PEIMS and TAPR report showing increased years of experience and decreased turn over rates Staff Responsible for Monitoring: Administration SBDM Committee Population: Faculty and Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will be given incentives during teacher appreciation week to recognize their hard work and dedication and to recruit, support, and retain teachers and principals. Milestone's/Strategy's Expected Results/Impact: Funding report will indicate funds were allocated for teacher appreciation. Formative Results: Purchase Orders Summative Results: Expenditure report Staff Responsible for Monitoring: Campus Principal SBDM committee Population: Faculty and Staff - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: 21-22 Miscellaneous Operating Costs-Food for teachers - 199 Local funds - 199-13-6499-53-112-Y-99-000-Y - \$1,200, 21-22 Miscellaneous Operating Costs - Awards - 199 Local funds - 199-23-6498-00-112-Y-99-000-Y - \$1,200	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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: Skinner Elementary program areas and campuses 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

Strategy 1 Details	Reviews			
Strategy 1: The campus will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Milestone's/Strategy's Expected Results/Impact: Formative Results: Schedule monthly articles Summative Results: Listing of all articles presented Staff Responsible for Monitoring: Administration Teachers Staff Population: Faculty, Staff, and Administration - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Skinner will designate a Public Information Office (PIO) contact to provide features articles, current and prior students/parents/staff recognition, co-extra curricular activities, and parent/community events. Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events. Formative Results: Submission of information for articles and showcases Summative Results: Annual compilation of articles and presentations/showcases Staff Responsible for Monitoring: Principal Population: Administration - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: The campus will update the school website monthly showcasing student and community activities. Milestone's/Strategy's Expected Results/Impact: Campus website will be up to date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative Results: Checklist of monthly updates Summative Results: Annual compilation of presentations being showcased Staff Responsible for Monitoring: Administration TST Population: Faculty, staff, and students - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Oct	Jan	Mar	June
		 No Progress  Accomplished  Continue/Modify  Discontinue			

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

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

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: The campus will provide information through various media on the District of Innovation Plan. Milestone's/Strategy's Expected Results/Impact: Media coverage/presentations on District of Innovation that results in fewer concerns expressed at public and district meetings. Formative Results: List of media distribution of information and questions asked at presentations/ public venues Summative Results: Passing of DOI by Board and approval of revised district calendar Staff Responsible for Monitoring: Campus Administration TST Population: Campus Stakeholders - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 1: Discipline referrals will decrease by 5%.

Evaluation Data Sources: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline referrals.





Strategy 1 Details	Reviews			
Strategy 1: In order to prevent discipline incidents and/or referrals all students and parents will have access to a copy of the Student Code of Conduct to communicate the district's discipline policy and behavior consequences. Milestone's/Strategy's Expected Results/Impact: Formative Results: Campus SCOC Receipt form, Signed SCOC acknowledgement Forms, posting of SCOC on District and campus websites. Signed Student Code of Conduct Orientation for all Parents during the current instructional school year Summative Results: End of year eSchool and PEIMS Discipline data indicate reduced BAC enrollments by campus and district-wide Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison Population: Faculty, staff, parents, and students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Campus will implement RtI behavior interventions and Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Campus will use the district database software programs to document and monitor RtI plans. Milestone's/Strategy's Expected Results/Impact: Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Results: eSchool discipline report data Decrease the number of suspensions by implementing RtI behavior interventions Staff Responsible for Monitoring: Counselor RTI Administrator Principal Title I Schoolwide Elements: 2.6 - Population: All Students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 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.

Strategy 1 Details	Reviews			
Strategy 1: Campus will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchool discipline reports and RtI plans Summative Results: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year. Staff Responsible for Monitoring: RTI Coordinator Principal Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Milestone's/Strategy's Expected Results/Impact: Formative Results: Training Sign In Sheets and Six weeks discipline reports Summative Results: eSchoolPlus and discipline report data reflecting decrease in the number of discipline incidents compared to previous school year. Staff Responsible for Monitoring: Principal Assistant Principal Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June





Strategy 3 Details	Reviews			
Strategy 3: Counselors and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on: Gang Awareness, Bullying/harassment, Violence, Unwanted physical/verbal aggression, Sexual Harassment, Guardian Internet Safety, Drug, Alcohol and Tobacco Awareness, Gun Safety, Emergency Operations Plan (EOP)-Safety Procedures Milestone's/Strategy's Expected Results/Impact: Formative Results: Copies of Presentations, Sign-In sheets and Agendas Summative Results: Decrease in the number of students discipline incidents compared to prior school year Staff Responsible for Monitoring: Counselor Population: All Students and parents/guardians - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Refine and implement all safety plans across the campus to ensure students are safe in the event of a crisis.

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

Strategy 1 Details	Reviews			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan. Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: LOCKDOWN drills (twice per semester), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign in Sheets Summative Results: After Action Reviews, Evaluations, Audits Staff Responsible for Monitoring: Administration BISD Police Security Population: Administration, faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: Implement an identification security system at all campuses. All faculty must obtain and display an identification card while on school grounds. All students must obtain and display an identification card while on school grounds. Visitors must present an identification at sign-in; Monitored at all times. Milestone's/Strategy's Expected Results/Impact: Formative Results: Sign-in sheets Summative Results: Audits and Evaluation Sheets Staff Responsible for Monitoring: Administration BISD Police Security Population: All teachers, faculty, staff, teacher aides, all students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
Strategy 3: As per the CDC, TEA, and BISD guidelines and to ensure the safety of students face to face and/or virtual learning, supplies will be provided to promote the continuation of a safe learning environment. This includes but not limited to water bottles, school supplies, safety equipment, etc. Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district reopening plan will ensure a safe environment for all students, faculty, and staff. Formative Results: Monthly comparison of supply usage Summative Results: Annual comparison of supply usage Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Population: All Students, Faculty and Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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)

La mesa directiva del distrito, en colaboracion con personal del distrito, la administracion, los padres y la comunidad, proporcionara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios de los maestros en la educacion de sus hijos. (TEA Capitulo 4, Obj. 1)

Performance Objective 1: There will be a 5% increase of parents involved in campus parental involvement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% de padres involucrados en las actividades de participacion de los padres del plantel del 2020-2021 al 2021-2022.

Evaluation Data Sources: Formative Results:

Weekly Reports: Contact Logs

Composite Report

Monthly Calendar

eSchoolPlus

Summative Results:

Increase percent in parent participation

Increase percent of student attendance

Increase student STAAR scores

Completed Title I-A Parental Involvement Compliance Checklist

Campus CNA and Title I Parent Survey

Parent Meeting Attendance Rates

Strategy 1 Details	Reviews			
<p>Strategy 1: Skinner will develop and disseminate the Parent and Family Engagement Policy and the School-Parent-Student Compact to parents of participating Title I-A students and post on the campus website in English and Spanish. Skinner will conduct parent/teacher conference to review the School-Parent-Student Compact.</p> <p>Skinner desarrollara y difundira la Politica de Participacion de los Padres y la Familia y el Pacto entre la Escuela, los Padres y los Estudiantes a los padres de los estudiantes participantes del Titulo I-A y la publicara en el sitio web del la escuela en ingles y espanol.</p> <p>Skinner llevara a cabo una conferencia de padres y maestros para revisar el Acuerdo entre la Escuela, los Padres y los Estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Weekly Reports Contact Logs Composite Report Monthly Calendar eSchoolPlus Summative Results: Increase percent in parent participation Increase percent of student attendance Increase student STAAR scores 100% Completed Title I-A Parental Involvement Compliance Checklist 100% Signed S-P-S Compact</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1 - Population: Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
<p>Strategy 2: 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:</p> <p>Parent and Family Engagement Policy School-Parent-Student Compact District Improvement Plan Campus Report Card</p> <p>Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres de familia participaran en el repaso y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <p>Politica de Participacion de los Padres y la Familia Acuerdo de Escuela-Padre-Estudiante Plan de Mejora del Distrito Boleta de calificaciones de las escuela</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results:</p> <p>Agendas Sign-in Sheets Professional development documentation</p> <p>Summative Results:</p> <p>Agendas Sign-in Sheets Professional development documentation</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Capitalize on campus community resources by creating partnership agreements with agencies, organizations, businesses and parent volunteers. Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>Capitalizar los recursos que brinda la comunidad mediante la creacion de acuerdos de asociacion con agencias, organizaciones, empresas y padres voluntarios. Invitar a las agencias/organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo asociaciones comunitarias solidas. Crear asociaciones atraves de un programa de voluntarios de la escuela. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del distrito/escuela para aumentar el exito de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative results: Agendas Sign-in Sheets Professional development documentation Summative Results: Agendas Sign-in Sheets Professional development documentation Staff Responsible for Monitoring: Parent Liaison Principal Title I Schoolwide Elements: 3.2 - Population: Parents and Community members - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Skinner will provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas: Building capacity through training using appropriate equipment and materials for parent and community access to resources College Readiness Community agencies and organizations resources Drop-out and Violence Prevention Early Childhood Literacy Strategies Effective teaching strategies in content areas Health and Wellness Education Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life. Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc.</p>	Formative			Summative
	Oct	Jan	Mar	June

Skinner proporcionara diferentes horarios de reunion para dar flexibilidad a varias oportunidades de educacion para padres atraves de conferencias y sesiones de capacitacion, para abordar las necesidades y/o inquietudes, pero no se limitan a las siguientes areas:

- Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales adecuados para que los padres y la comunidad tengan acceso a los recursos.
- Preparacion para la universidad
- Recursos de agencias y organizaciones comunitarias
- Prevencion de la desercion escolar y la violencia
- Estrategias de alfabetizacion en la primera infancia
- Estrategias de ensenanza efectivas en areas de contenido.
- Educacion sobre salud y bienestar
- Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.
- Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G.T., migrantes y en riesgo, etc.

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

- Parent Trainer Monthly Calendar
- Special Services Monthly Calendar
- Public Service Providers Lists

Agendas

Sign-in Sheets

Meeting Minutes

Summative Results:

Training Session Evaluations

Increased Parent Attendance

Decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool

Staff Responsible for Monitoring: Parent Liaison

Principal

Title I Schoolwide Elements: 3.2 - **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: 21-22 Employee Travel - 211 Title I-A - 211-61-6411-00-112-Y-30-0F2-Y - \$900, 21-22 Miscellaneous Operating Costs - 211 Title I-A - 211-61-6499-53-112-Y-30-0F2-Y - \$900, 21-22 General Supplies - 211 Title I-A - 211-61-6399-00-112-Y-30-0F2-Y - \$900





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Strategy 5 Details		Reviews			
<p>Strategy 5: The Early Childhood Family Engagement plan will be implemented at Skinner Elementary. It will be linked to the BISD webpage and disseminated by Parent Liaison and Pre-kindergarten teachers.</p> <p>El plan de participacion familiar en la primera infancia se implementara en Skinner Elementary. Se vinculara a la pagina web de BISD y sera difundido por el personal de enlace con los padres y los maestros de preescolar.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Parent meeting agendas, sign-ins and minutes and campus plan documentation Summative Results: Improved implementation and engagement of parents with BISD Pre-K program</p> <p>Staff Responsible for Monitoring: Principal PK teachers Parent Liaison</p> <p>Population: All Pre-kindergarten faculty, staff and parents - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Oct	Jan	Mar	June
Strategy 6 Details		Reviews			
<p>Strategy 6: Skinner will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.</p> <p>Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and/or attendance.</p> <p>Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.</p> <p>Skinner will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.</p> <p>Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.</p> <p>Parent Liaison will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and/or attendance.</p> <p>Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.</p> <p>Skinner continuara financiando un personal de enlace de padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales/mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.</p> <p>El personal de enlace estara en contacto con los padres a traves de visitas domiciliarias, llamadas telefonicas y/u obtenga firmas, documento el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.</p> <p>El personal de enlace establecera una estacion para padres con una carpa facilmente identificable para obtener las firmas de los padres en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la</p>		Formative			Summative
		Oct	Jan	Mar	June

participacion y/o asistencia de los padres y la familia.
Subir y guardar la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la caja del Titulo I.

Milestone's/Strategy's Expected Results/Impact: Formative Results:
Weekly Reports
Contact Logs
Composite Report
Monthly Calendar
eSchoolPlus
Summative Results:
Increase percent in parent participation
Increase percent in student attendance
Increase student STAAR scores
Staff Responsible for Monitoring: Principal
Parent Liaison
Population: Parent Liaison - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Need Statements: Perceptions 1

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Strategy 7 Details		Reviews			
<p>Strategy 7: The Parent Liaison and/or parents will have the opportunity to participate in local, regional, and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.</p> <p>El personal de enlace con los padres y/o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las mejores practicas cientificas mas recientes basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi un apoyo complementario integral para estudiantes y familias.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Weekly Reports Contact Logs Composite Report Monthly Calendar eSchoolPlus Summative Results: Increase percent in parent participation Increase percent of student attendance Staff Responsible for Monitoring: Principal Parent Liaison Population: Parent Liaison - Start Date: August 17, 2021 - End Date: June 2, 2022</p>		Formative			Summative
		Oct	Jan	Mar	June
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Need Statements:

Perceptions
<p>Need Statement 1: Need to increase, promote and recognize attendance, academic attainment, culture and climate for students. Data Analysis/Root Cause: Data from campus surveys indicate need.</p>





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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas. Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas Sign in Sheets Summative Results: The campus will have a 5 point increase in the number of students who reach Approaches Grade Level and STAAR Masters Grade Level performance on STAAR exams. Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Title I Schoolwide Elements: 2.5 - Targeted Support Strategy - Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A & Title II-A). Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative Results: T-TESS or Job Description/ Evaluation summative reports 5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, C-PALLS Staff Responsible for Monitoring: Principal Dean of Instruction Teachers Targeted Support Strategy - Population: PK-3 to 5th teachers and administrators - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: 21-22 Employee Travel - 211 Title I-A - 211-23-6411-23-112-Y-30-0F2-Y - \$800, 21-22 Employee Travel - 199 Local funds - 199-13-6411-23-112-Y-99-000-Y - \$750, 21-22 Employee Travel - 199 Local funds - 199-23-6411-00-112-Y-99-000-Y - \$1,400	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, completion rate, and decrease the retention rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Completion Rate Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session attendance and Evaluation Reports, Verified Homeless and/or Unaccompanied Youth Enrollment Letter, eSchoolPLUS Special Programs Report, eSchoolPLUS At-Risk Progress Report, Progress Monitoring Assessment Scores, Student Progress Reports Summative Results: Increased STAAR and At-risk Retention Staff Responsible for Monitoring: Principals Dean of Instruction Education & Homeless Youth Targeted Support Strategy - Population: At-risk students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June





Strategy 4 Details	Reviews			
Strategy 4: Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments. TLI learning strategies ELPS Sheltered instruction Accelerated Reading Program Science Fair UIL Brainsville Empowering Writers Evidence of Impact Milestone's/Strategy's Expected Results/Impact: Formative Results: Walk-thru's Agendas, sign-in sheets, TLI Classroom visuals, Champion Time Lesson Plans Empowering Writer's Summative Results: T-Tess Evaluation The Campus will increase 5% on all STAAR Scores Staff Responsible for Monitoring: Campus Principal Dean of Instruction Curriculum Specialists Targeted Support Strategy - Population: Faculty and Staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5 Details	Reviews			
Strategy 5: Co-Planning for inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment Milestone's/Strategy's Expected Results/Impact: Formative Results: ARD Meetings Sign-in Sheets Walk through Summative Results: The Campus Scores will increase by 5% on all Standardize Test. Staff Responsible for Monitoring: SPED Teachers Special Ed Administrator Principal Targeted Support Strategy - Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
<p>Strategy 1: Skinner will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including but not limited to Microsoft, Google, and Apple. Hardware such as computers, printers, ink, iPad's, tablets, TV's, and VGA adapters will assist all at-risk students for computer/technology enhanced instruction. The students are Skinner will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Additionally, after school tutorials will be implemented focused in Math, Reading, Writing and Science in order to achieve 95% mastery and level III Performance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Math and reading lesson plans Summative Results: Standardized test scores campus benchmarks</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: All Faculty, Staff and Administrators - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: 21-22 Equipment Under \$5000 - 199 Local funds - 199-11-6398-62-112-Y-11-000-Y - \$700, 21-22 Toner - 166 State Special Ed. - 166-11-6399-62-112-Y-23-000-Y - \$500, 21-22 LCL DEFI Technology Equipment - 162 State Compensatory - 162-11-6398-62-112-Y30-000-Y - \$15,000, 21-22 Misc. Contracted Services (Education Galaxy) - 162 State Compensatory - 162-11-6299-62-112-Y-30-000-Y - \$5,750</p>	Formative			Summative
	Oct	Jan	Mar	June





Strategy 2 Details	Reviews			
Strategy 2: Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to: Computer labs At-home learning Interactive tablets/iPads Laptops Desktops Sensors/Interface Technology Interactive whiteboards/Clear Panels Document cameras Projectors RedCat- Amplication system Student Response Systems Calculators Televisions Milestone's/Strategy's Expected Results/Impact: Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form 100% of walkthroughs will indicate application of the skills acquired during the professional development. Summative Results: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, and TELPAS Staff Responsible for Monitoring: Administration Teachers Title I Schoolwide Elements: 2.5 - Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.

Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments





Strategy 1 Details	Reviews			
Strategy 1: Skinner will provide all students students with an electronic device (Ex. iPad, Chromebook, Laptop) in the classroom and the opportunity to take a device home to extend learning beyond the classroom. Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom projects Completed homework assignments Increase Six Weeks grades Increase benchmark scores Summative Results: Improve state assessment(s) scores Staff Responsible for Monitoring: Administration TST Teacher Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, Skinner will follow the District's speed tests, which will be conducted in the early fall, mid-year, and spring. Milestone's/Strategy's Expected Results/Impact: Formative Results: Score card for appropriate connectivity of wired and wireless networks. Summative Results: Score card for appropriate connectivity of wired and wireless networks. Staff Responsible for Monitoring: Principal Assistant Principal TST ESF Levers: Lever 5: Effective Instruction - Population: Faculty, staff, and students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June





 No Progress
  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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy

Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: Skinner Elementary will review and update campus internet security procedures to guide students, staff, parents, and community to ensure safety, privacy, and security Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus group reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated policies Staff Responsible for Monitoring: Administration TST Population: Faculty, staff and students - Start Date: July 22, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> 0% No Progress</div> <div> 100% Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: Skinner Elementary will create a database of leaders with expertise in technology integration to provide classroom level partnerships. Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional observations Professional development sessions Summative Results: Database of leaders Professional development records Population: Faculty and staff - Start Date: July 22, 2021 - End Date: June 22, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: The campus will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. The TST will update the campus website weekly. Milestone's/Strategy's Expected Results/Impact: Formative Results: Technology Reports Summative Results: Standardized test scores District checkpoints Staff Responsible for Monitoring: TST Dean of Instruction Principal Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 22, 2022	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2 Details	Reviews			
Strategy 2: All certified personnel will obtain a minimum of 12 hours of face-to-face and/or virtual technology professional development annually to better prepare and assist with the integration of technology. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional development session reports Summative Results: Aggregate professional development records for faculty hours completed Staff Responsible for Monitoring: Principal Dean of Instruction Population: All certified personnel - Start Date: June 1, 2021 - End Date: May 31, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.





Strategy 1 Details	Reviews			
Strategy 1: Skinner will increase the accessibility for all students in technology based instruction across all subject areas by providing new software, such as Microsoft, Google, and Apple. Software, hardware, supplies and materials will be ordered for instructional integration in all content areas. Purchases may include such items as computers, laptops, document cameras, projectors, televisions, interactive panels, video equipment, as well as other equipment and peripherals needed to maintain and upgrade campus technology infrastructure. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Hatch Stemscopes IXL learning Education Galaxy Milestone's/Strategy's Expected Results/Impact: Formative Results: Software usage reports Software monitoring reports Summative Results: Assessment Scores End of year averages Software usage reports Software monitoring reports Fixed assets reports Staff Responsible for Monitoring: Administration TST Title I Schoolwide Elements: 2.4 - Population: All Students - Start Date: August 17, 2021 - End Date: June 2, 2022	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.

Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Identify who the agents of change are at the school level. Kotter (1995) suggests that one of the key errors organizations make is not recruiting the right people to lead and facilitate change. Rogers (1983) identifies categories of individuals in terms of their response to innovations, suggesting that those who are both respected by others and open to trying new things should be included in the planning process, as their support is essential to the success of change efforts in an organization. Begin conversations, individual and collaborative, with these individuals, in order to establish a common set of issues to address and a sense of urgency for making changes to address them.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Selection of Change Leaders Committee Agendas and Minutes Summative Results: Agendas Presentation to stakeholders</p> <p>Staff Responsible for Monitoring: Administration TST</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Faculty and staff - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

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

A traves de esfuerzos mejorados para prevencion de abandono escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Aumentar la asistencia general del plantel a 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas secundarias y 96% para las escuelas preparatorias y mejorar la asistencia de los estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, and/or court notifications as needed.</p> <p>Para apoyar el rendimiento de los estudiantes y mejorar la asistencia de los estudiantes, el personal de enlace de la escuela sera proactiva al monitorear la asistencia de los estudiantes atraves de informes de asistencia diarios, semanales y de seis semanas. Los padres de estudiantes con ausencias excesivas segun la politica del distrito recibiran avisos de advertencia y/o notificaciones de la corte segun sea necesario.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Summative Results: PEIMS Campus Attendance Percentage Rates</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence, begin Truancy Preventative Measures (TPM), which includes issuing a "Student Attendance Plan" to the parent and student during parent conferences held at school to prevent further student absences.</p> <p>Para reducir el ausentismo de los estudiantes, el personal del plantel sera proactivo en monitorear la asistencia de los estudiantes y despues de la tercera ausencia del estudiante, se comenzaran las Medidas Preventivas de Ausentismo escolar (TPM), que incluye la emision de un "Plan de Asistencia del Estudiante" para los padres y el estudiante, durante las conferencias de padres llevadas acabo en la escuela para prevenir mas ausencias de los estudiantes.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: BISD Student Plan for Truancy Prevention Measures (TPM), School Attendance reports, School Messenger System Reports, Distribution of Student Attendance Plans to parents and students (TPM) Summative Results: PEIMS attendance data shows increase</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Parent Liaison</p> <p>Population: All students with absenteeism - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 3 Details	Reviews			
<p>Strategy 3: Recognize students with perfect attendance, academic improvement and behavior every six weeks by awarding incentives. Parent Liaison will monitor attendance. Campus recognition of students for perfect attendance achievement that increases learning performance. To obtain perfect attendance, student must be present the entire instructional day for that attendance reporting period.</p> <p>Reconocer a los estudiantes con asistencia perfecta, mejora academica y buen comportamiento cada seis semanas otorgando incentivos. El personal de enlace de padres supervisara la asistencia. El plantel reconocera a los estudiantes por el logro de asistencia perfecta que aumenta el rendimiento del aprendizaje. Para obtener asistencia perfecta, el estudiante debe estar presente todo el dia de instruccion para ese periodo de informe de asistencia.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Weekly review of campus attendance rates. Monitor campus Attendance Management plans as needed by campus visitations by attendance office. Summative Results: Attendance Rates</p> <p>Staff Responsible for Monitoring: Principal/Assistant Principal Data Entry Clerk Counselor</p> <p>Population: T1, BIL, ELL, NL, SE, AR, GT, DYS Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: 21-22 Misc. Operating Costs - Awards - 199 Local funds - 199-11-6498-00-112-Y-11-000-Y - \$1,035, 21-22 Awards - 166 State Special Ed. - 166-11-6498-00-112-Y-23-0P2-Y - \$2,260, 21-22 Misc. Operating Costs - Awards - 211 Title I-A - 211-11-6498-00-112-Y-30-0F2-Y - \$1,141</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

A traves de esfuerzos mejorados para prevencion de abandono escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

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





La escuela primaria Skinner desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR por un 10%.

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

Strategy 1 Details		Reviews			
Strategy 1: A food pantry and clothes closet will be implemented at Skinner Elementary 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, and decrease the retention rate. Se implementara una despensa de alimentos y un armario de ropa en la escuela primaria Skinner 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, la asistencia y la disminucion de los estudiantes en riesgo de retencion. Milestone's/Strategy's Expected Results/Impact: Formative Results: Pantry Cloths closet inventory Pantry and cloth distribution log Summative Results: Benchmark scores Student progress reports Staff Responsible for Monitoring: Administration Counselor Parent Liaison Population: At-Risk, Homeless, unaccompanied youth - Start Date: August 17, 2021 - End Date: June 2, 2022		Formative			Summative
		Oct	Jan	Mar	June
Strategy 2 Details		Reviews			
Strategy 2: Skinner Elementary will implement tutorials and extended day tutorials to apply remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by September 2021. Supplies will be provided for At Risk students for classroom instruction. Library Media Services will print out Fluency booklets and other material to help At Risk students with reading comprehension. Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create		Formative			Summative
		Oct	Jan	Mar	June

<p>graphic organizers.</p> <p>Extra duty pay will be allotted for Certified and Classified Personnel for material preparation for virtual remote learning and/or face to face instruction.</p> <p>Skinner Elementary implementara tutorias y tutorias de dia extendido para aplicar estrategias de remediacion en materias de areas basicas para subpoblaciones LEP en riesgo en las areas de lectura, matematicas, escritura y ciencias para Septiembre de 2021.</p> <p>Se proporcionaran suministros a los estudiantes en riesgo para la instruccion en el aula.</p> <p>Los servicios de medios bibliotecarios imprimiran folletos de fluidez y otros materiales para ayudar a los estudiantes en riesgo con la comprension de lectura.</p> <p>Los suministros se utilizaran para diferenciar la instruccion a traves de centros de comprension auditiva, centros de escritura, tablas KWL y para crear organizadores graficos.</p> <p>Se asignara un pago por servicio adicional al personal certificado y clasificado para la preparacion de materiales para el aprendizaje virtual a distancia y/o la instruccion presencial.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results:</p> <p>At-Risk student Tutorial Rosters</p> <p>Tutorial Attendance Sheets</p> <p>Tutorial Lesson Plans</p> <p>Benchmark Scores</p> <p>Student Progress Reports</p> <p>Tutorial classroom observations</p> <p>Fluency Weekly Report</p> <p>Summative Results:</p> <p>STAAR Assessment Scores</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Dean of Instruction</p> <p>Assistant Principal</p> <p>Title I Schoolwide Elements: 2.5 - Targeted Support Strategy - Population: T1, AR, LEP, MI, DYS, Special Ed. Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: 21-22 Extra Duty Pay - 211 Title I-A - 211-11-6121-00-112-Y-30-ASP-Y - \$3,000, 21-22 Extra Duty Pay - 211 Title I-A - 211-11-6118-00-112-Y-30-ASP-Y - \$12,000, 21-22 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6141-00-112-Y-30-ASP-Y - \$345, 21-22 Extra Duty Pay - SSI - 162 State Compensatory - 162-11-6118-00-112-Y-24-SSI-Y - \$4,186, 21-22 Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-112-Y-30-000-Y - \$25,000, 21-22 Extra Duty Pay - 199 Local funds - 199-23-6121-00-112-Y-99-000-Y - \$100, 21-22 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6149-00-112-Y-30-ASP-Y - \$357, 21-22 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6148-00-112-Y-30-ASP-Y - \$56, 21-22 General Supplies (Media) - 162 State Compensatory - 162-11-6399-16-112-Y-30-000-Y - \$1,000, 21-22 General Supplies - 199 Local funds - 199-11-6399-16-112-Y-11-000-Y - \$1,200, 21-22 Extra Duty Pay + Fringe Benefits - 211 Title I-A - 211-11-6146-00-112-Y-30-ASP-Y - \$2,127</p>				
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Strategy 3 Details	Reviews			
<p>Strategy 3: The Dean of Instruction will conduct regular research-based professional development sessions in order to train and retain highly qualified personnel that will positively impact at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rates and dropout rate.</p> <p>La Decana de Instruccion llevara acabo sesiones de desarrollo profesional basadas en la investigacion para capacitar y retener al personal altamente calificado que impactara positivamente el rendimiento, la asistencia, la tasa de graduacion, de finalizacion de cursos para los estudiantes en riesgo, y disminucion de las tasas de retencion y abandono de escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: PDS Session Attendance and Evaluation Reports, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports Summative Results: Increased STAAR scores</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction</p> <p>Population: Elementary At-Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Supplement the Dyslexia Program to provide language and literacy interventions (as needed) to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate.</p> <p>Suplementar el programa de dislexia para proporcionar intervenciones de lenguaje y alfabetizacion (segun sea necesario) para mejorar el rendimiento estudiantil, la asistencia, la tasa de graduacion, la tasa de finalizacion de cursos y reducir la tasa de retencion y la de abandono de escuela.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans, Classroom Observations, Progress Monitoring Assessment Scores, Student Progress Reports, C-PM (BOY and MOY) Summative Results: CIRCLE-PM (EOY) compared to BOY and MOY,</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dyslexia Department</p> <p>Title I Schoolwide Elements: 2.6 - Population: Elementary At-Risk Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
<p>Strategy 5: Migrant students will have an equal opportunity to attend tutorial and summer school programs to ensure promotion if needed or to participate in the migrant enrichment after school/summer school program.</p> <p>Los estudiantes migrantes tendran la misma oportunidad de asistir a programas de tutoria y de escuela de verano para garantizar la promocion si es necesario o para participar en el programa de enriquecimiento para migrantes despues de la escuela / escuela de verano.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: eSchoolPLUS Master Schedule, Teacher Lesson Plans Classroom Observations Progress Monitoring Assessment Scores Summative Results: State assessments</p> <p>Staff Responsible for Monitoring: Administration Population: All Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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





A traves de esfuerzos mejorados para prevencion de abandono escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (TEA Capitulo 4 Obj. 3)

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

Implementar un sistema de salud escolar coordinado y sostenible que proporcione las herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo atraves de la asistencia de los estudiantes y el exito de todo el estudiante.

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.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: To promote physically and emotionally healthy students, the district will utilize the CATCH (Coordinated Approach to Child Health) program, and SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children.</p> <p>Para formentar el estado emocional y fisico de los estudiantes, el distrito utilizara el Programa CATCH (Enfoque Coordinado de la Salud Infantil) y SHAC (Comite Asesor de Salud Escolar) para abordar areas que incluyen la Prevencion de la Violencia en el Noviazgo y el Abuso Sexual de Ninos.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Results: Fitness Gram results increase CATCH Binder end of year evaluation</p> <p>Staff Responsible for Monitoring: P.E. Coaches Counselor Administration</p> <p>Population: All students - Start Date: August 17, 2021 - End Date: June 2, 2022</p>				

Strategy 2 Details	Reviews			
<p>Strategy 2: A full time nurse will be employed to provide health related services to students and staff. Will purchase supplies and materials for nurse to use with students, such as band aids, sanitary napkins and first aid assistance.</p> <p>Se empleara una enfermera de tiempo completo para brindar servicios relacionados con la salud a los estudiantes y al personal. Se compraran suministros y materiales para que la enfermera los use con los estudiantes, como curitas, toallas sanitarias y primeros auxilios.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Nurse slips Summative Results: Nurse Documentation of Services</p> <p>Staff Responsible for Monitoring: Nurse</p> <p>Population: Nurse - Start Date: August 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: 21-22 Nurse General Supplies - 199 Local funds - 199-33-6399-00-112-Y-99-000-Y - \$600</p>	Formative			Summative
	Oct	Jan	Mar	June
<div> <div>  0% No Progress </div> <div>  100% Accomplished </div> <div>  Continue/Modify </div> <div>  Discontinue </div> </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Provide campus-wide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs. Language Enrichment STEMscopes Envision Pearson Math Coding Initiative Writing Portfolios FASCT Dr K strategies Inclusion Dyslexia Lab EduSmart Tango Software Benchmark Education HATCH Proporcionar recursos educativos en todo el plantel e instruccion asistida por computadora que refuerce la implementacion del plan de estudios y las iniciativas del distrito BISD, incluido (pero no limitado a) el desarrollo profesional basado en las necesidades identificadas. Enriquecimiento del lenguaje STEMscopios Visualizar Matematicas Pearson Iniciativa de codificacion Redaccion de portafolio Estrategias FASCT Dr K Inclusion Laboratorio de dislexia EduSmart Software de tango Educacion de referencia Benchmark Education HATCH
1	1	3	Analyze campus data assessments to determine specific instructional intervention needs that will drive planning for conferences, workshops, professional development, and purchase of general supplies such as consumables and charts to carry out plan of action. Analizar las evaluaciones de datos del plantel para determinar las necesidades especificas de intervencion educativa que impulsaran la planificacion de conferencias, talleres, desarrollo profesional y compra de suministros generales como consumibles y graficos para llevar acabo el plan de accion.
7	1	1	Provide teachers with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.
7	1	2	Campus personnel and stakeholders will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning (Title I-A & Title II-A).
7	1	3	Professional development opportunities will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, completion rate, and decrease the retention rate. Professional development opportunities include: Identification of at-risk students via state and local criteria, Completion Rate Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act, and Budget and Program Compliance
7	1	4	Provide teachers/administrators professional development using research-based instructional resources and targeted interventions to ensure that all students are prepared to meet the demands of standardized assessments. TLI learning strategies ELPS Sheltered instruction Accelerated Reading Program Science Fair UIL Brainsville Empowering Writers Evidence of Impact
7	1	5	Co-Planning for inclusion will provide support and resources in order to meet the student goals and objectives. The students IEP will have at least one goal in the qualifying with Dean/teacher leader to ensure consistency and alignment

Goal	Objective	Strategy	Description
9	2	2	<p>Skinner Elementary will implement tutorials and extended day tutorials to apply remediation strategies in core-area subjects for At-risk LEP sub-populations in the areas of Reading, Math, Writing, and Science by September 2021. Supplies will be provided for At Risk students for classroom instruction. Library Media Services will print out Fluency booklets and other material to help At Risk students with reading comprehension. Supplies will be used to differentiate instruction through listening centers, writing centers, KWL charts and to create graphic organizers. Extra duty pay will be allotted for Certified and Classified Personnel for material preparation for virtual remote learning and/or face to face instruction.</p> <p>Skinner Elementary implementara tutorias y tutorias de dia extendido para aplicar estrategias de remediacion en materias de areas basicas para subpoblaciones LEP en riesgo en las areas de lectura, matematicas, escritura y ciencias para Septiembre de 2021. Se proporcionaran suministros a los estudiantes en riesgo para la instruccion en el aula. Los servicios de medios bibliotecarios imprimiran folletos de fluidez y otros materiales para ayudar a los estudiantes en riesgo con la comprension de lectura. Los suministros se utilizaran para diferenciar la instruccion a traves de centros de comprension auditiva, centros de escritura, tablas KWL y para crear organizadores graficos. Se asignara un pago por servicio adicional al personal certificado y clasificado para la preparacion de materiales para el aprendizaje virtual a distancia y/o la instruccion presencial.</p>

State Compensatory

Personnel for Skinner Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
A. Gracia	Dyslexia Teacher	State Compensatory	.50
C. Lua	Pre-Kinder Teacher	State Compensatory	.50
G. J. Chavez	Dean of Instruction	State Compensatory	1.00
S. Cortinas	Pre-Kinder Teacher	State Compensatory	.50

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Skinner follows the Texas Accountability Interventions and Supports (TAIS) continuous improvement cycle (Please see addendum). This means that the campus both continuously and periodically reviewing data to assess and re-assess progress towards meeting the campus goals and performance objectives. Faculty, staff, parent and student needs assessment perceptual surveys are conducted every Spring (March 2021) and data is aggregated to the campus level to be used as part of the comprehensive needs assessment. In addition, multiple measures are used to determine areas of greatest need for instruction, professional development, attendance, safety, technology and other areas. Comprehensive Needs Assessment determines the strengths and needs of students, staff, parents and community involvement and facilities before deciding how to use available local, state, and federal budget allocations. At-Risk, Dyslexia, GT, Title I and Special Education student performance on state assessments. The goal is to have 90% of all students and all student groups passing all of state mandated assessments for the 2021-2022 school year and to increase the advanced performance level in all content areas. In addition, TELPAS will be monitored effectively to ensure higher levels of advanced high attainability. CNA will be reviewed and revised by the SBDM in May 20, 2021.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan has been developed as a committee with the SBDM members. SBDM members take information to other campus personnel and review and discuss changes, needs, and improvements. The SBDM is broken into goal area subcommittees that meet with the support of their grade level or department personnel to revise and update the prior year improvement plan.

Mary Ellen Rodriguez	Principal	Administrator
Gloria Janett Chavez	Dean of Instruction	Meeting Facilitator
Claudia Lua-Cardenas	PK Teacher	Classroom Teacher
Adriana Garcia	Kinder Teacher	Classroom Teacher
Maria Leija	1st Grade Teacher	Classroom Teacher
Maria Cardenas	3rd Grade Teacher	Classroom Teacher
Esmeralda Herrera	4th Grade Teacher	Classroom Teacher
Nelda Garza	5th Grade Teacher	Classroom Teacher
Miriram Cruz	PE Paraprofessional	Paraprofessional
Gabriel Chavez Y1	5th Grade Student	Student
Sandra Garcia	District Level Rep	District-level Professional
George Vela	HEB Manager	Business Representative
Father Oscar	Priest @ San Joseph Church	Community Representative
Cruz Hector Torres	Parent	Parent
Blanca Holmes	Librarian	Non-classroom Professional
Norma Berrones	Teacher	Classroom Teacher

Mary Ellen Rodriguez	Principal	Administrator
Mayra Rangel	Special Education Teacher	Classroom Teacher
Estela Chavez	Judge	Business Representative
Eddie Lucio Jr.	Senator	Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Veronica Rodriguez	2nd grade	Classroom Teacher

2.2: Regular monitoring and revision

SBDM Committee monitored the Campus Improvement Plan on (11/17/2020, 01/11/2021, 04/22/2021, 05/04/2021, 05/20/2021). SBDM also reviewed and revised the Campus Improvement Plan on May 20, 2021 to monitor and evaluate the campus needs and campus surveys. SBDM will monitor the plan monthly and evaluate it at the end of the year (May 2021).

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

The Campus Improvement Plan will be available to local educational agency, parents, and the public on the Skinner Elementary Website, and the BISD Website. Parts of the plan are presented and discussed at parent meetings, and during open house at the Skinner library. CIP is also available in hard copy at the Dean's office-Room 15 (white binder labeled CIP 2021-2022) on book shelf. Parent meetings will provide information on the campus plan in both English and Spanish. The CIP is available in print and online in English and will be translated upon request.

2.4: Opportunities for all children to meet State standards

Skinner Elementary will provide numerous opportunities to all students in order to meet State standards. Skinner Elementary will also offer additional support to struggling populations such as ELL, Special Education, and At-Risk by providing research-based instructional resources, such as:

- SSI tutorials
- Year long Extended Day tutorials until 5:00 PM
- Regular tutorials
- Community Presentations
- Hands On activities
- Academic Resources

Due to COVID-19 Virtual and face-to-face Learning was initiated for the school year.

2.5: Increased learning time and well-rounded education

Certified teachers are assigned to all academic instructional positions to ensure high quality education for all students. Skinner Elementary strives to increase teacher preparation with professional development to bring back new strategies to the classroom to increase learning time. Skinner Elementary provides free access to a wide variety of co-curricular programs such as music, art, tutorials, extended day activities, academic and technological software. Significant categorical as well as local funds are expended to provide extended day and week accelerated instruction opportunities to targeted students. Due to COVID-19 Virtual and face-to-face Learning was initiated for the school year.

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

Skinner Elementary addresses the needs of all students especially at-risk students by implementing the 3-tier Response to Intervention model. Supplemental support is made available during the regular school day as well as through before and after school programs geared towards closing the achievement gaps. Special Education, Dyslexia, 504 and other program services are provided based on student's individual plans and needs. The campus services include guidance and counseling, health-related, safety/security staff, and family supports. Due to COVID-19 Virtual and face-to-face Learning was initiated for the school year.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The campus Family Engagement Policy and Compact was revised and modified during the SBDM Teams meeting on May 20, 2021, due to COVID-19. Workshop # 189611 Remote Check-in: SBDM

Skinner elementary develops and distributes the parent and family engagement policy at the begining of the school year.

Family Engagement Policy and Compact was provided to parents in English and Spanish.

Mary Ellen Rodriguez	Principal	Administrator
Gloria J.Chavez	Dean of Instruction	Meeting Facilitator
Claudia Lua-Cardenas	PK Teacher	Classroom Teacher
Adriana Garcia	Kinder Teacher	Classroom Teacher
Maria Leija	1st Grade Teacher	Classroom Teacher
Maria Cardenas	3rd Grade Teacher	Classroom Teacher
Esmeralda Herrera	4th Grade Teacher	Classroom Teacher
Nelda Garza	5th Grade Teacher	Classroom Teacher
Miriam Cruz	PE Paraprofessional	Paraprofessional
Gabriel Chavez Y1	5th Grade Student	Student
Sandra Garcia	District Level Rep	District-level Professional
George Vela	HEB Manager	Business Representative
Father Oscar	Priest @ San Joseph Church	Community Representative
Cruz Hector Torres	Parent	Parent
Blanca Holmes	Librarian	Non-classroom Professional
Norma Berrones	Teacher	Classroom Teacher
Mayra Rangel	Special Education Teacher	Classroom Teacher
Estela Chavez	Judge	Business Representative
Eddie Lucio Jr.	Senator	Community Representative
Ana Laura Alaniz Y1	House Wife	Parent
Pat Vazquez Y1	2nd grade	Classroom Teacher

3.2: Offer flexible number of parent involvement meetings

Skinner Elementary will offer weekly parent meetings on Friday at 9:30 AM in Room 19 or school cafeteria. In addition to offer flexibility to our parents, we hold various face-to-face as well as virtual meetings at different dates and times for working parents. Meetings provided information and feedback opportunities to parents at the campus including, not limited to Open House, student performances, and recognition events. Skinner Elementary welcomes parents/ guardians and community members to come to see our campus and visit with administration, faculty and staff before school, during teacher planning and afterschool. Skinner Elementary encourages active parent, business, and community participation.

For example:

Title 1-A Parent Meeting (504 and RTI Programs) Friday, October 16, 2020 from 1:00-1:45 p.m. Zoom Meeting ID: 991-419-2014 Password: Title1-A

Parent Meeting - Discover Dyslexia Wednesday, October 28, 2020, from 1:30 -2:30 p.m. <https://bit.ly/341nddt>

District Parent Advisory Council Meeting Review, Tuesday, October 27, 2020, from 9:30 - 10:30 a.m. Zoom Meeting ID: 231-072-9110 Password: PARENTS

Parent Meeting - Home Access Center and Parent Survey (Needs Assessment), Friday, January 8, 2021 at 11:00 a.m. Zoom Meeting ID: 231-072-9110 Password: PARENTS

Parent Teacher Conferences, Friday, January 22, 2021 at 2:00 p.m. Zoom Meeting ID: 231-072-9110 Password: PARENTS

Parent meetings will be recorded for any parent that was not able to attend the meeting. In addition, other meetings not mentioned were held on Mondays, Tuesdays, Wednesdays, Thursdays and Fridays, in the morning, mid-day, afternoon and evenings.

Different opportunities were given throughout the school year.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
D. Lopez	PK Teacher Aide	Title 1	1.00
M. Jimenez	Nurse	Title 1	.40
M. Saenz	Parent Liaison	Title 1	1.00
M. Sandoval	Computer Aide	Title I	1.00
S. Martinez	Library Aide	Title 1	1.00

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	5	21-22 Miscellaneous Operating Costs- Students	199-11-6499-53-112-Y-11-000-Y	\$1,500.00
1	3	3	21-22 General Supplies	199-23-6399-45-112-Y-99-000-Y	\$800.00
1	3	3	21-22 General Supplies	199-31-6399-00-112-Y-99-000-Y	\$400.00
1	3	3	21-22 General Supplies	199-23-6399-00-112-Y-99-000-Y	\$400.00
1	3	3	21-22 General Supplies	199-11-6399-51-112-Y-11-000-Y	\$500.00
1	4	2	21-22 Transportation	199-11-6494-00-112-Y-11-000-Y	\$1,800.00
2	1	3	21-22 Supplies for Maintenance /operating costs	199-51-6315-00-112-Y-99-000-Y	\$6,000.00
2	1	3	21-22 General Supplies	199-51-6399-00-112-Y-99-000-Y	\$1,200.00
3	2	2	21-22 Miscellaneous Operating Costs-Food for teachers	199-13-6499-53-112-Y-99-000-Y	\$1,200.00
3	2	2	21-22 Miscellaneous Operating Costs - Awards	199-23-6498-00-112-Y-99-000-Y	\$1,200.00
7	1	2	21-22 Employee Travel	199-13-6411-23-112-Y-99-000-Y	\$750.00
7	1	2	21-22 Employee Travel	199-23-6411-00-112-Y-99-000-Y	\$1,400.00
8	1	1	21-22 Equipment Under \$5000	199-11-6398-62-112-Y-11-000-Y	\$700.00
9	1	3	21-22 Misc. Operating Costs - Awards	199-11-6498-00-112-Y-11-000-Y	\$1,035.00
9	2	2	21-22 Extra Duty Pay	199-23-6121-00-112-Y-99-000-Y	\$100.00
9	2	2	21-22 General Supplies	199-11-6399-16-112-Y-11-000-Y	\$1,200.00
9	3	2	21-22 Nurse General Supplies	199-33-6399-00-112-Y-99-000-Y	\$600.00
Sub-Total					\$20,785.00
Budgeted Fund Source Amount					\$20,785.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	21-22 Wages for Substitute Teachers	162-11-6112-18-112-Y-30-000-Y	\$3,600.00
1	3	3	21-22 General Supplies	162-11-6399-00-112-Y30-000-Y	\$27,390.00
8	1	1	21-22 LCL DEFI Technology Equipment	162-11-6398-62-112-Y30-000-Y	\$15,000.00
8	1	1	21-22 Misc. Contracted Services (Education Galaxy)	162-11-6299-62-112-Y-30-000-Y	\$5,750.00
9	2	2	21-22 Extra Duty Pay - SSI	162-11-6118-00-112-Y-24-SSI-Y	\$4,186.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	2	21-22 Professional Extra Duty Pay	162-11-6118-00-112-Y-30-000-Y	\$25,000.00
9	2	2	21-22 General Supplies (Media)	162-11-6399-16-112-Y-30-000-Y	\$1,000.00
Sub-Total					\$81,926.00
Budgeted Fund Source Amount					\$81,926.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	21-22 Substitutes for Professional Development	163-11-6112-00-112-Y-25-000-Y	\$1,000.00
1	3	2	21-22 Bilingual General Supplies and Supplemental Resources	163-11-6399-00-112-Y-25-000-Y	\$4,625.00
Sub-Total					\$5,625.00
Budgeted Fund Source Amount					\$5,625.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	21-22 General Supplies	166-11-6399-00-112-Y-23-0P2-Y	\$300.00
8	1	1	21-22 Toner	166-11-6399-62-112-Y-23-000-Y	\$500.00
9	1	3	21-22 Awards	166-11-6498-00-112-Y-23-0P2-Y	\$2,260.00
Sub-Total					\$3,060.00
Budgeted Fund Source Amount					\$3,060.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	3	21-22 General Supplies	211-11-6399-00-112-Y-30-0F2-Y	\$9,500.00
6	1	4	21-22 Employee Travel	211-61-6411-00-112-Y-30-0F2-Y	\$900.00
6	1	4	21-22 Miscellaneous Operating Costs	211-61-6499-53-112-Y-30-0F2-Y	\$900.00
6	1	4	21-22 General Supplies	211-61-6399-00-112-Y-30-0F2-Y	\$900.00
7	1	2	21-22 Employee Travel	211-23-6411-23-112-Y-30-0F2-Y	\$800.00
9	1	3	21-22 Misc. Operating Costs - Awards	211-11-6498-00-112-Y-30-0F2-Y	\$1,141.00
9	2	2	21-22 Extra Duty Pay	211-11-6121-00-112-Y-30-ASP-Y	\$3,000.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	2	21-22 Extra Duty Pay	211-11-6118-00-112-Y-30-ASP-Y	\$12,000.00
9	2	2	21-22 Extra Duty Pay + Fringe Benefits	211-11-6141-00-112-Y-30-ASP-Y	\$345.00
9	2	2	21-22 Extra Duty Pay + Fringe Benefits	211-11-6149-00-112-Y-30-ASP-Y	\$357.00
9	2	2	21-22 Extra Duty Pay + Fringe Benefits	211-11-6148-00-112-Y-30-ASP-Y	\$56.00
9	2	2	21-22 Extra Duty Pay + Fringe Benefits	211-11-6146-00-112-Y-30-ASP-Y	\$2,127.00
Sub-Total					\$32,026.00
Budgeted Fund Source Amount					\$32,026.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	21-22 Bilingual General Supplies	263-11-6399-00-112-Y25-000-Y	\$3,600.00
Sub-Total					\$3,600.00
Budgeted Fund Source Amount					\$3,600.00
+/- Difference					\$0.00
Grand Total					\$147,022.00

Addendums

Texas Education Agency
2019-20 Federal Report Card for Texas Public Schools

Campus Name: SKINNER EL

Campus ID: 031901112

District Name: BROWNSVILLE ISD

Part (i): Description of State Accountability System

- (I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;
- (II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;
- (III) the indicators used to meaningfully differentiate all public schools in the State;
- (IV) the State's system for meaningfully differentiating all public schools in the State, including --
 (aa) the specific weight of the indicators in such differentiation;
 (bb) the methodology by which the State differentiates all such schools;
 (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
 (dd) the methodology by which the State identifies a school for comprehensive support and improvement;
- (V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;
- (VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: [Comprehensive Support and Improvement Schools](#) , [Targeted Support and Improvement Schools](#) and [Additional Targeted Support Schools](#) .

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth

This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate

This section provides information on high school graduation rates for the class of 2019.

Not applicable

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

[illegible]

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Dual Enrollment/Dual Credit Programs	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

'-' Indicates there are no data available in the group.

'-3' Indicates skip logic failure.

'-8' Indicates EDFacts missing data.

'-9' Indicates not applicable / skipped.

'-11' Indicates suppressed data.

Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	2.0	7.1%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.9	3.5%

'-' Indicates there are no data available in the group.

Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
		Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
	Mathematics	American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
		Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
Grade 8	Reading	White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
		Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
	Mathematics	Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1
		Overall	32	31	68	69	30	34	7	10

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

*** Indicates reporting standards not met.

'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

Not applicable

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **SKINNER EL**

Campus Number: **031901112**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	71%	-	71%	-	-	-	-	-	27%	-	71%	67%	71%	67%
	2018	77%	80%	75%	-	76%	*	-	-	-	-	67%	*	76%	71%	76%	71%
At Meets Grade Level or Above	2019	45%	46%	32%	-	32%	-	-	-	-	-	9%	-	32%	33%	31%	28%
	2018	43%	42%	30%	-	30%	*	-	-	-	-	17%	*	29%	43%	31%	24%
At Masters Grade Level	2019	27%	26%	14%	-	14%	-	-	-	-	-	0%	-	16%	0%	13%	13%
	2018	25%	22%	12%	-	12%	*	-	-	-	-	0%	*	13%	0%	12%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	83%	-	83%	-	-	-	-	-	45%	-	81%	100%	82%	83%
	2018	78%	86%	84%	-	84%	*	-	-	-	-	50%	*	83%	100%	84%	81%
At Meets Grade Level or Above	2019	49%	56%	52%	-	52%	-	-	-	-	-	27%	-	51%	67%	51%	50%
	2018	47%	54%	43%	-	43%	*	-	-	-	-	0%	*	41%	57%	43%	39%
At Masters Grade Level	2019	25%	27%	26%	-	26%	-	-	-	-	-	9%	-	27%	17%	25%	22%
	2018	23%	27%	14%	-	14%	*	-	-	-	-	0%	*	14%	14%	13%	15%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	71%	-	71%	-	-	-	-	-	18%	*	68%	100%	71%	69%
	2018	73%	79%	63%	-	63%	-	-	-	-	-	0%	-	59%	82%	62%	64%
At Meets Grade Level or Above	2019	44%	51%	41%	-	41%	-	-	-	-	-	9%	*	41%	43%	40%	35%
	2018	46%	49%	32%	-	32%	-	-	-	-	-	0%	-	29%	45%	29%	31%
At Masters Grade Level	2019	22%	23%	21%	-	21%	-	-	-	-	-	9%	*	23%	0%	19%	17%
	2018	24%	23%	10%	-	10%	-	-	-	-	-	0%	-	12%	0%	9%	9%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	63%	-	63%	-	-	-	-	-	36%	*	63%	71%	63%	58%
	2018	78%	86%	77%	-	77%	-	-	-	-	-	10%	-	76%	82%	76%	78%
At Meets Grade Level or Above	2019	48%	53%	29%	-	29%	-	-	-	-	-	9%	*	29%	29%	27%	27%
	2018	49%	56%	41%	-	41%	-	-	-	-	-	0%	-	40%	45%	39%	48%
At Masters Grade Level	2019	28%	30%	14%	-	14%	-	-	-	-	-	9%	*	14%	14%	13%	10%
	2018	27%	30%	23%	-	23%	-	-	-	-	-	0%	-	20%	36%	22%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	62%	-	62%	-	-	-	-	-	9%	*	59%	86%	61%	58%
	2018	63%	74%	67%	-	67%	-	-	-	-	-	0%	-	63%	82%	66%	72%
At Meets Grade Level or Above	2019	35%	44%	19%	-	19%	-	-	-	-	-	9%	*	20%	14%	18%	10%
	2018	39%	48%	38%	-	38%	-	-	-	-	-	0%	-	37%	45%	36%	39%
At Masters Grade Level	2019	11%	14%	6%	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%
	2018	11%	14%	13%	-	13%	-	-	-	-	-	0%	-	10%	27%	10%	13%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	86%	-	86%	-	-	-	-	-	50%	-	84%	100%	86%	88%
	2018	84%	90%	81%	-	81%	-	-	-	-	-	30%	-	80%	90%	82%	75%
At Meets Grade Level or Above	2019	54%	56%	45%	-	45%	-	-	-	-	-	0%	-	43%	63%	44%	48%
	2018	54%	59%	45%	-	45%	-	-	-	-	-	20%	-	44%	50%	46%	38%
At Masters Grade Level	2019	29%	28%	23%	-	23%	-	-	-	-	-	0%	-	21%	38%	22%	21%
	2018	26%	28%	14%	-	14%	-	-	-	-	-	0%	-	14%	20%	15%	10%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	100%	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
	2018	91%	97%	94%	-	94%	-	-	-	-	-	80%	-	97%	80%	94%	92%
At Meets Grade Level or Above	2019	58%	70%	71%	-	71%	-	-	-	-	-	29%	-	72%	63%	70%	73%
	2018	58%	74%	62%	-	62%	-	-	-	-	-	10%	-	63%	60%	63%	58%
At Masters Grade Level	2019	36%	46%	47%	-	47%	-	-	-	-	-	7%	-	45%	63%	45%	48%
	2018	30%	43%	30%	-	30%	-	-	-	-	-	10%	-	31%	30%	31%	33%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	76%	-	76%	-	-	-	-	-	14%	-	72%	100%	75%	75%
	2018	76%	85%	59%	-	59%	-	-	-	-	-	10%	-	63%	40%	60%	50%
At Meets Grade Level or Above	2019	49%	60%	58%	-	58%	-	-	-	-	-	0%	-	53%	88%	56%	58%
	2018	41%	51%	26%	-	26%	-	-	-	-	-	0%	-	29%	10%	26%	19%
At Masters Grade Level	2019	24%	28%	26%	-	26%	-	-	-	-	-	0%	-	26%	25%	23%	23%
	2018	17%	20%	9%	-	9%	-	-	-	-	-	0%	-	10%	0%	9%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	77%	-	77%	-	-	-	-	-	39%	83%	75%	91%	76%	74%
	2018	77%	78%	76%	-	76%	*	-	-	-	-	28%	*	75%	78%	76%	73%
At Meets Grade Level or Above	2019	50%	52%	44%	-	44%	-	-	-	-	-	11%	33%	43%	51%	42%	40%
	2018	48%	49%	40%	-	40%	*	-	-	-	-	6%	*	39%	44%	39%	37%
At Masters Grade Level	2019	24%	23%	22%	-	22%	-	-	-	-	-	4%	0%	22%	21%	21%	19%
	2018	22%	21%	16%	-	16%	*	-	-	-	-	1%	*	15%	17%	15%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	76%	-	76%	-	-	-	-	-	33%	*	75%	90%	76%	74%
	2018	74%	74%	74%	-	74%	*	-	-	-	-	28%	*	72%	82%	74%	70%
At Meets Grade Level or Above	2019	48%	47%	39%	-	39%	-	-	-	-	-	6%	*	38%	48%	38%	36%
	2018	46%	44%	35%	-	36%	*	-	-	-	-	12%	*	34%	46%	35%	30%
At Masters Grade Level	2019	21%	18%	19%	-	19%	-	-	-	-	-	3%	*	20%	14%	18%	17%
	2018	19%	17%	12%	-	12%	*	-	-	-	-	0%	*	13%	7%	12%	8%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	82%	-	82%	-	-	-	-	-	64%	*	81%	90%	82%	80%
	2018	81%	85%	86%	-	85%	*	-	-	-	-	46%	*	85%	86%	85%	83%
At Meets Grade Level or Above	2019	52%	57%	51%	-	51%	-	-	-	-	-	22%	*	51%	52%	50%	49%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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)
At Masters Grade Level	2018	50%	55%	49%	-	49%	*	-	-	-	-	4%	*	48%	54%	49%	47%
	2019	26%	31%	29%	-	29%	-	-	-	-	-	8%	*	29%	33%	28%	26%
	2018	24%	28%	22%	-	22%	*	-	-	-	-	4%	*	21%	29%	22%	23%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	62%	-	62%	-	-	-	-	-	9%	*	59%	86%	61%	58%
	2018	66%	71%	67%	-	67%	-	-	-	-	-	0%	-	63%	82%	66%	72%
	2019	38%	44%	19%	-	19%	-	-	-	-	-	9%	*	20%	14%	18%	10%
At Meets Grade Level or Above	2018	41%	45%	38%	-	38%	-	-	-	-	-	0%	-	37%	45%	36%	39%
	2019	14%	15%	6%	-	6%	-	-	-	-	-	0%	*	7%	0%	5%	4%
	2018	13%	13%	13%	-	13%	-	-	-	-	-	0%	-	10%	27%	10%	13%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	76%	-	76%	-	-	-	-	-	14%	-	72%	100%	75%	75%
	2018	80%	82%	59%	-	59%	-	-	-	-	-	10%	-	63%	40%	60%	50%
	2019	54%	55%	58%	-	58%	-	-	-	-	-	0%	-	53%	88%	56%	58%
At Meets Grade Level or Above	2018	51%	51%	26%	-	26%	-	-	-	-	-	0%	-	29%	10%	26%	19%
	2019	25%	21%	26%	-	26%	-	-	-	-	-	0%	-	26%	25%	23%	23%
	2018	23%	19%	9%	-	9%	-	-	-	-	-	0%	-	10%	0%	9%	6%
At Masters Grade Level																	

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Progress

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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	63	-	63	-	-	-	-	-	27	*	62	75	63	64
	2018	63	65	49	-	49	-	-	-	-	-	67	-	54	25	49	44
Grade 4 Mathematics	2019	65	64	38	-	38	-	-	-	-	-	41	*	38	36	37	35
	2018	65	66	58	-	58	-	-	-	-	-	70	-	57	60	58	57
Grade 5 ELA/Reading	2019	81	78	86	-	86	-	-	-	-	-	86	-	86	83	85	90
	2018	80	81	81	-	81	-	-	-	-	-	60	-	80	86	80	81
Grade 5 Mathematics	2019	83	88	96	-	96	-	-	-	-	-	100	-	97	93	96	95
	2018	81	87	95	-	95	-	-	-	-	-	100	-	94	100	95	93
All Grades Both Subjects	2019	69	69	71	-	71	-	-	-	-	-	67	*	71	71	71	70
	2018	69	71	72	-	72	-	-	-	-	-	74	-	73	63	72	69
All Grades ELA/Reading	2019	68	67	75	-	75	-	-	-	-	-	60	*	75	79	74	77
	2018	69	69	66	-	66	-	-	-	-	-	63	-	68	50	66	63
All Grades Mathematics	2019	70	71	68	-	68	-	-	-	-	-	74	*	68	64	67	63
	2018	70	72	77	-	77	-	-	-	-	-	85	-	77	76	77	75

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Prior Year and Student Success Initiative

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	51%	-	51%	-	-	-	-	-	35%	51%	55%
	2018	38%	44%	43%	-	43%	-	-	-	-	-	*	44%	53%
Mathematics	2019	45%	57%	65%	-	65%	-	-	-	-	-	73%	65%	54%
	2018	47%	57%	69%	-	69%	-	-	-	-	-	41%	68%	77%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	77%	-	77%	-	-	-	-	-	21%	77%	80%
Students Requiring Accelerated Instruction														
	2019	22%	16%	23%	-	23%	-	-	-	-	-	79%	23%	20%
STAAR Cumulative Met Standard														
	2019	86%	91%	86%	-	86%	-	-	-	-	-	50%	86%	88%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	94%	-	94%	-	-	-	-	-	79%	94%	92%
Students Requiring Accelerated Instruction														
	2019	17%	8%	6%	-	6%	-	-	-	-	-	21%	6%	8%
STAAR Cumulative Met Standard														
	2019	90%	96%	100%	-	100%	-	-	-	-	-	100%	100%	100%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Performance
 Bilingual Education/English as a Second Language

Total Students: 414
 Grade Span: PK - 05
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Performance section of this year's report is not updated.

		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%	77%	72%	72%	-	-	-	*	-	*	-	72%	72%
	2018	77%	78%	76%	73%	73%	-	-	-	-	-	-	-	73%	73%
At Meets Grade Level or Above	2019	50%	52%	44%	33%	33%	-	-	-	*	-	*	-	33%	33%
	2018	48%	49%	40%	33%	33%	-	-	-	-	-	-	-	33%	33%
At Masters Grade Level	2019	24%	23%	22%	14%	14%	-	-	-	*	-	*	-	14%	14%
	2018	22%	21%	16%	10%	10%	-	-	-	-	-	-	-	10%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	76%	72%	72%	-	-	-	*	-	*	-	71%	71%
	2018	74%	74%	74%	69%	69%	-	-	-	-	-	-	-	69%	69%
At Meets Grade Level or Above	2019	48%	47%	39%	28%	28%	-	-	-	*	-	*	-	28%	28%
	2018	46%	44%	35%	28%	28%	-	-	-	-	-	-	-	28%	28%
At Masters Grade Level	2019	21%	18%	19%	13%	13%	-	-	-	*	-	*	-	13%	13%
	2018	19%	17%	12%	3%	3%	-	-	-	-	-	-	-	3%	3%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	82%	76%	76%	-	-	-	*	-	*	-	76%	76%
	2018	81%	85%	86%	84%	84%	-	-	-	-	-	-	-	84%	84%
At Meets Grade Level or Above	2019	52%	57%	51%	40%	40%	-	-	-	*	-	*	-	40%	40%
	2018	50%	55%	49%	46%	46%	-	-	-	-	-	-	-	46%	46%
At Masters Grade Level	2019	26%	31%	29%	19%	19%	-	-	-	*	-	*	-	19%	19%
	2018	24%	28%	22%	21%	21%	-	-	-	-	-	-	-	21%	21%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	62%	54%	54%	-	-	-	-	-	-	-	54%	54%
	2018	66%	71%	67%	68%	68%	-	-	-	-	-	-	-	68%	68%
At Meets Grade Level or Above	2019	38%	44%	19%	5%	5%	-	-	-	-	-	-	-	5%	5%
	2018	41%	45%	38%	36%	36%	-	-	-	-	-	-	-	36%	36%
At Masters Grade Level	2019	14%	15%	6%	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	13%	8%	8%	-	-	-	-	-	-	-	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	76%	84%	84%	-	-	-	-	-	-	-	84%	84%
	2018	80%	82%	59%	52%	52%	-	-	-	-	-	-	-	52%	52%
At Meets Grade Level or Above	2019	54%	55%	58%	68%	68%	-	-	-	-	-	-	-	68%	68%
	2018	51%	51%	26%	6%	6%	-	-	-	-	-	-	-	6%	6%
At Masters Grade Level	2019	25%	21%	26%	16%	16%	-	-	-	-	-	-	-	16%	16%
	2018	23%	19%	9%	0%	0%	-	-	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	71%	64%	64%	-	-	-	-	-	-	-	64%	64%
	2018	69%	71%	72%	73%	73%	-	-	-	-	-	-	-	73%	73%
All Grades ELA/Reading	2019	68%	67%	75%	75%	75%	-	-	-	-	-	-	-	75%	75%
	2018	69%	69%	66%	69%	69%	-	-	-	-	-	-	-	69%	69%
All Grades Mathematics	2019	70%	71%	68%	53%	53%	-	-	-	-	-	-	-	53%	53%
	2018	70%	72%	77%	76%	76%	-	-	-	-	-	-	-	76%	76%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	51%	55%	55%	-	-	-	-	-	-	-	55%	55%
	2018	38%	44%	43%	53%	53%	-	-	-	-	-	-	-	53%	53%
Mathematics	2019	45%	57%	65%	54%	54%	-	-	-	-	-	-	-	54%	54%
	2018	47%	57%	69%	77%	77%	-	-	-	-	-	-	-	77%	77%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 425
 Grade Span: PK - 05
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	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%	94%	-	94%	-	-	-	-	-	95%	93%	88%
Not Included in Accountability													
Mobile	4%	2%	6%	-	6%	-	-	-	-	-	5%	6%	11%
Other Exclusions	1%	2%	0%	-	0%	-	-	-	-	-	0%	0%	1%
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%	100%
Included in Accountability	94%	95%	92%	-	93%	33%	-	-	-	-	92%	94%	91%
Not Included in Accountability													
Mobile	4%	3%	7%	-	6%	67%	-	-	-	-	8%	5%	7%
Other Exclusions	1%	2%	1%	-	1%	0%	-	-	-	-	0%	1%	3%
Not Tested	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	0%	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Attendance, Graduation, and Dropout Rates

Total Students: 414
 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													
2018-19	95.4%	95.0%	96.1%	-	96.1%	*	-	-	-	-	95.7%	96.0%	95.9%
2017-18	95.4%	95.4%	96.3%	-	96.3%	*	-	-	-	-	94.9%	96.4%	96.3%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

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Texas Education Agency
Texas Academic Performance Report
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Total Students: 414
 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	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
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%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2018-19 Annual Graduates)				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

District Name: BROWNSVILLE ISD
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 414
 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)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus College, Career, and Military Readiness (CCMR)

Total Students: 414
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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
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Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 414
 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													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

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2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Other Postsecondary Indicators

Total Students: 414
 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													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	414	100.0%	42,989	5,479,173	414	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	0	0.0%	0.2%	0.5%
Pre-Kindergarten	83	20.0%	8.3%	4.5%	83	20.0%	8.3%	4.5%
Kindergarten	36	8.7%	5.9%	7.0%	36	8.7%	5.9%	7.0%
Grade 1	50	12.1%	6.5%	7.1%	50	12.1%	6.5%	7.1%
Grade 2	59	14.3%	6.5%	7.1%	59	14.3%	6.4%	7.1%
Grade 3	58	14.0%	6.7%	7.1%	58	14.0%	6.7%	7.1%
Grade 4	62	15.0%	6.6%	7.3%	62	15.0%	6.6%	7.3%
Grade 5	66	15.9%	7.1%	7.6%	66	15.9%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	410	99.0%	98.3%	52.8%	410	99.0%	98.3%	52.8%
White	2	0.5%	1.3%	27.0%	2	0.5%	1.3%	27.0%
American Indian	2	0.5%	0.0%	0.4%	2	0.5%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	211	51.0%	49.1%	48.8%	211	51.0%	49.1%	48.8%
Male	203	49.0%	50.9%	51.2%	203	49.0%	50.9%	51.2%
Economically Disadvantaged	408	98.6%	89.5%	60.3%	408	98.6%	89.5%	60.2%
Non-Educationally Disadvantaged	6	1.4%	10.5%	39.7%	6	1.4%	10.5%	39.8%
Section 504 Students	31	7.5%	8.6%	6.9%	31	7.5%	8.6%	6.9%
English Learners (EL)	264	63.8%	36.1%	20.3%	264	63.8%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	7	1.7%	5.9%	4.1%	7	1.7%	5.9%	4.1%
Foster Care	1	0.2%	0.4%	0.3%	1	0.2%	0.4%	0.3%
Homeless	52	12.6%	3.4%	1.4%	52	12.6%	3.4%	1.4%
Immigrant	19	4.6%	1.1%	2.3%	19	4.6%	1.1%	2.3%
Migrant	1	0.2%	1.4%	0.3%	1	0.2%	1.4%	0.3%
Title I	330	79.7%	98.5%	65.1%	330	79.7%	98.5%	65.1%
Military Connected	0	0.0%	0.5%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	325	78.5%	67.8%	50.6%	325	78.5%	67.7%	50.5%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

**Texas Education Agency
 Texas Academic Performance Report
 2019-20 Campus Student Information**

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	264	63.8%	35.6%	20.6%	264	63.8%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	33	8.0%	11.6%	8.1%	33	8.0%	11.6%	8.1%
Special Education	47	11.4%	13.3%	10.5%	47	11.4%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	47							
By Type of Primary Disability								
Students with Intellectual Disabilities	17	36.2%	54.6%	42.4%				
Students with Physical Disabilities	10	21.3%	11.7%	21.4%				
Students with Autism	10	21.3%	12.1%	13.8%				
Students with Behavioral Disabilities	10	21.3%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	69	18.9%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	65	17.8%						
White	4	1.1%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	73	20.4%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	2.6%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	12.2%	7.6%	2.9%	20.0%	15.7%	4.9%
Grade 2	15.7%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	8.5%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	0.0%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Student Information

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	18.0	19.0	19.0
Grade 1	13.6	16.9	18.9
Grade 2	17.3	17.9	18.8
Grade 3	45.4	22.2	19.0
Grade 4	16.3	23.3	19.2
Grade 5	38.2	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	43.2	100.0%	100.0%	100.0%
Professional Staff:	34.2	79.2%	56.7%	63.7%
Teachers	26.0	60.2%	44.1%	49.4%
Professional Support	6.3	14.5%	9.7%	10.2%
Campus Administration (School Leadership)	1.9	4.5%	2.8%	3.0%
Educational Aides:	9.0	20.8%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	1.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	41.8	96.7%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	24.6	94.5%	89.8%	28.1%
White	1.4	5.5%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	4.5	17.1%	31.5%	23.8%
Females	21.6	82.9%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	20.4	78.4%	79.4%	73.4%
Masters	5.6	21.6%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	2.4	9.3%	13.3%	27.9%
6-10 Years Experience	1.5	5.8%	17.3%	19.4%
11-20 Years Experience	17.1	65.6%	40.1%	29.4%
Over 20 Years Experience	5.0	19.3%	27.1%	15.9%
Number of Students per Teacher	15.9	n/a	15.0	15.1

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 414
Grade Span: PK - 05
School Type: Elementary

District Name: BROWNSVILLE ISD
Campus Name: SKINNER EL
Campus Number: 031901112

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	9.6	6.2
Average Years Experience of Principals with District	3.0	9.1	5.3
Average Years Experience of Assistant Principals	7.0	9.1	5.3
Average Years Experience of Assistant Principals with District	7.0	8.9	4.7
Average Years Experience of Teachers:	15.2	15.4	11.1
Average Years Experience of Teachers with District:	15.0	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,807	\$49,868
1-5 Years Experience	\$48,676	\$51,636	\$52,823
6-10 Years Experience	\$52,194	\$53,468	\$55,756
11-20 Years Experience	\$66,047	\$58,689	\$59,308
Over 20 Years Experience	\$64,509	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$63,336	\$58,957	\$57,091
Professional Support	\$74,861	\$73,071	\$67,352
Campus Administration (School Leadership)	\$91,583	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	311.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD
 Campus Name: SKINNER EL
 Campus Number: 031901112

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Staff Information

Total Students: 414
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.2	4.6%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.5	1.9%	0.6%	2.8%
Gifted & Talented Education	0.1	0.4%	0.4%	1.9%
Regular Education	21.4	82.2%	78.7%	70.9%
Special Education	2.8	10.9%	11.7%	9.3%
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.
- '-' 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 2018-19 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 who **meet grade level or above on STAAR** will increase from 46% in 2018-2019 to 49% by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
46%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	46%	67%	44%	41%	25%	46%	46%
2021	46%	67%	44%	41%	25%	46%	46%
2022	47%	68%	45%	42%	26%	47%	47%
2023	48%	69%	46%	43%	27%	48%	48%
2024	49%	70%	47%	44%	28%	49%	49%

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH English & Spanish

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 56% in 2018-2019 to 59% by August 2024.

Yearly Target Goals				
2020	2021	2022	2023	2024
56%	56%	57%	58%	59%

Closing the Gaps Student Groups Yearly Targets							
	Hispanic	White	Economically Disadvantaged	English Learner (Current & Monitored)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	56%	56%	54%	53%	31%	46%	46%
2021	56%	56%	54%	53%	31%	46%	46%
2022	57%	57%	55%	54%	32%	47%	47%
2023	58%	58%	56%	55%	33%	48%	48%
2024	59%	59%	57%	56%	34%	49%	49%

Minimum size criteria set to 25 or more students.



Dr. René Gutiérrez
Superintendent of Schools

Brownsville Independent School District

COLLEGE, CAREER, AND MILITARY READY

HB3 BOARD GOALS

CCMR Board Outcome Goal

The percentage of graduates that meet the criteria for CCMR will increase from 67% for the Class of 2018 to 71% by August 2024 for the Class of 2023.

Yearly Target Goals

2020	2021	2022	2023	2024
Class of 2019	Class of 2020	Class of 2021	Class of 2022	Class of 2023
68%	68%	69%	70%	71%

Closing the Gaps Student Groups Yearly Targets

		Hispanic	White	Special Ed	Eco. Disadv.	EL	Cont. Enrolled	Non-Cont. Enrolled
	2020	69%	90%	68%	68%	56%	70%	55%
	2021	69%	90%	68%	68%	56%	70%	55%
	2022	70%	91%	69%	69%	57%	71%	56%
	2023	71%	92%	70%	70%	58%	72%	57%
	2024	72%	93%	71%	71%	59%	73%	58%

CCMR Progress Measure 1

The percentage of BISD graduates that meet the criteria for TSI (and for 2021 and beyond, the TSI-2*) will increase from 45% for the Class of 2018 to 49% by 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021*)	2023 (Class of 2022)	2024 (Class of 2023)
46%	46%	47%	48%	49%

CCMR Progress Measure 2

The percentage of BISD graduates that earn at least 9 hours of dual credit will increase from 20% for the Class of 2018 to 23% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
20%	20%	21%	22%	23%

CCMR Progress Measure 3

The percentage of BISD graduates that earn at least one certification or certificate will increase from 4% for the Class of 2018 to 28% by August 2024 for the Class of 2023.

Yearly Target Goals

2020 (Class of 2019)	2021 (Class of 2020)	2022 (Class of 2021)	2023 (Class of 2022)	2024 (Class of 2023)
25%*	25%	26%	27%	28%

*Due to increase in available certificates and certifications qualifying students for this measure.

BISD does not discriminate on the basis of race, color, national origin, gender, religion, age, disability or genetic information in employment or provision of services, programs or activities

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
<i>Improper Conduct</i>	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.

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LEGAL)

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832

Texas Accountability Intervention System

Creating Sustainable Transformation



The Texas Accountability Intervention System (TAIS) is designed to establish the foundational systems, actions, and processes to support the continuous improvement of Texas school districts and campuses. TAIS offers a common framework and language for improvement that integrates all accountability systems and measures through an aligned system of support.

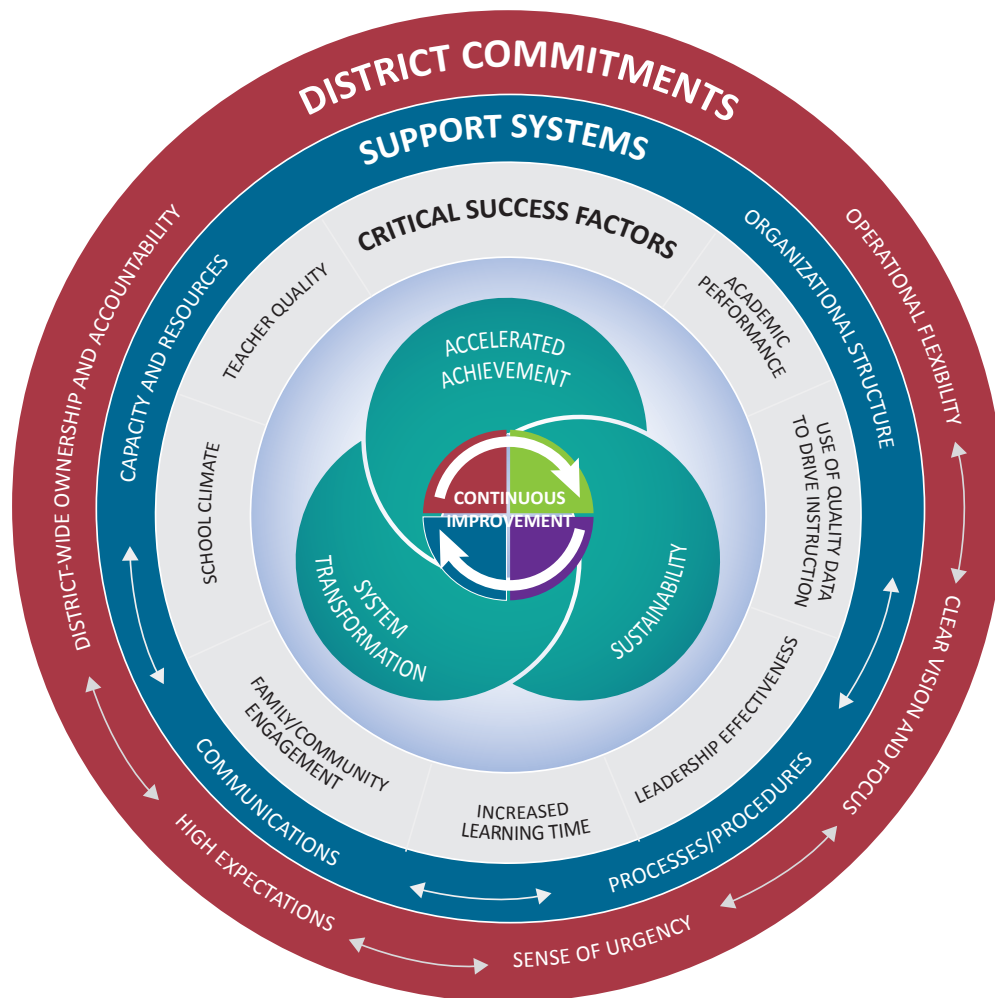
Through TAIS, assistance moves beyond the mere classification of schools and districts to aligned, yet differentiated support based on identified needs. TAIS provides school districts with clearly articulated commitments and support systems needed to engage in thoughtful and holistic school improvement

and was developed through synthesizing decades of school improvement research to identify critical success factors and a cycle of continuous improvement that, when fully implemented, results in accelerated achievement.

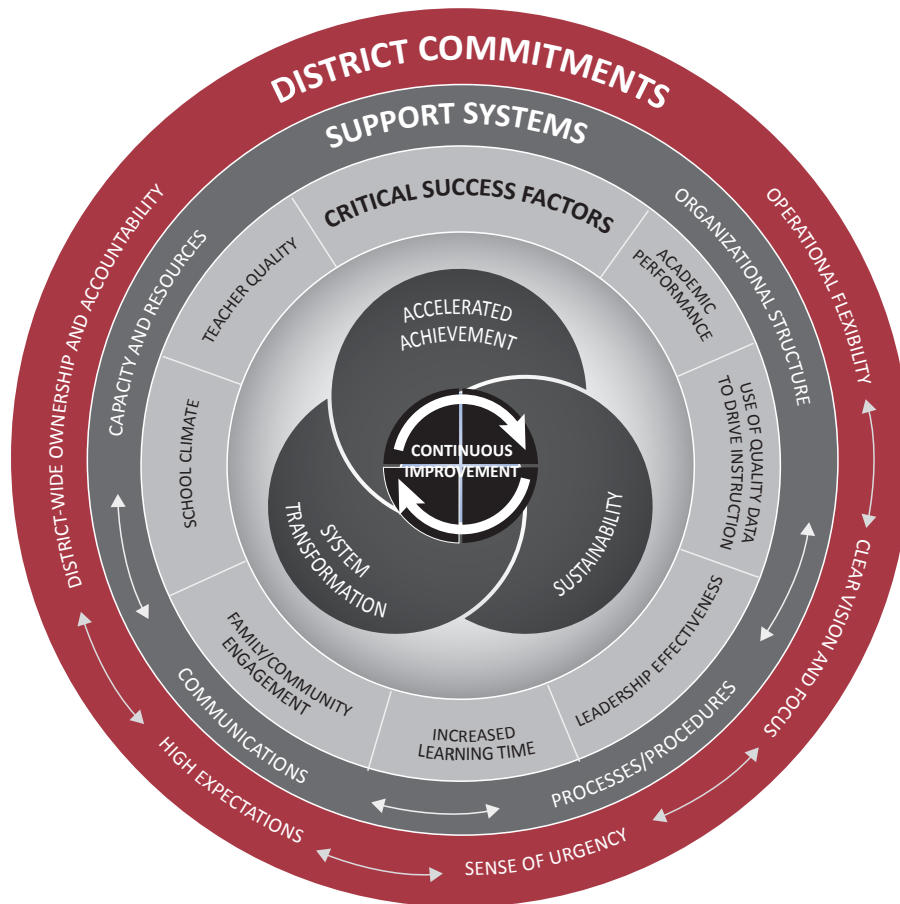
Success requires purposeful actions and thoughtful planning based on analyzing data, determining needs, developing targeted plans for improvement, and monitoring the implementation and impact of those plans to ensure a focused, data-driven approach.

Framework for Continuous District and School Improvement

What are the essential foundations for success?



The Texas Accountability Intervention System (TAIS) includes a continuous improvement process built on a foundation of district commitments and support systems. TAIS recognizes the importance of a systemic approach to improvement with an emphasis on the critical success factors (CSFs) and best practice research for improvement planning. The continuous improvement process of data analysis, needs assessment, targeted planning, implementation, and monitoring leads to improved student outcomes. By taking a holistic approach, the TAIS framework leads to and prepares districts and campuses for accelerated achievement, system transformation, and sustainability.



District Commitments

Operational Flexibility

The district permits the shifting of resources, processes, and practices in response to the critical needs that have been identified. The district's ability to address the needs of all students is contingent upon allowing customized approaches, expedition of resources, and departures from standard practice when the need is substantiated (Bottoms & Schmidt-Davis, 2010); (Fullan, 2010).

Clear Vision and Focus

The district strongly articulates a focus on student achievement as its primary work. Clear plans and systems, aligned to that vision, are developed to address increasing performance for all students within the district. The vision is integral and embedded in daily practice and is the driver of improvement by all staff members (Kouzes & Posner, 2007); (Hargreaves, 2013).

Sense of Urgency

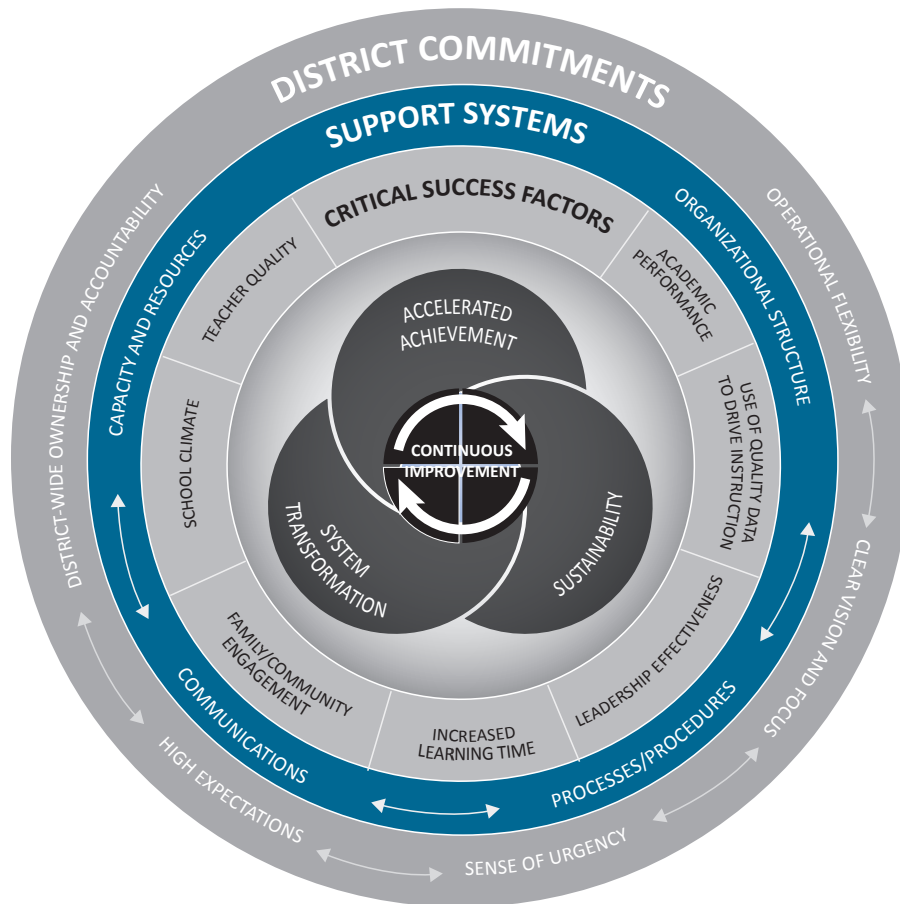
The district, compelled by an intolerance of failure and dissatisfaction with deficits of the current state, sets a priority and presses for rapid action to change ineffective practices and processes that impede student success (Bambrick-Santoyo, 2012); (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).

High Expectations

Explicit, rigorous standards are in place for student learning with all stakeholders confident that success is attainable. These expectations are pervasively evident and understood by all with a commitment to providing a timely response and/or adjustment when goals are not met (Bambrick-Santoyo, 2012); (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).

District-Wide Ownership and Accountability

The district leadership recognizes and accepts responsibility for all current levels of performance and transparently interacts with stakeholders to plan and implement improvement initiatives. The district is engaged in continuous review of systemic, district-wide practices to ensure effective impact on critical need areas, such as low-performing campuses (Zavadsky, 2012); (Fullan, 2010).



Support Systems

Organizational Structure

The organizational structure has clearly delineated roles and responsibilities for personnel that focus on teaching and learning, accountability, and impact on student achievement. District and campus leaders eliminate barriers to improvement, redefine staff roles and responsibilities as necessary, and empower staff to be responsive in support of improvement (Dufour & Marzano, 2011); (Bottoms & Schmidt-Davis, 2010); (Fullan, 2010); (Honig, Copeland, Rainey, Lorton, & Newton, 2010).

Processes/Procedures

Priority is placed upon teaching and learning when establishing and implementing systemic operational protocols that guarantee accountability, availability of resources, and their effective use (Bottoms & Schmidt-Davis, 2010); (Levine, 2013).

Communication

A clearly defined process exists that ensures a consistent message is being sent, received, and acted upon using multiple, effective delivery systems. Proactive efforts are engaged by district and campus-level staff to establish successful internal communication systems and transparent external communication practices. Communication is focused on a shared and clear vision for continuous improvement which streamlines collaborative efforts toward student success (Kouzes & Posner, 2007); (Dufour & Marzano, 2011).

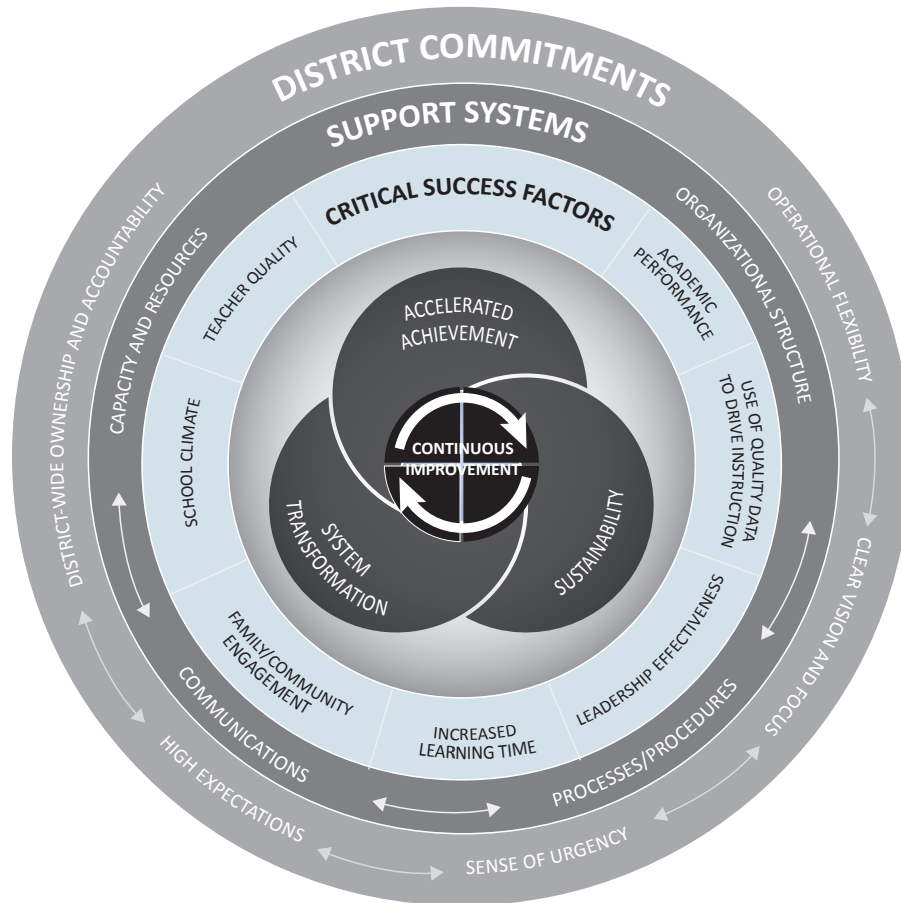
Capacity and Resources

The organization strategically utilizes internal and external human capital and necessary resources to meet all needs for a successful learning environment. Expertise is purposefully cultivated and sustained through targeted recruitment, retention, and succession planning (Hargreaves, 2013); (Bottoms & Schmidt-Davis, 2011).

Key Components of a Successful School

How are interventions and resources customized for the campus?

The research is clear, whether interventions are being provided through the district, local education service center (ESC), Texas Education Agency (TEA), or Texas Center for District and School Support (TCDSS), sharing a common language around resources is essential. The Texas Accountability Intervention System (TAIS) framework, including the seven critical success factors (CSFs), provides a common language to anchor the work of school improvement across Texas and create opportunity to match resources to needs.



Critical Success Factors (CSFs)

The following success factors are foundational elements within the framework of the TAIS developed by TEA and TCDSS. These CSFs serve as key focus areas in school improvement planning. The CSFs documented within these pages are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts.

“...each CSF must be thoughtfully developed by stakeholders to ensure the campus initiatives are successful” (Gates, 2010).

1. Academic Performance

Academic performance is the foundational CSF. By ensuring the CSFs of teacher quality, effective leadership, data driven instructional decisions, productive community and parent involvement, efficient use of learning time, and maintaining a positive school climate, campuses can increase performance for all students. All of these research-based measures, when taken as a whole, are key to continuous school improvement.

2. Use of Quality Data to Drive Instruction

The use of quality data to drive instructional decisions can lead to improved student performance (Wayman, 2005); (Wayman, Cho, & Johnston, 2007); (Wohlstetter, Datnow, & Park, 2008). This CSF emphasizes effective uses of multiple sources of disaggregated data. However, it is not necessarily the amount of data utilized, but rather how the information is used (Hamilton, et al. 2009). For example, academic achievement can improve

when teachers create regular opportunities to share data with individual students (Black & Williams, 2005). Therefore, it is not only the use of data to drive instructional decision-making that is significant, but also the ongoing communication of data with others that provides the greatest opportunity for data to have a positive impact on student learning outcomes.

3. Leadership Effectiveness

Leadership effectiveness targets the need for leadership on campus to exhibit characteristics and skills known to promote and implement positive educational change. Of the campus-based elements proven to have the greatest degree of impact on student achievement, school leadership is second only to classroom instruction. Examples of successful school turnaround efforts without effective leadership are rare (Leithwood, et al. 2004).

4. Increased Learning Time

Research promotes a three-pronged approach to increased learning time that includes the following elements: increased instructional time, increased enrichment activities, and increased teacher collaboration and professional development. Increased learning time necessitates strategies that maximize the number of sustained, engaging instructional minutes, the result of which is “higher academic achievement, especially for disadvantaged students” (Jez & Wassmer, 2011); (Gettinger & Seibert, 2002). Expanded learning time – lengthening of the school day or year – is also a possible strategy to increase learning time. To be utilized successfully, additional learning time must be used strategically. Effective strategies include providing a rigorous, well-rounded education that prepares students for college, using the time for teachers to thoroughly analyze and respond to data, and setting aside time to coach and develop teachers to continuously strengthen instruction (Kaplan & Chan, 2011).

5. Family and Community Engagement

Family and community engagement calls for increased opportunities for input from parents and the community, as well as the necessity for effective communication and access to community services. Parent, family, and community involvement has a direct correlation with academic achievement and school improvement. When school staff, parents, families, and surrounding communities work together to support academic achievement, students tend to earn higher grades, attend school longer and more regularly, and eventually enroll in programs of higher education (Barton, 2003).

6. School Climate

The connection between school climate and student achievement has been well established in research. Focusing on the development of a campus’ climate as a learning environment is fundamental to improved teacher morale and student achievement (Nomura, 1999). Formally assessing and addressing school climate is essential to any school’s effort toward successful reform, achievement, and making a difference for underprivileged student groups (California P-16 Council, 2008). Indicators of a positive school climate and welcoming learning environment are increased attendance and reduced discipline referrals. Increased attendance in extracurricular activities is another sign that students feel supported by an affirming school climate (Scales & Leffert, 1999).

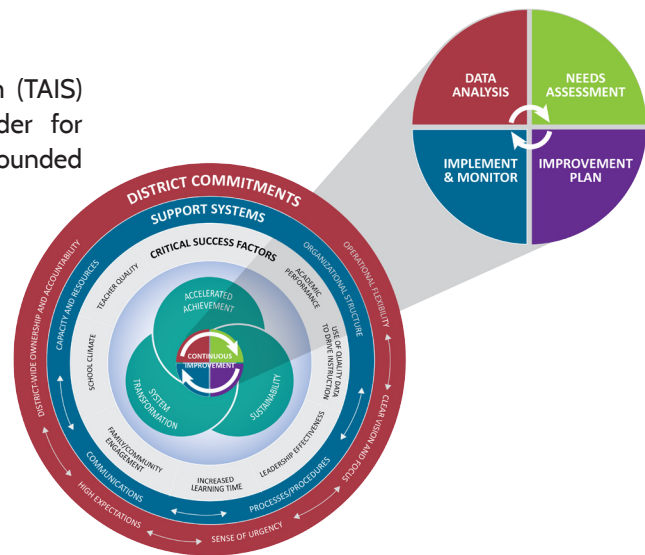
7. Teacher Quality

Teacher quality focuses on the need to recruit and retain effective teachers while supporting and enhancing the knowledge and skills of current staff with job-embedded professional development. Over two decades of research has demonstrated a clear connection between teacher quality and increased student performance. The evidence shows that low-income students are more likely to benefit from instruction by a highly effective teacher than are their more advantaged peers (Nye, Konstantopoulos & Hedges, 2004). Students enrolled in successive classes taught by effective teachers show greater gains in student performance than student groups taught by less effective teachers (Sanders & Rivers, 1996). Districts and campuses can have a direct impact on student achievement through the effective implementation of a comprehensive teacher quality program.

These CSFs reflect behavioral changes that must be demonstrated by students at the campus and district or by adults working on their behalf. The effective implementation of each CSF is crucial in school efforts to meet stated goals and objectives. CSFs must also be monitored using measurable performance indicators. It is these indicators that will enable campus and district staff to determine whether schools and programs are on track to achieve their desired outcomes.

Essential Components of Continuous Improvement

At the heart of the Texas Accountability Intervention System (TAIS) framework is the continuous improvement process. In order for sustainable improvement to occur, it is essential that the work is grounded in research-based practice for planning.



Data Analysis

- A data analysis process is outlined, findings of which feed the needs assessment process and improvement plan; however, the district/campus chooses the data analysis process utilized.
- District/Campus teams conduct a thorough review of all data down to the student level and by the new state indexes, which leads to the identification of problem statements.

Needs Assessment

- A thorough needs assessment process is outlined, findings of which reveal root causes and inform improvement planning; however, the district/campus chooses the needs assessment process utilized.
- District/Campus teams conduct a needs assessment to identify root causes.

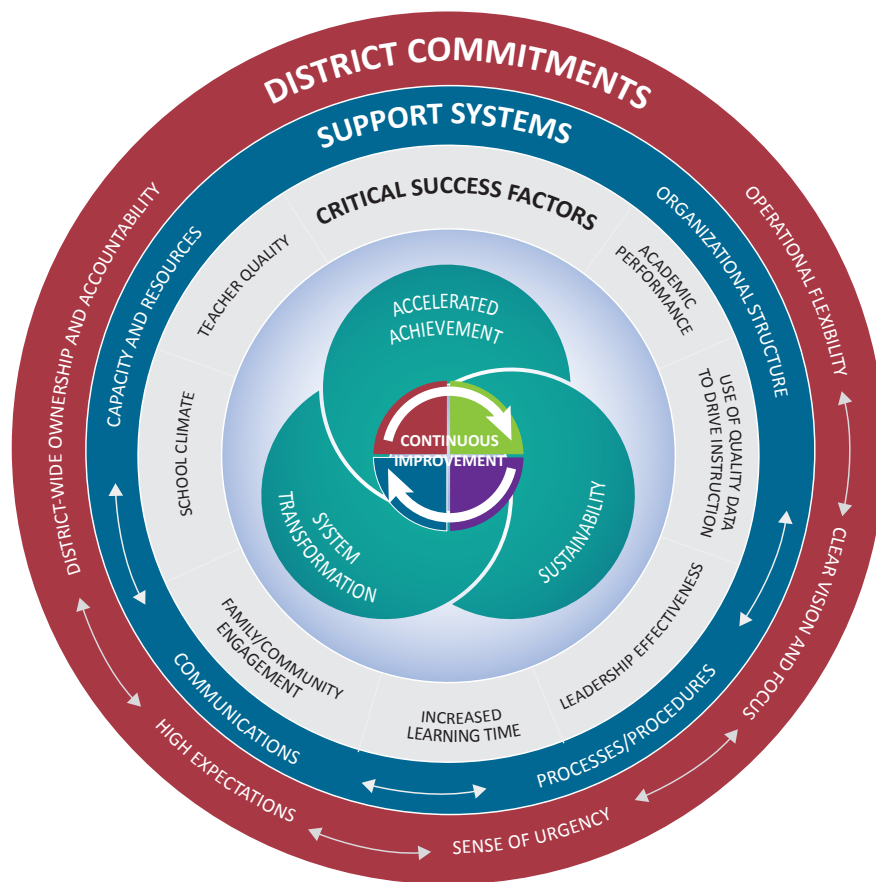
Implement & Monitor

- An implementation and monitoring process is outlined.
- Improvement plan progress is reviewed and feedback is provided based on goals and actions.

Improvement Plan

- A planning process to develop an improvement plan is outlined, which addresses findings from the data analysis and needs assessment process.
- District/Campus teams develop an improvement plan that is informed by the findings of data analysis and needs assessment process.
- An improvement plan includes a summary of the data analysis and needs assessment findings, resulting goals, and determined actions that directly address areas of low performance, and any required interventions.
- District/Campus teams may use planning resources to develop actions/strategies for improvement.

**CONTINUOUS
IMPROVEMENT**



Outcomes

Continuous Improvement

Continuous improvement is the result of the dynamic interaction of district commitments and support systems, which ensure all critical success factors (CSFs) are effectively addressed. When these elements are integrated and fully operational, the outcomes of accelerated achievement, sustainability, and system transformation are produced.

Accelerated Achievement

Accelerated achievement is rapidly attained improvement resulting from an intense and urgent focus on identified areas of need. As barriers to achievement are uncovered and addressed, significant gains are accomplished and performance gaps are reduced.

Sustainability

Sustainability is the institutionalization of effective systems and processes that maintain progress over time, regardless of changing conditions. Districts ensure capacity for continuity, safeguard successful practices, and maintain commitment to continuous improvement.

System Transformation

System transformation is the comprehensive change of expectations and behaviors, resulting in sustained innovation and success. Transformation is reflected in all aspects of the organization through fully functioning and effective processes.



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EDUCATION SERVICE CENTER

5701 Springdale Rd. Austin, Texas 78723

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 90% to 95% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	90%	92%	81%
2021	91%	93%	82%
2022	92%	94%	83%
2023	93%	95%	84%
2024	94%	96%	85%

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 100% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER 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 98% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
99%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	98%	100%	97%
2021	99%	100%	98%
2022	100%	100%	99%
2023	100%	100%	100%
2024	100%	100%	100%

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 92% to 97% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 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	95%	95%	94%
2021	96%	96%	95%
2022	97%	97%	96%
2023	98%	98%	97%
2024	99%	99%	98%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 13% to 18% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
14%	15%	16%	17%	18%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	14%	14%	8%
2021	15%	15%	9%
2022	16%	16%	10%
2023	17%	17%	11%
2024	18%	18%	12%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SKINNER 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 58% to 63% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 20% to 25% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage
2020	21%	21%
2021	22%	22%
2022	23%	23%
2023	24%	24%
2024	25%	25%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 58% to 63% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage
2020	59%	59%
2021	60%	60%
2022	61%	61%
2023	62%	62%
2024	63%	63%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	36%	34%	33%	9%
2021	37%	35%	34%	10%
2022	38%	36%	35%	11%
2023	39%	37%	36%	12%
2024	40%	38%	37%	13%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 45% 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	Economic Disadvantage	English Learner	Special Education
2020	45%	43%	44%	18%
2021	46%	44%	45%	19%
2022	47%	45%	46%	20%
2023	48%	46%	47%	21%
2024	49%	47%	48%	22%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SKINNER EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 32% to 37% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
33%	34%	35%	36%	37%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	33%	32%	29%	10%
2021	34%	33%	30%	11%
2022	35%	34%	31%	12%
2023	36%	35%	32%	13%
2024	37%	36%	33%	14%

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 52% to 57% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
53%	54%	55%	56%	57%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	52%	51%	28%
2021	54%	53%	52%	29%
2022	55%	54%	53%	30%
2023	56%	55%	54%	31%
2024	57%	56%	55%	32%

Minimum size criteria set to 10 or more students.