

**Brady Independent School District**  
**Brady Elementary School**  
**2022-2023 Campus Improvement Plan**

**Accountability Rating: C**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading



# Mission Statement

Putting children first...

Brady Elementary School is dedicated to empowering all students to develop their full potential and become eager, lifelong learners and problem-solvers, who are committed to academic excellence, integrity, and responsible citizenship.

## Vision

Brady Elementary provides foundational skills and a safe learning environment for all students. We expect our students to strive for excellence in their daily work. Brady Elementary will build firm foundations for students to continue and develop into productive and happy citizens.

## Value Statement

Beliefs:

- \*Education is a shared responsibility among students, educators, parents and community.
- \*A rigorous, well-rounded academic education is a cornerstone to a successful life.
  - \*High expectations are essential for student excellence.
  - \*Effort and accountability are imperative at all levels.
  - \*Education occurs in a safe, and supportive environment.

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

Campus needs Assessment/ Summary of Findings:

Staff Retention Needs	Staff Retention Strengths
New teacher training/ support throughout the year Deeper training on curriculum resources	37% of teachers have 11-20 yrs. experience Numerous opportunities for professional development Our school has a caring culture/ community Resources that are aligned to TRS
Parent Involvement Needs Outreach to address generational poverty More parent participation in academics and PTO More parent volunteer opportunities in classes	Parent Involvement Strengths Parents attend school functions such as class parties, conferences, field day, music programs, and Open House
Family & Community Communication Needs Offer training/ support for parents trying to help their children with homework Adult Ed. and/or ESL classes	Family & Community Communication Strengths Time allotted in campus calendar for parent conferences Multiple events for parents and community members to be involved in.
Technology Needs Teacher training on how to access and use programs Adequate supply of headphones available throughout the year Continue to upgrade technology on campus in a 3 year rotation. Stated expectations for technology integration in the classroom (district or campus)	Technology Strengths Technology carts K-5th grade classes Variety of technology based programs Library and computer class are supportive of technology based projects Technology based programs provide valuable data to teachers



# Demographics

## Demographics Summary

Brady Elementary School is a Head Start, Prekindergarten, and Kindergarten through 5th grade campus serving 468 students. Based on 2020-21 EOY PEIMS data, the campus is composed of 67% White, 31% Hispanic, 3% LEP, 76% Economically Disadvantaged, and 9% Special Education.

The campus is served by two administrators, one counselor, one nurse, 31 certified teachers, and 16 paraprofessionals.

## Demographics Strengths

The campus reaches out to meet the specific needs of our students in a variety of ways, such as: our ACE after-school program, Bulldog Interventions, Odyssey of the Mind, Tower of Books challenge, Breakfast Book Club, Positive Intervention Behavior System, and our House system. Additional extracurricular opportunities such as UIL Academics, and student council are available for all students. The PTO has grown in membership and increased parent involvement in school activities. We continue to provide Literacy Nights, STEM projects with parents, BES Broadcast Team, and House teams to increase involvement and improve student success.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Having an effective after-school program that supports students' specific needs with homework. **Root Cause:** Tutorials need to be provided by certified personnel with experience in specific subjects.

# Student Achievement

## Student Achievement Summary

Brady Elementary School is committed to helping students be successful in school. The campus has a focus on building a growth mindset and teaching students how to set goals and work to achieve those goals. Teachers are using unit assessments each six weeks to develop Glows and Grows for effective instruction. Student progress is also monitored closely throughout the year. These measures along with performance assessments and unit tests are used by teachers to plan and implement effective instructional strategies to meet the specific needs of students.

## Student Achievement Strengths

In 2021-2022 school year, the BES campus improved on state testing (STAAR) with an overall average on all tests from a 64% to a 72% in approaches, from 32% to 39% meets and 15% to 19% masters. The overall rating was a C (79). In Grades K-2 HB3, the overall measures in performance were near 70% of students on or above grade level. Data was collected with both Head-start and Pre-K as well. This data showed overall growth from 60% to 64% in Head-start and 72% to growth in Pre-K.

## Problem Statements Identifying Student Achievement Needs

**Problem Statement 1:** Students have not met the federal standard for the 4th consecutive year in the meets category of Closing the Gaps in the white sub-pop group of math. **Root Cause:** Alignment of assessments across grade levels and vertical alignment milestones have impacted students' foundational skills and hinders transferable skills on deeper content expectations.

# School Culture and Climate

## School Culture and Climate Summary

Brady Elementary School will continue providing an atmosphere that promotes a positive, exciting and safe learning environment. Discipline office referrals have decreased due to students being referred to the counselor for remediation. Having a school counselor to teach character education, conflict resolutions, test taking strategies, and coping skills is very important to student success. The counselor also serves the social emotional needs of students through small group counseling and individual social skills training as needed. A House system was implemented in the 2019-2020 school year to promote a positive school climate and promote good behavior through rewards. Training staff in Safety Care helps maintain a safe learning environment for all students. The campus will continue to use the various dog tags, House points, paw points, and incentives to recognize student achievement.

\*Six Weeks Rewards – getting recognized each six weeks for attendance, academics, and HOUSE winner.

\*Character education program

\*Tower of Book challenge recognition each six weeks

\*PBIS expectations

## School Culture and Climate Strengths

There has been an overall reduction in discipline referrals to the office this year. Safety training and drills have been conducted throughout the year. The parent survey results were: school safety, security, a welcoming campus, and meeting student needs are strengths at Brady Elementary School. The elementary campus provides many on campus opportunities for our students through the art program, P.E., UIL, student council, field trips, research projects, GT, Odyssey of the Mind, broadcasting, Ag day, social skill training, family literacy nights, virtual field trips, PALs, dog tags, academic and attendance incentives. We are implementing the Parent Square app to enhance communication with families.

## Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Parent involvement and parent communication are difficult to maintain. The parent liaison is being used on a daily basis to reach out to parents who will not respond to the teacher. **Root Cause:** Poverty is a factor because parents change phone numbers, job locations, and housing arrangements frequently.

**Problem Statement 2:** In an effort to recognize student progress in the areas of attendance and achievement. Students will be recognized each six weeks with attendance celebrations, dog tags, and academic incentives. **Root Cause:** Attendance can be a habitual struggle with some students.



# Staff Quality, Recruitment, and Retention

## Staff Quality, Recruitment, and Retention Summary

We have all certified teachers except for two. We struggled to find teachers for this school year. Newly certified teachers typically leave the district within 2-4 years to accept higher paying jobs in a different town. We retained teachers for the first time in years and had the fewest number of postings. We are having success with finding local applicants interested in getting their alternative certification to teach and encouraging our paraprofessionals to go back to school for their degree. We will reach out to area universities for student teachers and to attend the job fairs on their campus.

## Staff Quality, Recruitment, and Retention Strengths

Brady ISD has increased the pay scale and improved insurance benefits to staff in an effort to increase teacher retention. The district continues each year to hire highly qualified applicants for teaching and paraprofessional positions when available. This year we have all our paraprofessionals with certifications. Our district provided a financial incentive to all employees in August. The campus provides a Sunshine Committee that provides snacks during each campus monthly meeting. The campus will recognize an employee of the month. Employees of the year were also recognized.

## Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Maintaining certified teachers in the profession. **Root Cause:** Teachers are in demand but are finding other career choices outside of their profession.

**Problem Statement 2:** Teachers are leaving the district after 2-3 years for larger districts and higher pay. **Root Cause:** Teachers struggle to find activities with peers outside of school.

# Curriculum, Instruction, and Assessment

## Curriculum, Instruction, and Assessment Summary

Teachers follow the TEKS Resource System IFD for all subject areas and plan lessons to meet the TEKS specificity outlined in the IFD. Teachers, especially newly certified teachers, need ongoing professional development to effectively recognize and apply higher level thinking, critical thinking, rigor of the TEKS and problem solving in all content areas. All stakeholders work to analyze released STAAR assessments and campus testing results to better inform instruction and ensure that instructional materials are aligned with what students are required to master for each subject and grade level. The administration is building a team of instructional leaders to provide instructional feedback to address individual needs of teachers.

## Curriculum, Instruction, and Assessment Strengths

Teachers have collaborative planning time daily to help ensure alignment of curriculum and resources for all subject areas. TEKS Resource System curriculum is being followed in all subject areas and data from performance assessments and curriculum based assessments is being used to plan effective instructional activities. Weekly PLC meetings are addressing planning and focusing on data.

## Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

**Problem Statement 1:** Providing consistently aligned instruction for all grade levels and subject areas is a challenge. **Root Cause:** Building capacity on campus is a top priority. Professional development and managing time for our teachers to learn the depth and complexity needed to meet the ever increasing standards.

# Parent and Community Engagement

## Parent and Community Engagement Summary

Brady Elementary is a small rural community that is supported by parents, local businesses and organizations. We would like to grow our parent involvement through school activities and educational awareness. Our largest area of growth is with parent involvement in the PTO. Teachers are communicating with parents about attendance policies, parent opportunities to volunteer in the school and recognition of student success.

## Parent and Community Engagement Strengths

The teachers and staff at Brady Elementary School will continue to reach out to our parents and guardians for involvement in their child's education through literacy and project based learning nights, STEM days, PTO meetings, parent conferences, volunteering, and positive recognition programs. The campus will implement a new activity that incorporates thinking skills for students in a setting that is not formal in its academics. Club Days will seek parental involvement to assist with this endeavor. A student panel will serve to help staff be aware of student climate.

## Problem Statements Identifying Parent and Community Engagement Needs

**Problem Statement 1 (Prioritized):** Brady Elementary eco/dis population is 78% therefore our students are not reading on grade level. **Root Cause:** Educational awareness, language barriers, lack of engaged reading

# **School Context and Organization**

## **School Context and Organization Summary**

The elementary campus personnel meets to maximize instructional learning outcomes by discussing strengths and areas of improvement through the campus. Some of our formats are Leader of Learners, faculty meetings, and surveys from stakeholders to continue to improve the learning environment for all students.

## **School Context and Organization Strengths**

We have a lead teacher at each grade level that represents the team and provides feedback to their constituents. Our Leader of Learners are driving instruction in the classroom and improving opportunities for all students at BES. The school's master schedule allows for flexibility to support teacher and student needs. We have SAC meetings every 3rd and 6th week to review student progress and make adjustments to any intervention needs. The SAC committee will address attendance, academics, and social-emotional/behavior. The principals work closely with our grade level teams to address alignment of TEKs, additional academic support and testing guidelines and updates.

# Technology

## Technology Summary

Our district expects technology to be used as a supplemental resource to support classroom instruction. Brady ISD updates computers and laptops on a 2-5 year rotation. We are a 1-1 campus. Each teacher has their own issued COW and our campus teachers and admin have received new laptop computers for the 2020-1 school year. We will need to purchase TV panels for our Pre-K-2nd grade classrooms. Our 3rd-5th grade classrooms and our Head Start teachers have TV panels. We also need additional technology accessories such as headphones, microphones, and keyboards to ensure that students can adequately interact with the programs. IXL, an instructional supplemental program, our science adoption, and the leveled readers K-5 are accessed by students through technology. The staff receives technology training through Region 15 Service Center, the instructional online programs, webinars, and staff from the technology department. Students will be trained to take CBA's online to prepare for online STAAR testing.

## Technology Strengths

The elementary campus uses laptops, desktops, document cameras, android tablets for K-2nd and technology carts for K-5th grades. Our students are provided laptop and desktops to utilize educational programs such as, Discovery Education and TexQuest (which include Britannica, National Geographic, Kids Infobits). Interactive books websites are available for students. Teachers can receive technology support through work orders submitted through Eduphoria. The technology team offers additional support with computerized testing such as TELPAS, STAAR online assessment, webinars and virtual field trips. Parents can receive access to their child's progress through the Parent Access Portal.

# Priority Problem Statements

**Problem Statement 1:** Brady Elementary eco/dis population is 78% therefore our students are not reading on grade level.

**Root Cause 1:** Educational awareness, language barriers, lack of engaged reading

**Problem Statement 1 Areas:** Parent and Community Engagement

# Comprehensive Needs Assessment Data Documentation

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

## **Improvement Planning Data**

- District goals

## **Accountability Data**

- Texas Academic Performance Report (TAPR) data

## **Student Data: Assessments**

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

## **Student Data: Student Groups**

- Section 504 data
- Gifted and talented data
- Dyslexia data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Campus department and/or faculty meeting discussions and data

## **Parent/Community Data**

- Parent surveys and/or other feedback

## **Support Systems and Other Data**

- Processes and procedures for teaching and learning, including program implementation

- Study of best practices



# Goals

**Goal 1:** The percentage of students in grades K-2 who are reading at or above grade level on multiple measures will increase from 60% to 90% by the end of the school year 2023.


**Performance Objective 1:** 90% of All students in grades PK-2 will meet or exceed grade level goals in the area of reading as measured by MCLASS, IXL, Universal Screener, and all assessment measures.


**High Priority**


**HB3 Goal**

**Evaluation Data Sources:** Amplify, CLI Engage, CBA's, and benchmarks

**Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Correct/daily use Reading Incentive Program (RIP) in each classroom (K-1st graders as soon as able to read) -RIP is used as a supplemental reading program with goals and incentives to improve reading fluency and comprehension at each student's independent reading level.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: Tower of Books Challenge; CBA results at all grade levels 2. Implementation evidence: RIP Goals, Goals/Certificate levels, Grades, CBA's Benchmarks, Tower of Books Challenge, Literacy Lab updated, Classroom Libraries</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Assistant Principal, Classroom Teachers, Leader of Learners (LOL)</p> <p>Others involved: Intervention Teacher, Tower of Books Committee</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> appropriate age seats for PK - Local Funds - 199-11-6399-00-101-311000 - \$363.89, Headstart supplies - Title I, Part A - 205-11-6399-00-101-3320HS - \$165.42, headstart supplies - Title I, Part A - 205-11-6399-00-101-3320HS - \$104.94, Pre-K supplies - Local Funds - 199-11-6399-00-101-311000 - \$196.93 , Kinder Reading supplies - Local Funds - 199-11-6399-00-101-311000 - \$367.31, Tower of Books - Local Funds - 199-11-6399-00-101-311000 - \$1,100, Pre-K Supplies field trip - Local Funds - 199-11-6412-00-101-311000 - \$186, 2nd Supplies field trip - Local Funds - 199-11-6412-00-101-311000 - \$384 , Head-start Field Trip/Supplies - Title I, Part A - 205-11-6412-00-101-3320HS - \$240, Reading Supplies - Title I, Part A - 205-11-6399-00-101-3320HS - \$89.62, Headstart supplies - Title I, Part A - 205-11-6399-00-101-3320HS - \$92.55, seats for PK - Local Funds - 199-11-6399-00-101-311000 - \$102.36, Headstart incentives - Title I, Part A - 205-11-6399-00-101-3320HS - \$44.76, Starfall - Headstart - Title I, Part A - 205-11-6399-00-101-3320HS - \$140</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Instructional strategies/methods will emphasize higher order thinking skills, reading for comprehension and real life applications (Cueing Systems, Bloom's Taxonomy, Reading Academy, 21st Century Life Skills and Lexia)</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: IXL, Amplify, CLI Engage, Tower of Books Challenge, Really Great Reading, Stem Fluency Activities/Skills 2. Implementation evidence: On-going Assessment, Grades, Benchmarks, Lesson Plans, Unit Tests, Tower of Books Challenge, Classroom Libraries</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Intervention teachers, Classroom teachers, Leader of Learners (LOL)</p> <p>Others involved: G/T Teacher</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Leader of Learners Committee - State Compensatory Education - \$7,500, - Local Funds - 199-11-6399-00-101-311000 - \$79.98, Really Great Reading - Local Funds - 199-11-6399-00-101-311000 - \$3,773, ESGI Kinder - Local Funds - 199-11-6399-00-101-311000 - \$705</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Offer activities that enrich/motivate student learning (ex. GT), Independent Study, UIL, Reading Incentive Celebrations, STEM, School Broadcast Team, Literacy Nights, House System, Reading Buddies, Retired Teachers Tutoring, PALS.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: IXL, TCEA, Tower of Books Challenge, STEM Day Schedule 2. Implementation evidence: Program Schedules, On-going Assessment, Sign in Sheets, Tower of Books Challenge Sheets, Monthly School Calendar, Breakfast Book Club</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Title I Counselor, Librarian, Classroom teachers, UIL Coaches</p> <p>Others involved: Intervention teachers</p> <p><b>Title I:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum</p> <p><b>Funding Sources:</b> supplies to equip and complete projects (STEAM) - Local Funds - 199-11-6399-00-101-311000 - \$288.03, rewards for Head-start/PK - Title I, Part A - 205-11-6399-00-101-3320HS - \$338.23, PBIS incentives - Local Funds - 199-36-6499-00-101-399000 - \$35.76 , UIL supplies - Local Funds - 199-36-6399-00-101-399000 - \$124.95, UIL supplies - Local Funds - 199-36-6399-00-101-399000 - \$100</p>	Formative			Summative
	Oct	Mar	May	June
				



No Progress



Accomplished



Continue/Modify





Discontinue

**Goal 1:** The percentage of students in grades K-2 who are reading at or above grade level on multiple measures will increase from 60% to 90% by the end of the school year 2023.

**Performance Objective 2:** 100% of Special Education students (and all other students-Dyslexia, ELL, Tier 2/3) will receive appropriate interventions in a timely manner. Progress monitoring, appropriate alignment of eligibility, services, goals, and state testing level will be ensured.

**Evaluation Data Sources:** Student Achievement Committee/RTI log, Student Review Data Meetings, IXL, Amplify, RIP Data, CLI Engage, ARD, 504 and LPAC meetings

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Specific procedures are in place to ensure appropriate alignment of identification, assessments, eligibility, services, progress monitoring, state testing, and etc. Ongoing professional development to enhance all teachers knowledge of assessments, accommodations, and instructional strategies.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: Education Galaxy/Lift Off, Amplify, CLI Engage, Eduphoria Reports, Really Great Reading Surveys 2. Evidence of Implementation: PM, Schedules, Professional Development Schedule, Sign in Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal and Assistant Principal</p> <p>Others Involved: Counselor, Classroom Teachers, Intervention Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> supplies for student work - Local Funds - 199-11-6399-10-101-311000 - \$1,747.34</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide training addressing use and documentation of modifications/ accommodations in all learning environments; use of IXL, Writer's Workshop, Amplify, CLI Engage, Running Records, Reading by Design, and RIP data to drive instruction, and intervention strategies for the general education classroom.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: IXL CLI Engage, RIP Data, Glows/Grows Data Sheet, Amplify, Frontline, Lesson Plans 2. Evidence of Implementation: PM, Training Sign-up Sheet, Documentation of Modifications Chart</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Diagnostician</p> <p>Others Involved: Intervention teachers, Classroom teachers, Counselor</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction <b>Funding Sources:</b> PROFESSIONAL DEVELOPMENT READING BY DESIGN - ESSER III - \$550</p>	Formative			Summative
	Oct	Mar	May	June
				



No Progress



Accomplished



Continue/Modify



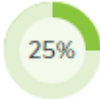
Discontinue



**Goal 2:** Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2022-23 school year.

**Performance Objective 1:** Kindergarten will reach level E, first grade level K, second grade a level P, 3rd grade level T, 4th grade level W, and 5th grade Z on a Fountas and Pinnell guided reading level by the end of the school year.







**High Priority**

**Evaluation Data Sources:** STAAR, IXL, Amplify, Really Great Reading, Running Records, RIP data, CBAs, and grade level milestones, Notice and Note

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide ongoing professional development to assist with data collection/analysis, differentiation, instructional best practices, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: Training Schedule, Instructional Walks Feedback 2. Implementation evidence: STAAR, IXL, Acadience, PLC sign-in sheets, CBAs</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal and Assistant Principal</p> <p>Others involved: Classroom teachers, Intervention teachers, Leader of Learners (LOL) Curriculum Coach</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> folders for supplies - Local Funds - 199-23-6399-00-101-399000 - \$45.40, posters for Notice and Note - Local Funds - 199-11-6399-00-101-311000 - \$234.40</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Implement a school wide STAAR benchmark twice a year (Nov./Feb.) STAAR Test Maker item bank, and released STAAR tests to create TEKS based STAAR formatted assessments.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: Improved performance on state assessments.  2. Implementation evidence: Assessment development.  3. Unit tests for Social Studies, Reading, Math, Science, and Writing</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal</p> <p>Others involved are: Classroom teachers, Counselor</p> <p><b>Title I:</b>  2.4, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Review IXL, Acadience, Reflex Math, STAAR, CBAs, and benchmark test data for each grade level to determine Hot Spots and develop instructional strategies to meet student's needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: Improved STAAR scores and CBA results  2. Implementation evidence: Benchmark Scores, Grades, PM, CBAs, Reflex Math, Acadience, Data, IXL</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal and Assistant Principal, Curriculum Coach and Leader of Learners</p> <p>Others involved: Teachers, Intervention Teachers, and Counselor</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math, Improve low-performing schools  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				



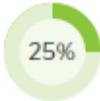
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will use Instructional: Think Up! UPSC Problem Solving Model, Lone Star, Reflex Math, and IXL.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: Grades, Benchmark, CBAs  2. Implementation evidence: Lesson Plans, Student Data (IXL), Reflex Math, Acadience, Lone Star Learning  3. Glows and Grows Data Sheets</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Assistant Principal, and Teachers</p> <p>Others involved: Intervention teacher and Instructional Coach</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide daily intervention period for all students who need additional assistance (Tier 2 and 3) HB 4545. Monitor progress with MCLASS and Acadience, Reflex Math and adjust instruction based on student's progress.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: PM, Grades, Benchmark Scores, IXL  2. Implementation evidence: Schedules and Student folder on HB4545</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Classroom teachers</p> <p>Others involved: Intervention teacher, Instructional Coach</p> <p><b>Title I:</b>  2.4, 2.5, 2.6  - <b>TEA Priorities:</b>  Build a foundation of reading and math  - <b>ESF Levers:</b>  Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				






**Goal 2:** Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2022-23 school year.

**Performance Objective 2:** Each grade level will meet 80% or above on TEKS based CBAs.

**High Priority**

**Evaluation Data Sources:** STAAR, IXL, Acadience, Lone Star Learning, CBA, Benchmark scores, CLI Engage, Grade level milestone chart


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administer Diagnostic Reading Tests: IXL, Amplify Reading, Really Great Reading - Gr K-5 at the beginning, middle, and end of the year.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: IXL, Amplify reports, Really Great Reading Reports 2. Implementation evidence: Reading Intervention, Small group instruction</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Classroom teachers</p> <p>Others involved: Intervention teacher</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				


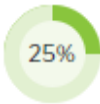
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction. Instructional resources to supplement instruction include: TExGuide, Texas MyView Reading, Motivation Reading, Think Up (3rd-5th) Really Great Reading. All supplemental materials must be aligned with the TRS IFD.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Impact evidence: STAAR IXL, Really Great Reading 2. Implementation evidence: Benchmark Scores, CBAs, Walk-through data, and Lesson Plans, Classroom Libraries, Progress monitoring</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Classroom teachers</p> <p>Others involved: Intervention teacher, Instructional Coach</p> <p><b>Title I:</b> 2.5 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				









**Goal 2:** Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2022-23 school year.

**Performance Objective 3:** High quality and certified professionals will teach 100% of all classes, and 100% of the professionals and paraprofessionals will receive high-quality professional development.

**Evaluation Data Sources:** Certified forms, and In-Service log

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide high quality and ongoing staff development based on student and campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, Education Galaxy/Lift Off, Amplify, Acadience, CLI Engage</p> <p>2. Evidence of Implementation: Calendar, Sign-in Sheet, PM, Education Galaxy/Lift Off reports</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal</p> <p>Others Involved: Intervention Teachers, Counselor</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				


Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase number of teachers with ESL certification to better meet the needs of ELL students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: ELL improvement on STAAR 2. Evidence of Implementation: Certificates, TELPAS Calibration</p> <p><b>Staff Responsible for Monitoring:</b> Leader: ESL Coordinator, Principal</p> <p>Others Involved: Asst Principal</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Hire and retain high quality professionals with strategies including district incentives, instructional coaching, and campus level support for personalized professional development (PLC's).</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, Mentor Program 2. Evidence of Implementation: Certified Staff</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Assistant Principal and Interview Committee</p> <p>Others Involved: Leader of Learners (LOL)</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> counselor class supplies - Local Funds - 199-31-6399-00-101-399000 - \$105.35, counselor class supplies - Local Funds - 199-31-6399-00-101-399000 - \$310.74</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				


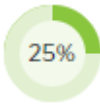




Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure that paraprofessionals meet the ESSA requirements and have completed at least 2 yrs. of study at higher ed. institution or obtained an associates' degree or demonstrate knowledge of reading, writing, and math on an academic assessment for the 22-23 school year.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: Highly Qualified Staff 2. Evidence of Implementation: Certificates</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p>Others Involved: Asst Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Provide ongoing needs-based training for paraprofessionals</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, IXL, Amplify, Acadience, Really Great Reading 2. Evidence of Implementation: Calendar of workshop training, Paraprofessional training</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p>Others Involved: Asst Principal</p> <p><b>Title I:</b> 2.4</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2:** Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2022-23 school year.

**Performance Objective 4:** All students to include (Special Ed. Dyslexia, ELL, Tier 2/3, economically disadvantages and white sub-pops) will receive appropriate interventions (RTI) in a timely manner and progress will be monitored and an appropriate alignment of eligibility, services, goals, and state testing level will be insured.

**Evaluation Data Sources:** Student Achievement Committee/RTI log, ARD, 504 and LPAC meetings, HB4545 student portfolio

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to enhance our MTTs to ensure that students receive appropriate services in a timely manner. Follow through with timely and effective procedures in identification, assessment, progress monitoring, state testing to include accommodations to meet the needs of ALL students.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, Amplify, Acadience, IXL 2. Evidence of Implementation: PM, RTI Chart, IXL, Schedules, SAC Documents</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Counselor</p> <p>Others Involved: Classroom teachers, Intervention teachers</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> - Local Funds - 199-11-6399-00-101-311000 - \$1,900</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Continue and enhance use of progress monitoring tool (Amplify, IXL, and Reading, Acadience, Running Records, CLI Engage) Tier 2-monthly; Tier 3-bimonthly</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, IXL, Acadience, Amplify, Running Records, CLI Engage 2. Evidence of Implementation: Acadience and IXL, Lesson Plans, Program Usage Reports</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p>Others Involved: Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> renewal for Learning A-Z (Dyslexia) - Local Funds - 199-11-6399-02-101-337000 - \$266.66</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ongoing training addressing topics appropriate for special education, dyslexia, 504, and RTI.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR 2. Evidence of Implementation: PM, Training Sign-up Sheet, documentation of modifications chart</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Diagnostician</p> <p>Others Involved: Intervention teachers, Classroom teachers, Counselor</p> <p><b>Title I:</b> 2.4, 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
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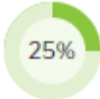




**Goal 2:** Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2022-23 school year.







**Performance Objective 5:** 85% of ALL 5th grade students will meet or exceed the 2022-2023 goals for the science exam on STAAR, and 85% of ALL students in grades PK-4 will meet or exceed grade level CBAs.

**High Priority**

**Evaluation Data Sources:** STAAR results, CBA, formative assessments in class

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Review and analyze data from performance assessments, CBAs (1-5), IXL reports, and benchmark tests to determine instructional strategies to meet students' needs.</p> <p><b>Strategy's Expected Result/Impact:</b> Students should increase and retain knowledge through the CBAs, IXL and performance assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p><b>- ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				

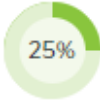




Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction. All supplemental materials will use science process skills and be aligned to TRS including supplemental material: Think Up, and IXL. A Science lab will offer extended problem-based activities to meet a minimum of 60% of the science curriculum, this will also include activities that promote problem-based thinking like field trips, Caine's Arcade, Science Showdown (Science Fair or similar activity), and Science Camp.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores through the use of CBAs, benchmarks, formative assessments, and problem-based activities that apply content.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers; Inclusion Paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide ongoing professional development for all teachers in science.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved STAAR scores; continue to improve on the preparation of teachers' science skills in being an immersed science campus.</p> <p><b>Staff Responsible for Monitoring:</b> Principal, Assistant Principal, Classroom Teachers, Inclusive Paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Teachers will work on integrating and supplementing the science curriculum with STEM based activities to deepen the thinking of students. Independent and project based problems will be used to enrich and extend curriculum concepts.</p> <p><b>Strategy's Expected Result/Impact:</b> Improvement in Science STAAR scores and better prepared thinkers moving into middle and high school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Instructional Aides.</p> <p><b>Title I:</b> 2.4, 2.5, 2.6</p> <p>- <b>ESF Levels:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> All 3rd-5th grade students will meet a minimum of 60% on meets in the Closing the Gap in all sub-pop groups.</p> <p><b>Strategy's Expected Result/Impact:</b> Cut points for Pre-K-5th on universal screeners in math and reading, aligned assessments, use of Quintile reports for CBA's, Lead4ward-student learning reports</p> <p><b>Staff Responsible for Monitoring:</b> Admin, LOL committee, teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levels:</b> Lever 5: Effective Instruction</p> <p>- <b>Targeted Support Strategy</b></p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 2:** Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2022-23 school year.

**Performance Objective 6:** Brady Elementary will integrate the Writer's Workshop across all content areas to improve and exceed the writing needs of all students.


**Evaluation Data Sources:** Writing Portfolio to include all content areas and linked to universal themes. K-2 grades will use the Patterns of Power (Writer's mini-lessons) book as an alignment resource to teach the workshop model.


Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Kinder-2nd grade will use the Pattern of Powers to design instruction through a Writer's Workshop design.</p> <p><b>Strategy's Expected Result/Impact:</b> Students leave Kinder-2nd being able to compose a sentence(s).</p> <p><b>Staff Responsible for Monitoring:</b> Admin, Teachers and Paraprofessionals</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
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**Goal 3:** Brady Elementary will improve instruction through technology by providing students with equipment and software to reflect the growing needs of 21st century learning.

**Performance Objective 1:** By May 2023, technology needs will be assessed and evaluated. Equipment and software will be continually examined for purchasing and training.

**Evaluation Data Sources:** Technology Inventory/Budget

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase additional hardware/repair hardware---( touchscreen televisions, laptops, COWS, headphones, examine an increase in bandwidth for online STAAR, 2023)</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Student Access Evidence of Implementation: Technology Inventory</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Technology Director</p> <p>Others Involved: Assistant Principal</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Screen Replacement - Local Funds - 199-23-6399-00-101-399VOO - \$29.31, Screen Replacement - Local Funds - 199-11-6399-00-101-311V00 - \$30.85</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Integrate core subject area TEKS with technology TEKS to enhance student skills such as: keyboarding, publishing, presentation programs, Google Classroom, integrate online assessment training</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence of Impact: Assessments Evidence of Implementation: Lesson Plans</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal</p> <p>Others Involved: Classroom Teachers, Technology Para, Librarian</p> <p><b>Title I:</b> 2.4, 2.5</p> <p>- <b>TEA Priorities:</b> Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				



No Progress



Accomplished



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



Discontinue

**Goal 3:** Brady Elementary will improve instruction through technology by providing students with equipment and software to reflect the growing needs of 21st century learning.

**Performance Objective 2:** Integrate 21st Century learning and Texas College & Career Readiness (TCCR) skills and strategies into PK-5 curriculum.

**Evaluation Data Sources:** Walk-through Documents, Parent Surveys, Student Surveys, District Monitoring Data

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Provide opportunities for career path awareness that promote continuing education culture.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, Robotics, ACE Program, UIL results, STUCO, Odyssey of the Mind 2. Evidence of Implementation: Career Day feedback, Parent Surveys, Student Surveys.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Assistant Principal, Counselor</p> <p>Others Involved: All teachers</p> <p><b>Title I:</b> 2.4, 2.5, 4.1</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> SUPPLIES - Local Funds - 199-23-6399-00-101-399000 - \$434.62, Supplies (ART) - Local Funds - 199-11-6399-00-101-311000 - \$297.05</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Conduct interest inventory for all students in 4th and 5th grade.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR 2. Evidence of Implementation: Campus Calendars, District Monitoring Data</p> <p><b>Staff Responsible for Monitoring:</b> Leaders Involved: Principals, Assist. Principal, Counselors</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Connect high school to career and college</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
				


Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students in Grades K-5 will highlight a college/technical school and the different possibilities students could have by attending one through campus wide announcements.</p> <p><b>Strategy's Expected Result/Impact:</b> Exposure to a college/technical school is a step towards being ready to attend. Students will begin to understand the possibilities of attending a post secondary campus.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administration, Counselor, &amp; Parents</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Brady Elementary will promote each student's interest and talents towards future career paths. The school will also hold weekly college/career days promoting college and career readiness.</p> <p><b>Strategy's Expected Result/Impact:</b> Campus staff will wear their favorite college or career shirt to promote being college ready every Wednesday. Outside of each classroom, there will be posted the University each teacher graduated from and the level of education achieved (Bachelor's, Master's, Doctorate). This provides exposure to students concerning what is necessary to achieve a particular career.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselor, &amp; Teachers</p> <p><b>Title I:</b> 2.5</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				





**Goal 3:** Brady Elementary will improve instruction through technology by providing students with equipment and software to reflect the growing needs of 21st century learning.


**Performance Objective 3:** Brady Elementary will incorporate STEM Fluency Skills to deepen and enrich the higher order thinking skills and elevate the critical thinking skills across all curriculum content.


**Evaluation Data Sources:** STAAR Science results, incorporate science, social studies, and math into the writing and nonfiction projects, STEM activities,

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> BISD will guide teachers through professional development in developing, integrating, and improving critical thinking skills to improve the overall performance of all students</p> <p><b>Strategy's Expected Result/Impact:</b> 2 goals (Communication, Critical Thinking) will have interim measures to ensure progress towards higher STEM Fluency Skills.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, ALL Teachers</p> <p><b>Title I:</b> 2.4, 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Odyssey of the Mind - Local Funds - 199-36-6412-00-101-399000 - \$240, stem supplies - Local Funds - 199-23-6399-00-101-399000 - \$295.08, STEM supplies - Local Funds - 199-11-6399-00-101-311000 - \$7.21, STEM Day supplies - Local Funds - 199-11-6399-00-101-311000 - \$490.22</p>	Formative			Summative
	Oct	Mar	May	June
				

 No Progress

 Accomplished


 Continue/Modify



 Discontinue



**Goal 4:** The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2023.






**Performance Objective 1:** By May 2023, 100% of all students' parents/family members will participate in opportunities to increase parental knowledge of, support for, involvement in, and contributions to the school program.

**Evaluation Data Sources:** Parent/Teacher Conference Sign-in sheets, PTO Sign-in sheets, Parent liaison log, School Parent Compact, Online surveys, and ACE program. Introduce and integrate School Messenger.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Building relationships with our parents with regular contact such as: notes, phone calls and the Thursday folder. Other opportunities occur throughout the year with Meet the Teacher night in August, BOY and EOY parent-teacher conferences and the Special Programs Open House and House Bill 4545 meetings.</p> <p>Campus programs scheduled throughout the year are; grade level literacy nights, STEM nights, the Scholastic Book Fair, PTO events, parent volunteer opportunities, etc.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, Parent Survey 2. Evidence of Implementation: Parent Sign-in, Review Contact Logs, agenda, Parent Square</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Classroom Teacher, Enrichment Teachers</p> <p>Others Involved: Office Staff</p> <p><b>Title I:</b> 2.5, 4.2 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> laminating film for securing documents - Local Funds - 199-11-6399-10-101-311000 - \$1,000</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A variety of stakeholders are represented on the Leader of Learners (LOL) (Parents, business representatives, community members, along w/BES staff). These stakeholders strive to build a better campus and promote positive student outcomes through mentoring classroom teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR 2. Evidence of Implementation: LOL Minutes</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst. Principal &amp; Counselor</p> <p>Others Involved: All Faculty and Staff; Leaders of Learning</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Spotlight the parent library section with relevant parenting books which address goal setting, behavior management, homework, STAAR/TEKS, etc. (TC 6) at the Title I meetings.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR 2. Evidence of Implementation: Library Circulation Records</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal</p> <p>Others Involved: Librarian</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				


Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parents and community members will be informed of school activities, and student progress through the following forms of communication; the monthly newsletter, BES website, marquee, newspapers, radio, email, Parent Square, Facebook, 3 week progress reports and 6 week report cards.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, 2. Evidence of Implementation: Increased parent involvement at conference, school events, etc.</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Counselor</p> <p>Others Involved: Classroom Teachers</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Display an Employee Board in the hall including a picture to help parents/community members learn more about school members. We will recognize an employee of the month and spotlight that teacher or staff member.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: Parent Survey 2. Evidence of Implementation: Observations</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal</p> <p>Others Involved: All Faculty and Staff</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				







Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Provide continued professional development and reminders on the importance of building relationships with parents and guardians.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR, Parent Conference Sign-in 2. Evidence of Implementation: Documentation</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal &amp; Counselor Others Involved: Classroom Teachers</p> <p><b>Title I:</b> 4.2</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 4:** The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2023.

**Performance Objective 2:** High quality and certified professionals will teach 100% of all classes, and 100% of the professionals and paraprofessionals will receive high-quality professional development.

**Evaluation Data Sources:** Certified forms, and In-Service log






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Leader of Learners committee will meet each six weeks to review/update policies, procedures, programs, instructional practices and specific campus needs.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: Student Growth/Performance 2. Evidence of Implementation: In-Service Sign-In Sheet</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Assistant Principal, Counselor</p> <p>Others Involved: Leader of Learners</p> <p><b>Title I:</b> 2.6 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Teachers Teaching Teachers - ESSER III - \$2,520, Teacher Incentives - Local Funds - 199-23-6399-00-101-399000 - \$103.15, Teacher Supplies - Local Funds - 199-23-6399-00-101-399000 - \$12.30, Teacher Supplies - Title I, Part A - 461-36-6399-06-101-399000 - \$165.90, PD for Art Teacher - Local Funds - 199-13-6411-00-101-311000 - \$283</p>	Formative			Summative
	Oct	Mar	May	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Hire and retain high quality professionals by providing instructional support from Leader of Learners Team and periodic New Teachers Chat.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR and decrease in staff turnover 2. Evidence of Implementation: Certified Staff, PLC's,</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal, Asst Principal, Interview Committee</p> <p>Others Involved: LOL Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p> <p><b>Funding Sources:</b> Dues - Local Funds - 199-13-6411-00-101-311000 - \$410, Counselor Dues - Local Funds - 199-31-6495-00-101-399000 - \$190</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Provide paraprofessional training that enhances student outcomes.</p> <p><b>Strategy's Expected Result/Impact:</b> 1. Evidence of Impact: STAAR 2. Evidence of Implementation: Calendar of workshop trainings, Paraprofessional trainings</p> <p><b>Staff Responsible for Monitoring:</b> Leader: Principal</p> <p>Others Involved: Assistant Principal, Counselor</p> <p><b>Title I:</b> 2.5, 2.6</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Oct	Mar	May	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				

**Goal 4:** The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2023.

**Performance Objective 3:** Brady Elementary will promote a positive school culture by acknowledging outstanding staff members contributions.

**Evaluation Data Sources:** Two (Fall, Spring Semester) surveys will be conducted to evaluate the satisfaction of teachers. These data results will provide useful feedback on the incentive program.






Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Sunshine Committee provides a pot-luck lunch each six weeks and recognition for the campus.  <b>Strategy's Expected Result/Impact:</b> Teachers will feel appreciated and build relationships among one another.  <b>Staff Responsible for Monitoring:</b> Administration</p> <p><b>TEA Priorities:</b>                      Recruit, support, retain teachers and principals  <b>- ESF Levers:</b>                      Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - Local Funds - 199-36-6499-01-101-399000 - \$120, - Local Funds - 199-36-6499-01-101-399000 - \$193.50, - Local Funds - 199-36-6499-01-101-399000 - \$219.90, School Improvement items - Title I, Part A - 205-11-6399-00-101-3320HS, supplies for employee of the month - Local Funds - 199-23-6499-00-101-399000 - \$38.12, cake for employee of the month - Local Funds - 199-23-6499-00-101-399000 - \$90, catering for luncheon - Local Funds - 199-23-6499-00-101-399000 - \$533.98</p>	Formative			Summative
	Oct	Mar	May	June
	<div style="display: flex; justify-content: space-between; align-items: center;"> <div data-bbox="1417 470 1570 878" style="text-align: center;">  <p>20%</p> </div> <div data-bbox="1570 470 1724 878"></div> <div data-bbox="1724 470 1873 878"></div> <div data-bbox="1873 470 2028 878"></div> </div>			
<div style="display: flex; justify-content: space-around; align-items: center;"> <span> No Progress</span> <span> Accomplished</span> <span> Continue/Modify</span> <span> Discontinue</span> </div>				



**Goal 4:** The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2023.

**Performance Objective 4:** Administration will work to provide timely and relevant feedback post-observations/walkthroughs.


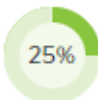
**Evaluation Data Sources:** Walk-through documentation, Post-observation reinforcement and refinement



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Administration will ensure timely instructional feedback to teachers.</p> <p><b>Strategy's Expected Result/Impact:</b> Evidence: Improved instructional practices, Improved student performance Evidence of Implementation: Walk-through documentation, calendars</p> <p><b>Staff Responsible for Monitoring:</b> Administrative team and Leader of Learners Team</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Recruit, support, retain teachers and principals, Build a foundation of reading and math</p> <p>- <b>ESF Levers:</b> Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p>	Formative			Summative
	Oct	Mar	May	June
	 15%			
 No Progress  Accomplished  Continue/Modify  Discontinue				








**Goal 5:** Brady Elementary will improve campus culture through safety, security, attendance, and parent/community involvement.

**Performance Objective 1:** Brady Elementary will improve campus safety and security for all students and staff.

**Evaluation Data Sources:** Parent Survey, Teacher Survey, Attendance Records, Monthly Drills, Professional Development Training, School Activity Calendar, Raptor Program, SRO, Guardian Program

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Campus will hold regular meetings with campus SRP team.  <b>Strategy's Expected Result/Impact:</b> Improved communication, alternate plans, suggestions to improve safety, key coded badges  <b>Staff Responsible for Monitoring:</b> Administrators, SRO, SRP Committee</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> Educators Handbook - Local Funds - 199-11-6399-00-101-311000 - \$698</p>	Formative			Summative
	Oct	Mar	May	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will hold monthly safety drills to reinforce procedures and improve overall communication.  <b>Strategy's Expected Result/Impact:</b> Improved safety, security, and communication  <b>Staff Responsible for Monitoring:</b> Administrators, SRO, Teachers</p> <p><b>ESF Levers:</b>                      Lever 3: Positive School Culture  <b>Funding Sources:</b> Hallway Signs - Local Funds - 199-23-6399-00-101-399000 - \$270, Toner in Copiers - Title I, Part A - 205-11-6399-00-101-3320HS - \$789.26, supplies for emergency bags - Local Funds - 199-23-6399-00-101-399000 - \$459.81, visitor badges - Local Funds - 199-23-6399-00-101-399000 - \$110</p>	Formative			Summative
	Oct	Mar	May	June
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Brady Elementary will strive to decrease the percentage rate of sped students in an alternate educational arrangement from a PL of 2 to a PL of 1.</p> <p><b>Strategy's Expected Result/Impact:</b> Educational programs, PBIS practices &amp; Positive reinforcement/improved school culture</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Teachers, &amp; Counselor</p> <p><b>Title I:</b> 2.5</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Brady Elementary will expand and improve the PBIS systems for the campus. The House system will be expanded to include more components that students can be rewarded for effective behaviors.</p> <p><b>Strategy's Expected Result/Impact:</b> Students who understand and show proper respect and behaviors in and out of school.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, Administrators, Counselor</p> <p><b>Title I:</b> 2.6</p> <p>- <b>TEA Priorities:</b> Improve low-performing schools</p> <p>- <b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Wal-Mart - Local Funds - \$35.76, PBIS incentives - Title I, Part A - 461-36-6399-05-101-399000 - \$53.04</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Brady Elementary campus will improve overall health and safety by providing refilling stations to replace water fountains due to concerns with COVID-19.</p> <p><b>Strategy's Expected Result/Impact:</b> Reduce the risk of spreading viruses and provide a healthy way of fluid intake daily.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators, Teachers and Staff</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> - ESSER III - \$3,000, - Local Funds - 199-23-6399.00.101-399000 - \$92, nurse supplies - Local Funds - 199-33-6399-00-101-399000 - \$66.97, nurse supplies - Local Funds - 199-33-6399-00-101-399000 - \$869.25</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Improving overall student health will be assessed through the Fitnessgram assessment each school year. The data results will be used to evaluate the effectiveness of each student's health.</p> <p><b>Strategy's Expected Result/Impact:</b> Improved attendance, health of student body, fight child obesity, and build healthy habits</p> <p><b>Staff Responsible for Monitoring:</b> P.E. Coach, Admin, SHAC committee</p> <p><b>Funding Sources:</b> Nurse Supplies - Local Funds - 199-33-6399-00-101-399000 - \$141.78</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> The BES Counselor teaches lessons that provide intervention tools to help assist a student with conflicts with others. Coping with Conflict and the Character Education strategies help students with preventative measures that could lead to more violence or bully situations.</p> <p><b>Strategy's Expected Result/Impact:</b> Coping with Conflict, Character education, Resolving issues</p> <p><b>Staff Responsible for Monitoring:</b> Counselor, Teachers and admin</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture</p> <p><b>Funding Sources:</b> Red Ribbon Week - Title I, Part A - 461-36-6399-05-101-399000 - \$102.86</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress         </div> <div style="text-align: center;">  Accomplished         </div> <div style="text-align: center;">  Continue/Modify         </div> <div style="text-align: center;">  Discontinue         </div> </div>				

**Goal 5:** Brady Elementary will improve campus culture through safety, security, attendance, and parent/community involvement.

**Performance Objective 2:** Brady Elementary will work with parents/guardians to improve the overall campus attendance by 3% this year.

**Evaluation Data Sources:** Attendance Reports (monthly), Attendance Committee

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The school will make daily contact with the parent or guardian when a student is absent.  <b>Strategy's Expected Result/Impact:</b> Increased attendance, improved communication  <b>Staff Responsible for Monitoring:</b> Administrators, Attendance Committee, SRO, PEIMS Clerk, Counselor</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Reward each student with perfect attendance each six weeks.  <b>Strategy's Expected Result/Impact:</b> Increased Attendance, Improved campus culture  <b>Staff Responsible for Monitoring:</b> Administrators, Title I Counselor Attendance Committee, PEIMS Clerk, PBIS Committee</p> <p><b>TEA Priorities:</b>            Improve low-performing schools  <b>- ESF Levers:</b>            Lever 3: Positive School Culture</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Brady Elementary will organize a Pre-K/Kinder Round-Up to encourage early school education.  <b>Strategy's Expected Result/Impact:</b> Promote enrollment for Brady Elementary, elevate school culture, community outreach, and promote parent involvement</p>	<b>Formative</b>			<b>Summative</b>
	<b>Oct</b>	<b>Mar</b>	<b>May</b>	<b>June</b>

**Staff Responsible for Monitoring:** Administrators, Title I Counselor, Teachers, and Office Staff

**Title I:**

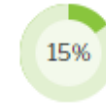
2.6, 4.2

**- TEA Priorities:**


Build a foundation of reading and math


**- ESF Levers:**

Lever 3: Positive School Culture



 No Progress

 Accomplished

 Continue/Modify

 Discontinue

# State Compensatory

## Budget for Brady Elementary School

Total SCE Funds: \$0.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

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## Personnel for Brady Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
April Longoria	Head-start Paraprofessional	1
Carissa Holdren	Head-start Teacher	1
Chasity Craighead	Community Social Worker	1
Courtney Torres	2nd Grade Teacher (Math)	1
Emily McDonald	Head-start Paraprofessional	1
Erica Skiles	4th Grade Teacher (Math)	1
Kacy Renner	5th Grade Teacher (ELAR)	1
Summer Vargas	Head-start Teacher	1
Tonya Griffin	2nd Grade Teacher (ELAR)	1
Tracy Tipton	4th Grade Teacher (ELAR)	1

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Josephine Reyes	Technology Paraprofessional	Learning.com, IXL, Discovery Education	1
Shana Baronet	Title I Counselor	Guidance Lessons/Career Readiness	1



# Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Tower of Books	199-11-6399-00-101-311000	\$1,100.00
1	1	1	2nd Supplies field trip	199-11-6412-00-101-311000	\$384.00
1	1	1	Pre-K Supplies field trip	199-11-6412-00-101-311000	\$186.00
1	1	1	seats for PK	199-11-6399-00-101-311000	\$102.36
1	1	1	Kinder Reading supplies	199-11-6399-00-101-311000	\$367.31
1	1	1	appropriate age seats for PK	199-11-6399-00-101-311000	\$363.89
1	1	1	Pre-K supplies	199-11-6399-00-101-311000	\$196.93
1	1	2	Really Great Reading	199-11-6399-00-101-311000	\$3,773.00
1	1	2		199-11-6399-00-101-311000	\$79.98
1	1	2	ESGI Kinder	199-11-6399-00-101-311000	\$705.00
1	1	3	supplies to equip and complete projects (STEAM)	199-11-6399-00-101-311000	\$288.03
1	1	3	UIL supplies	199-36-6399-00-101-399000	\$124.95
1	1	3	PBIS incentives	199-36-6499-00-101-399000	\$35.76
1	1	3	UIL supplies	199-36-6399-00-101-399000	\$100.00
1	2	1	supplies for student work	199-11-6399-10-101-311000	\$1,747.34
2	1	1	posters for Notice and Note	199-11-6399-00-101-311000	\$234.40
2	1	1	folders for supplies	199-23-6399-00-101-399000	\$45.40
2	3	3	counselor class supplies	199-31-6399-00-101-399000	\$105.35
2	3	3	counselor class supplies	199-31-6399-00-101-399000	\$310.74
2	4	1		199-11-6399-00-101-311000	\$1,900.00
2	4	2	renewal for Learning A-Z (Dyslexia)	199-11-6399-02-101-337000	\$266.66
3	1	1	Screen Replacement	199-23-6399-00-101-399VOO	\$29.31
3	1	1	Screen Replacement	199-11-6399-00-101-311V00	\$30.85
3	2	1	Supplies (ART)	199-11-6399-00-101-311000	\$297.05
3	2	1	SUPPLIES	199-23-6399-00-101-399000	\$434.62
3	3	1	STEM Day supplies	199-11-6399-00-101-311000	\$490.22
3	3	1	STEM supplies	199-11-6399-00-101-311000	\$7.21

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
3	3	1	Odyssey of the Mind	199-36-6412-00-101-399000	\$240.00
3	3	1	stem supplies	199-23-6399-00-101-399000	\$295.08
4	1	1	laminating film for securing documents	199-11-6399-10-101-311000	\$1,000.00
4	2	1	PD for Art Teacher	199-13-6411-00-101-311000	\$283.00
4	2	1	Teacher Incentives	199-23-6399-00-101-399000	\$103.15
4	2	1	Teacher Supplies	199-23-6399-00-101-399000	\$12.30
4	2	2	Counselor Dues	199-31-6495-00-101-399000	\$190.00
4	2	2	Dues	199-13-6411-00-101-311000	\$410.00
4	3	1	catering for luncheon	199-23-6499-00-101-399000	\$533.98
4	3	1		199-36-6499-01-101-399000	\$193.50
4	3	1	cake for employee of the month	199-23-6499-00-101-399000	\$90.00
4	3	1		199-36-6499-01-101-399000	\$219.90
4	3	1	supplies for employee of the month	199-23-6499-00-101-399000	\$38.12
4	3	1		199-36-6499-01-101-399000	\$120.00
5	1	1	Educators Handbook	199-11-6399-00-101-311000	\$698.00
5	1	2	visitor badges	199-23-6399-00-101-399000	\$110.00
5	1	2	Hallway Signs	199-23-6399-00-101-399000	\$270.00
5	1	2	supplies for emergency bags	199-23-6399-00-101-399000	\$459.81
5	1	4	Wal-Mart		\$35.76
5	1	5	nurse supplies	199-33-6399-00-101-399000	\$66.97
5	1	5		199-23-6399.00.101-399000	\$92.00
5	1	5	nurse supplies	199-33-6399-00-101-399000	\$869.25
5	1	6	Nurse Supplies	199-33-6399-00-101-399000	\$141.78
<b>Sub-Total</b>					\$20,178.96
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Headstart incentives	205-11-6399-00-101-3320HS	\$44.76
1	1	1	Reading Supplies	205-11-6399-00-101-3320HS	\$89.62
1	1	1	Starfall - Headstart	205-11-6399-00-101-3320HS	\$140.00
1	1	1	Head-start Field Trip/Supplies	205-11-6412-00-101-3320HS	\$240.00

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Head-start supplies	205-11-6399-00-101-3320HS	\$165.42
1	1	1	headstart supplies	205-11-6399-00-101-3320HS	\$104.94
1	1	1	Headstart supplies	205-11-6399-00-101-3320HS	\$92.55
1	1	3	rewards for Head-start/PK	205-11-6399-00-101-3320HS	\$338.23
4	2	1	Teacher Supplies	461-36-6399-06-101-399000	\$165.90
4	3	1	School Improvement items	205-11-6399-00-101-3320HS	\$0.00
5	1	2	Toner in Copiers	205-11-6399-00-101-3320HS	\$789.26
5	1	4	PBIS incentives	461-36-6399-05-101-399000	\$53.04
5	1	7	Red Ribbon Week	461-36-6399-05-101-399000	\$102.86
<b>Sub-Total</b>					\$2,326.58
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Leader of Learners Committee		\$7,500.00
<b>Sub-Total</b>					\$7,500.00
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	2	2	PROFESSIONAL DEVELOPMENT READING BY DESIGN		\$550.00
4	2	1	Teachers Teaching Teachers		\$2,520.00
5	1	5			\$3,000.00
<b>Sub-Total</b>					\$6,070.00

# Addendums

**Definitions**

**Bullying**

“Bullying”:

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

**Cyberbullying**

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

**Applicability**

These provisions apply to:

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

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

**Policy**

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

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
  - a. Interfere with a student's educational opportunities; or
  - b. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. 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;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. 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;
8. 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;
9. 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.); and

10. Complies with the minimum standards adopted by the Texas Education Agency (TEA) for a district's policy.

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 website to the extent practicable.

*Education Code 37.0832*

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

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.

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**Bullying Prohibited**

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

Examples

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

**Retaliation**

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

Examples

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

**False Claim**

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

**Timely Reporting**

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

**Reporting Procedures**

Student Report

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

Employee Report

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



Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	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.
<b>Prohibited Conduct</b>	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.
<b>Investigation of Report</b>	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.
<b>Concluding the Investigation</b>	<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>
<b>Notice to Parents</b>	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.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

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

**MATH  
Headstart/Pre-  
K**

<b>TARGETS</b>	<b>ALL</b>	<b>Hisp</b>	<b>Whi</b>	<b>SE</b>	<b>CE</b>	<b>NCE</b>	<b>EcoDis</b>	<b>EL</b>
Baseline HS	48%	47%	53%	43%			48%	51%
ALL	53%	57%	52%	50%				
Foley	45%/71%	48%	46%	0%				
Vargas	60%/61%	66%	57%	0%				60%
Growth 21-22	53%	52%	58%	48%			53%	56%
<b>BOY 2021-22</b>								
ALL	55%	48%	62%	na				na
<b>EOY 2021-22</b>								
ALL	66%	66%	73%	NA				NA
Baseline PK	48%	46%	50%	43%			48%	43%
Ruiz	69%							
Growth 21-22	53%	51%	55%	48%			53%	49%
BOY 2021-22	61%	63%	59%	61%				46%
EOY 2021-2022	86%	100%	86%	100%				79%

**MATH - Kinder**

<b>TARGETS</b>	<b>ALL</b>	<b>Hisp</b>	<b>Whi</b>	<b>SE</b>	<b>CE</b>	<b>NCE</b>	<b>EcoDis</b>	<b>EL</b>
Baseline Kinder	47%	30%	43%	NA -0 st.	39%	37%	37%	30%
Borrego	23%	10%	33%	100%				0%
Eckert	43%	30%	50%	NA -0 st.				na
Holdren	39%	25%	42%	NA -0 st.				100%
Growth 21-22	57%	40%	53%	40%	48%	45%	45%	40%

BOY 2021-2022	37%	19%	43%	na				25%
EOY 2021-22	77%	72%	80%	100%				66%

**MATH – 1<sup>st</sup>  
Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 1st	40%	46%	50%	33%	48%	43%	48%	46%
Brown	42%	25%	53%	na				na
McDaniel	27%	0%	46%	0%				0%
C. Valdez	52%	55%	62%	0%				na
Growth 21-22	48%	54%	58%	38%	56%	51%	56%	54%

BOY 2021-22	42%	27%	55%	0%				0%
EOY 2021-22	75%	72%	76%	100%				100%

**MATH – 2<sup>nd</sup>  
Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 2nd	51%	55%	47%	NA			51%	70%
Ibarra	73%	67%	80%	0%				100%
Shaw	33%	30%	36%	na				na

Growth 21-22	58%	62%	54%				58%	75%
BOY 2021-2022	53%	44%	62%	0%				100%
EOY 2021-22	93%	91%	96%	0%				100%

**MATH – 3<sup>rd</sup>  
Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 3rd	31%	24%	41%	33%	30%	38%	26%	24%

Bennett	41%	50%	35%	na				50%
Torres	41%	33%	43%	na-				na
Tucker	50%	33%	58%	na				na
M. Slatton	50%	17%	33%	na				na
Growth 21-22	41%	34%	45%	40%	40%	45%	35%	34%
BOY 2021-22	44%	40%	45%					66%
EOY 2021-22	69%	75%	64%	20%			67	50%

**MATH – 4<sup>th</sup>  
Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 4th	37%	21%	48%	36%	38%	33%	30%	29%
Tipton	45%	14%	43%	0%				na
Griffin	48%	17%	62%	0%				na
Skiles	48%	44%	62%	na				na
McKay	57%	40%	62%	na				0%
Growth 21-22	44%	28%	55%	43%	45%	40%	37%	36%
BOY 2021-22	50%	31%	58%	0%				0%
EOY 2021-22	75%	71%	79%	25%			71%	0%

**MATH - 5<sup>th</sup>  
Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 5th	52%	53%	51%	13%	52%	53%	46%	50%
Bridges	63%	60%	55%	50%				na
Collins	65%	50%	64%	na				na
Rangel	41%	71%	50%	na				100%
Growth 21-22	59%	60%	58%	21%	59%	60%	53%	57%
BOY 2021-22	66%	50%	69%	50%				100%
EOY 2021-22	64%	47%	74%	60%			51%	66%



**READING  
Headstart/Pre-  
K**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline HS	41%	39%	41%	9%			41%	41%
ALL	39%	34%	41%	21%			39%	37%
Foley	28%/40%	24%	30%	0%			28%	26%
Vargas	49%/41%	44%	51%	0%			49%	48%

Growth 21-22	49%	47%	46%	14%			49%	46%
BOY 2021-22								
ALL	35%	31%	36%	NA				NA
EOY 2021-22								
ALL	41%	35%	42%	NA				NA

**READING - Kinder**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis
Baseline Kinder	35%	32%	68%	5%	30%	38%	35%
Borrego	45%/55%	22%/38%	47%/67%	100%/100%			
Eckert	50%/71%	57%/67%	50%/69%	na			
Holdren	63%/74%	29%/71%	57%/75%	na			
Growth 21-22	45%	42%	71%	15%	40%	45%	45%
BOY for 2021-22	52%	38%	58%	0%			
EOY for 2021-22	77%	72%	80%	100%			

**READING – 1<sup>st</sup>  
Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 1st	50%	47%	48%	NA			46%	47%
Brown	75%	56%	93%	na				na
McDaniel	57%	38%	67%	na				0%
C. Valdez	57%	67%	62%	0%				na

Growth 21-22	58%	55%	56%			54%	55%
BOY for 2021-22	64%	50%	75%	NA			25%
EOY for 2021-22	72%	62%	76%	100%			50%

**READING –  
2<sup>nd</sup> Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 2nd	53%	18%	38%	0%	27%	35%	53%	2%
Ibarra	57%	38%	54%	na				100%
Shaw	52%	56%	50%	na				na

Growth 21-22	59%	28%	47%	10%	37%	45%	59%	15%
BOY 2021-22	55%	44%	52%	NA				100%
EOY 2021-22	68%	71%	68%	0%				100%

**READING –  
3<sup>rd</sup> Grade**

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 3rd	31%	21%	45%	44%	30%	38%	28%	21%
Bennett	53%	56%	50%	na				100%
Torres	50%	50%	55%	na				na
Tucker	53%	17%	70%	na				na
M. Slatton	63%	50%	73%	na				na
Growth 21-22	41%	35%	55%	50%	40%	45%	35%	35%
BOY 2021-22	55%	38%	61%	0%				100%
EOY 2021-22	88%	80%	90%	60%			86%	100%



**READING – 4<sup>th</sup>  
Grade**

<b>TARGETS</b>	<b>ALL</b>	<b>Hisp</b>	<b>Whi</b>	<b>SE</b>	<b>CE</b>	<b>NCE</b>	<b>EcoDis</b>	<b>EL</b>
Baseline 4th	33%	29%	36%	36%	35%	26%	29%	29%
Skiles	62%	50%	75%	na				0%
Tipton	53%	50%	54%	0%				na
McKay	43%	44%	43%	na				na
Griffin	48%	14%	67%	0%				na
Growth 21-22	40%	36%	43%	43%	42%	33%	36%	36%
BOY 2021-22	51%	40%	60%	0%				0%
EOY 2021-22	75%	82%	71%	25%			72%	100%

**READING – 5<sup>th</sup>  
Grade**

<b>TARGETS</b>	<b>ALL</b>	<b>Hisp</b>	<b>Whi</b>	<b>SE</b>	<b>CE</b>	<b>NCE</b>	<b>EcoDis</b>	<b>EL</b>
Baseline 5th	40%	33%	43%	21%	43%	33%	34%	33%
Bridges	56%	60%	60%	0%				na
Collins	47%	40%	50%	na				100%
Rangel	41%	29%	50%	na				0%
Growth 21-22	47%	40%	50%	28%	50%	40%	41%	40%
BOY 2021-22	48%	37%	51%	0%				33%
EOY 2021-22	74%	68%	77%	60%			70%	66%