

# Brownsville Independent School District

## Southmost Elementary

### 2020-2021 Campus Improvement Plan

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

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Postsecondary Readiness



**Board Approval Date:** November 4, 2020

**Public Presentation Date:** November 4, 2020

# Mission Statement

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

## Vision

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

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# Comprehensive Needs Assessment

Revised/Approved: June 4, 2020

## Demographics

### Demographics Summary

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

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

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

### Demographics Strengths

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

### Need Statements Identifying Demographics Needs

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

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

**Need Statement 3 (Prioritized):** Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources

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

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

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

# Student Learning

## Student Learning Summary

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

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

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

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

Writing: 4th Grade 87%

Science: 5th Grade 96%

**Overall: 89%**

### Performance variation between all student groups:

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

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

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

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

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

## Student Learning Strengths

### Student Achievement Strengths

1. 5th grade STAAR Reading (96%) & Math (98%) scores

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

### **Need Statements Identifying Student Learning Needs**

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

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

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

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

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

# School Processes & Programs

## School Processes & Programs Summary

### Staff Quality, Recruitment, and Retention

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

### Curriculum, Instruction, and Assessment

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

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

### Technology

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

## School Processes & Programs Strengths

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

## Technology Strengths

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

## Need Statements Identifying School Processes & Programs Needs

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

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

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

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

school year (COVID-19)

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

# Perceptions

## Perceptions Summary

### School Culture and Climate

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

### Family and Community Involvement

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

## Perceptions Strengths

### School Culture and Climate

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

1. Positive campus climate Shared goals and responsibilities
2. Culture of high expectations Administrators, teachers, and parents work collaboratively to support campus expectations of good behavior and academic success
3. Atmosphere of trust and mutual respect between administration and staff
4. Teachers are involved in the decision-making process of important educational issues at our campus
5. The various programs at our campus effectively educate all student populations
6. Campus administrators consistently support teachers
7. Teachers are content with the professional development they receive, the timely feedback provided during observations, and the evaluation process at the campus.

### Family and Community Involvement Strengths

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

### **Need Statements Identifying Perceptions Needs**

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

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

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

# Priority Need Statements

**Need Statement 1:** Increase student attendance

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

**Need Statement 1 Areas:** Demographics - Perceptions

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

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

**Need Statement 2 Areas:** Demographics - Student Learning

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

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

**Need Statement 3 Areas:** Student Learning

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

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

**Need Statement 4 Areas:** Demographics

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

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

**Need Statement 5 Areas:** School Processes & Programs

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

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

**Need Statement 6 Areas:** Demographics

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

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

**Need Statement 7 Areas:** Student Learning

**Need Statement 8:** Increase Meets and Masters performance standards on 3rd-5th grade STAAR assessments including reading, math, writing and science to meet indexes 1-4 by

Southmost Elementary

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providing after school tutorials for all students.

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

**Need Statement 8 Areas:** Student Learning

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

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

**Need Statement 9 Areas:** School Processes & Programs

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

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

**Need Statement 10 Areas:** School Processes & Programs

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

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

**Need Statement 11 Areas:** School Processes & Programs

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

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

**Need Statement 12 Areas:** Demographics

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

**Data Analysis/Root Cause 13:** Low parent attendance.

**Need Statement 13 Areas:** Perceptions

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

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

**Need Statement 14 Areas:** Perceptions

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

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

**Need Statement 15 Areas:** Student Learning

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

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

**Need Statement 16 Areas:** School Processes & Programs




# Goals




Revised/Approved: June 4, 2020

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



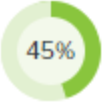
**Performance Objective 1:** Southmost student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 3 percentage points.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Teachers will follow the BISD District Frameworks on research-based strategies and best practices presented and/or addressed through professional development trainings, feedback from C &amp; I (Math, ELAR, Science, SS, PE, Fine Arts, Technology) specialists, data analysis of formative and summative assessments to improve students' academic achievement with the use of these resources:</p> <p>Los maestros seguiran los Marcos del Distrito de BISD sobre estrategias basadas en la investigacion y las mejores practicas presentadas y/o dirigidas a traves de capacitaciones de desarrollo profesional, comentarios de especialistas de C &amp; I (Math, ELAR, Science, SS, PE, Fine Arts, Technology), analisis de datos de evaluaciones formativas y sumativas para mejorar el rendimiento academico de los estudiantes con el uso de estos recursos:</p> <p>SIOP ELPS strategies Circle Components &amp; OWL Math &amp; Science Pearson ELAR MyView Pearson Technology Science Fair Spelling Bee EduSmart STARLAB Brownsville Kids Vote</p> <p>Teachers will plan educational field trips to build/improve background knowledge.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BISD developed assessments Instructional feedback forms</p>	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Eduphoria classroom documented observations Weekly tests and 6 weeks unit test results, Campus test results</p> <p>Summative: TPRI and TEJAS LEE TELPAS STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C &amp; I specialists Special Ed and Dyslexia teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>Population:</b> All students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> Field Trips (CNA: D 4) - 199 Local funds - 199-11-64-94-00-131-Y-11-0-00-Y - \$2,300</p>				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Ensure that ELA/Reading comprehension and Math instruction for all subpopulations focuses on student performance data, closing the achievement gap and demonstrating progress for all students including ELL, Special education, AT-Risk, and economically disadvantaged students to improve student performance.</p> <p>-LPAC will meet to review TELPAS lang. components identification of ELLS -Review testing options and update campus minutes -Collaborative strategy-based meetings (CBLT) -Vertical/Horizontal lesson planning -TELPAS Activities -Oral Language skills that increase listening/speaking, reading and writing proficiencies -Reflective reasoning and conceptual understanding of math problem solving hands-on strategies specifically targeting sub populations -Second language learning acquisition</p> <p>Asegurese de que el ELA/Comprension de lectura y la instruccion de matematicas para todas las subpoblaciones se centre en los datos de desempeno de los estudiantes, cerrando la brecha de logros y demostrando progreso para todos los estudiantes, incluyendo ELL, Educacion Especial, AT-Risk y estudiantes economicamente desfavorecidos para mejorar el rendimiento de los estudiantes.</p> <p>-LPAC se reunira para revisar la identificacion de componentes de TELPAS de ELLS -Revisar las opciones de prueba y actualizar los minutos del campus</p>	Formative			Summative
	Oct	Jan	Mar	June
				

-Reuniones colaborativas basadas en estrategias (CBLT) -Planificacion vertical/horizontal de la leccion -Actividades TELPAS -Habilidades de lenguaje oral que aumentan las actividades de escuchar/hablar, leer y escribir -Razonamiento reflexivo y comprension conceptual de las estrategias practicas de resolucion de problemas matematicos dirigidas especificamente a subcuidades -Adquisicion de aprendizaje de segundo idioma. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs Lesson plans  Summative: STAAR Test results TELPAS results CPALLS, TPRI and Tejas LEE EOY Results <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teacher <b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>Population:</b> All students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Student Learning 2, 4 <b>Funding Sources:</b> Tutorials (CNA: SL 2,4) - 163 State Bilingual - 162-11-6112 - \$1,000				
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Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Build Instructional Capacity through the use of grade level lead teacher and provide teachers with job-embedded staff development. TOT trainings TLI Routines/Strategies Data Informed Plan Vertical/Horizontal Alignment Provide additional opportunities to observe colleagues and adopt best practices for instruction to improve student achievement in the areas of ELA/Reading, Math, Science and Social Studies  Desarrollar la capacidad de instruccion a traves del uso de maestro lider de nivel de grado y proporcionar a los maestros con el desarrollo de personal integrado en el trabajo. Entrenamientos TOT Rutinas/Estrategias TLI Plan informado de datos Alineacion vertical/horizontal Proporcionar oportunidades adicionales para observar a colegas y adoptar mejores practicas para la instruccion para mejorar el rendimiento de los estudiantes en las areas de ELA/Lectura, Matematicas, Ciencias y Estudios Sociales  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BSD instructional feedback form Walkthroughs TOT documentation PDS session evaluations   Summative: STAAR Results increase meets and masters levels in STAAR for 3rd-5th grade <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers C & I specialists Special Ed and Dyslexia teachers  <b>Population:</b> Teachers - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Demographics 3 - Student Learning 1 <b>Funding Sources:</b> Staff Development Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-13-6399-00-131-Y-30-0F2-Y - \$1,316		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Supplemental research-based instructional materials, resources, toner, and supplies will be purchased to support Campus Leadership, Counselors, Librarian, and Teacher		Formative			Summative

implementation of instruction and in-house staff development. Purchase consumable supplies, Reading, Writing, Math, and Science materials for classroom use to supplement the core curriculum so that students can master and demonstrate improvement on STAAR, TEKS, Readiness and Supporting Standards.

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

**Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Use of instructional materials (hand-on practice)




Summative: STAAR, TELPAS, TPRI/Tejas LEE, and CPM Results, Campus PMAs, Progress Reports, Report Card Grade




**Staff Responsible for Monitoring:** Principal;  
Dean of Instruction;  
School Secretary;  
Classroom Teachers








**Title I Schoolwide Elements:** 2.4 - **Population:** All students - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021

**Need Statements:** Demographics 3 - Student Learning 1

**Funding Sources:** Copy Paper (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6396-00-131-Y-30-000-Y - \$4,000, Supplies (CNA: D 3 & SL 1) - 199 Local funds - 199-23-63-99-65-131-Y-99-0-0-Y - \$862, Supplies (CNA: D 3 & SL 1) - 162 State Compensatory - 162-13-6399-00-131-Y-30-000-Y - \$4,300, Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-11-6399-00-131-Y-30-0F2-Y - \$40,530, Toner (CNA: D 3 & SL 1) - 166 State Special Ed. - 166-11-6399-62-131-Y-23-000-Y - \$1,250, Supplies (CNA: D 3 & SL 1) - 199 Local funds - 199-11-63-99-00-131-Y-11-0-00-Y - \$900, Toner (CNA: D 3 & SL 1) - 199 Local funds - 199-11-63-99-62-131-Y-11-0-00-Y - \$400, Supplies (CNA: D 3 & SL 1) - 199 Local funds - 199-23-63-99-00-131-Y-99-0-00-Y - \$200, Copy Paper (CNA: D 3 & SL 1) - 199 Local funds - 199-11-63-96-00-131-Y-11-0-00-Y - \$1,500, Supplies (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6399-00-131-Y-30-000-Y - \$10,000, Computer Supplies/Toner (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6399-62-131-Y-30-000-Y - \$5,000, Supplies (CNA: D 3 & SL 1) - 162 State Compensatory - 162-11-6399-16-131-Y-30-000-Y - \$2,000, Instructional Materials Supplies (CNA: D 3 & SL 1) - 163 State Bilingual - 163-11-6399 - \$3,425, Laptop (CNA: D 3 & SL 1) - 199 Local funds - 199-23-63-98-65-131-Y-99-0-0-Y - \$3,200, GT Materials (CNA: D 3 & SL 1) - 199 Local funds - 199-11-6399-00-131-Y-21-000-Y - \$690, Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-23-6398-65-131-Y-30-0F2-0 - \$4,677, Supplies (CNA: D 3 & SL 1) - 211 Title I-A - 211-23-6399-00-131-Y-30-0F2-Y - \$3,695, Supplies (CNA: D 3 & SL 1) - 263 Title III-A Bilingual - 263-11-6399 - \$402

Oct	Jan	Mar	June
			

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> ELAR/Writing: 1st -5th Grade students will write weekly compositions across the curriculum in order to improve writing skills, produce products based on their ability to increase effective written communication, analyze passages and edit for grammar and conventions, keep a writing portfolio of their compositions. PK and Kinder students will write in whole group.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Evidence of effective ELA curriculum and writing strategies, Writing Progress Monitoring; Lesson Plans, Walk-throughs; Writing Portfolios, District Framework, ELAR Plan of Action Summative: Writing STAAR Results, Show a 3% increase in the number of students meeting Meets passing standard in Writing, Report Card Grades</p> <p><b>Staff Responsible for Monitoring:</b> Principal; Assistant Principal; Dean of Instruction; Classroom Teachers</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> Librarian &amp; Classroom Teachers will work collaboratively to monitor reading progress of students in grades 1st-5th through the Accelerated Reader Program to increase reading fluency and comprehension as reflected in the TPRI/Tejas Lee and STAAR results.</p> <p>Librarian will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance by implementing an incentive program to recognize literary academic progress as displayed on AR</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students Increase fluency rates and comprehension in state and district assessments.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Media Specialist Librarian Teachers</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 1</p> <p><b>Funding Sources:</b> Technology (CNA: D 3 &amp; SL 1) - 197 Projects--TRE/Library - 197-12-6398-62-131-Y-99-000-Y - \$1,363, Library Supplies (CNA: D 3 &amp; SL 1) - 211 Title I-A - 211-12-6399-00-131-Y-30-0F2-Y - \$3,158, Software (CNA: D 3 &amp; SL 1) - 197 Projects--TRE/Library - 197-12-6299-62-131-Y - \$3,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

### Performance Objective 1 Need Statements:

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

### Demographics

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

### Student Learning

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




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








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

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

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

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



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Continue to expand the Pre-Kinder and Kinder program to provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Southmost Elementary will hire and maintain Highly qualified teachers in Pre-K 4</p> <p>Continue expandiendo el Pre-Kinder y Kinder proporcionar experiencias de aprendizaje de base en para preparar mejor a los estudiantes en riesgo academicamente.</p> <p>Southmost Elementary contratara y mantendra maestros altamente calificados en Pre-K 4</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: C-PM (BOY &amp; MOY), lesson plans, classroom observations</p> <p>Summative: C-PM (EOY)</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Administrator for SCE PK Teachers Early childhood specialist</p> <p><b>Population:</b> AR, LEP, TI, MI Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Increase early literacy and students school readiness through a high quality 3 year old program. The full day PK program will meet the needs of PK at-risk students by providing phonological and language development skills using hands-on approaches in order to meet PK guidelines and CIRCLE components.</p> <p>PK-3 teachers and Para Professionals will receive Research -Based Professional Development, CIRCLE training, Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management</p> <p>Aumentar la alfabetizacion temprana y la preparacion escolar de los estudiantes a traves de un programa de 3 anos de alta calidad. El programa PK de dia completo satpara las necesidades de los estudiantes de PK en riesgo proporcionando habilidades fonologicas y de desarrollo del lenguaje utilizando enfoques practicos con el fin de cumplir con las directrices PK y los componentes CIRCLE.</p> <p>Los profesores PK-3 y para profesionales recibiran Investigacion -Desarrollo Profesional Basado, CIRCULO formacion, Marcos alineados con las Directrices PK; Comienzos positivos para la gestion del aula</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:          BISD instructional feedback form          Walkthroughs          Professional development          BOY and MOY C-PM Test results,          PK OWL Student Screening Assessments</p> <p>Summative:          T-TESS, Job Description/Evaluations, PDS Transcripts, EOY          C-PM and OWL results          Improvement on CIRCLE-PM BOY to EOY improvement</p> <p><b>Staff Responsible for Monitoring:</b> Principal          Dean of Instruction          PK 3 Teacher</p> <p><b>Population:</b> PK Teachers and Paras - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> All classrooms will provide students with daily instructional opportunities through the use of the district curriculum frameworks/scope &amp; sequence, Pearson, and Texas Write Source to develop students' writing abilities across all content areas and ensure that students develop a strong, conceptual foundation, master grade level TEKS and perform well on assessments. K-5th grade students will participate in daily journaling, reading fluency, word walls, learning centers, classroom libraries, academic word of the day, and KidSpeak to provide students with ample opportunities to master grade level language arts and reading TEKS and perform well on assessments including TELPAS and STAAR.</p> <p>Todas las aulas proporcionaran a los estudiantes oportunidades de instruccion diarias a traves del uso de los marcos curriculares del distrito/alcance y secuencia, Pearson y Texas Write Source para desarrollar las habilidades de escritura de los estudiantes en todas las areas de contenido y asegurar que los estudiantes desarrollen una base solida, conceptual, TEKS de nivel de maestria y desempenen bien en las evaluaciones. Los estudiantes de K-5th grade participaran en el diario diario, la fluidez de lectura, las paredes de palabras, los centros de aprendizaje, las bibliotecas del aula, la palabra academica del dia y KidSpeak para proporcionar a los estudiantes amplias oportunidades para dominar las artes del lenguaje de nivel de grado y leer TEKS y rendir bien en evaluaciones como TELPAS y STAAR.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks</p> <p>Summative: TELPAS STAAR TPRI/Tejas Lee</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 1, 2, 3 - Student Learning 1 - Perceptions 2</p> <p><b>Funding Sources:</b> Supplies (CNA: D 1,2,3, SL 1, &amp; P 2) - 212 Title I-C (Migrant) - 212-11-6399-00-131-Y-24-0F2-Y - \$210</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement an integrated challenging, standards-based, inquiry-centered math curriculum (K-12) as demonstrated through the district curriculum frameworks/scope & sequence so that students will increase their conceptual knowledge at their appropriate grade level.  Implementar un plan de estudios de matematicas integrado desafiante, basado en estandares y centrado en la investigacion (K-12) como se demuestra a traves de los marcos curriculares del distrito/ alcance y secuencia para que los estudiantes aumenten sus conocimientos conceptuales en su nivel de grado apropiado. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly tests, 6 weeks tests, campus mini marks, benchmarks  Summative: TELPAS STAAR TPRI/Tejas LEE <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Campus lead teachers PK-5th grade teachers <b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			



### Performance Objective 3 Need Statements:









Demographics
<b>Need Statement 1:</b> Increase student attendance <b>Data Analysis/Root Cause:</b> Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5% <b>Need Statement 2:</b> Decrease At-Risk percentages by providing more academic support/interventions for students who are struggling academically. <b>Data Analysis/Root Cause:</b> 64.9% of our students are at-risk <b>Need Statement 3:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%
Student Learning
<b>Need Statement 1:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%
Perceptions
<b>Need Statement 2:</b> Increase student attendance <b>Data Analysis/Root Cause:</b> Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

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

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

**Evaluation Data Sources:** Regional and state competition participation numbers

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Elementary fine arts students will develop critical thinking and multi-tasking skills, and creativity, teamwork and character by participating in UIL contests, non UIL contests, exhibitions district/community events, and public performances.</p> <p>Choir Music Memory Art Chess</p> <p>Los estudiantes de bellas artes elementales desarrollaran el pensamiento critico y las habilidades multitarea, y la creatividad, el trabajo en equipo y el caracter participando en concursos de UIL, concursos no UIL, exposiciones de eventos de distrito /comunidad, y actuaciones publicas.</p> <p>Coro Memoria musical Arte Ajedrez</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Performance ratings, sign-in sheets, campus performance programs, recruitment letters</p> <p>Summative: Performance ratings, attendance, participation numbers</p> <p><b>Staff Responsible for Monitoring:</b> Music teacher Art teacher Principal</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Chess Materials - 199 Local funds - 199-36-63-99-24-131-Y-99-Y021-Y - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> PK-5th grade students will attend music/theater arts class one a week to build a foundation in music and theater arts.  Los estudiantes de PK-5o grado asistirán a artes de musica/teatro clase uno a la semana para construir una base en la musica y artes teatrales.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Music/Theater Arts Rotation Schedule, Lesson Plans, Classroom Observations Summative: Music/Theater Arts Grades, 5th grade participation in Honor's Choir <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Music Teacher <b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Art Resources - 199 Local funds - 199-11-6399-50-131-Y-11-000-Y - \$392, Music Resources - 199 Local funds - 199-11-6399-57-131-Y-99-000-Y - \$392		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 3 Details		Reviews			
<b>Strategy 3:</b> Southmost will participate in the annual District Spelling Bee competition.  Southmost participara en el concurso anual District Spelling Bee.  Population: 3rd-5th grade student participants <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Spelling Bee results for campus, district, regional and state levels  Summative Impact: Participation in Spelling Bee event, Increased level of competition success beyond district and regional levels <b>Staff Responsible for Monitoring:</b> ELA Specialists, Campus Spelling Bee Sponsor Dean of Instruction <b>Population:</b> 3rd-5th grade student participants - <b>Start Date:</b> October 1, 2020 - <b>End Date:</b> February 26, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					









#### Performance Objective 4 Need Statements:

<b>Student Learning</b>
<b>Need Statement 3:</b> Increase Participation in UIL events such as Chess. <b>Data Analysis/Root Cause:</b> During the 2019 school year we had 10 students who participated in Chess
<b>School Processes &amp; Programs</b>
<b>Need Statement 1:</b> Additional innovative resources and materials to strengthen the rigor of the curriculum. <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall STAAR score was 89%

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. <b>Milestone's/Strategy's Expected Results/Impact:</b> Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.  Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff <b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the school. <b>Milestone's/Strategy's Expected Results/Impact:</b> Survey results will indicate prioritization of the renovation plans.  Formative: Survey Summative: Evaluation/analysis of survey data <b>Staff Responsible for Monitoring:</b> Campus Administration Facilities and maintenance staff <b>Population:</b> Facilities and maintenance staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Supplies for Maintenance (CNA: P 3) - 199 Local funds - 199-51-6315-00-131-Y-99-0-00-Y - \$4,500, Custodial Supplies (CNA: P 3) - 199 Local funds - 199-51-6399-00-131-Y-99-000-Y - \$500	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				







### Performance Objective 1 Need Statements:

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

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

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







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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost Elementary will effectively and efficiently use 100% of available budgeted funds based on the needs assessments. <b>Milestone's/Strategy's Expected Results/Impact:</b> Funding reports will indicate all funds were expended based on prioritized needs.  Formative: monthly expenditure reports compared DIP/CIP Summative: end of year expenditure reports <b>Staff Responsible for Monitoring:</b> Campus Administration <b>Population:</b> Campus Administration - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 30%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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







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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Create employee incentives and recognition to improve campus morale and climate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Appreciation Week activities, Teacher of the Month, Thanksgiving and Christmas Luncheons  Summative: Retaining 100% of Southmost Teachers, <b>Staff Responsible for Monitoring:</b> HR Administration Campus Administration <b>Population:</b> Campus and HR Administration - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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







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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Southmost Elementary will promote the history and origins along with current accomplishments such as articles, students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events through the school website.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly and Monthly articles, Parent Engagement Activities, Guidance/Counseling Activities and Presentations, Student, Parent, and Staff Accomplishments and Events, Campus Student Programs</p> <p>Summative: Continuously updating campus website, annual compilation of articles, presentations, and showcases</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Campus PIO Counselors Teachers Parent Liaison</p> <p><b>Population:</b> Students, Parents, and Staff Stakeholders - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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



**Evaluation Data Sources:** School calendar showing earlier start date.



Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Southmost will participate in the opportunity of decision making of the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments. <b>Milestone's/Strategy's Expected Results/Impact:</b> School calendar showing earlier start date. <b>Staff Responsible for Monitoring:</b> Campus Administration Campus PIO Counselors Teachers Parent Liaison <b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				





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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff & community through campus distribution of SCC ensuring parent awareness of disciplinary procedures. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training Sign-In Sheets Signed SCC Acknowledgement Form Completed Referral Forms Summative: Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Parent Liaison <b>Population:</b> All student groups & Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> September 30, 2020	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 30%		

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model at Southmost Elem. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Implement a Guidance and Counseling program as per Texas Comprehensive Development Guidance and Counseling Model  Summative: Student academic progress Discipline referrals <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Counselors <b>Population:</b> All student groups & Counselor - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Demographics 5 <b>Funding Sources:</b> Counseling PD (CNA: D5) - 199 Local funds - 199-31-6497-23-137-Y-99-032-Y - \$150, Counseling Supplies (CNA: D5) - 199 Local funds - 199-31-63-99-00-131-Y-99-0-00-Y - \$200, Counseling Supplies (CNA: D5) - 211 Title I-A - 211-31-6399-00-131-Y-30-0F2-Y - \$500		Formative			Summative
		Oct	Jan	Mar	June
					

 No Progress
 Accomplished
 Continue/Modify
 Discontinue










### Performance Objective 1 Need Statements:

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

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

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

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Develop and maintain an Emergency Operations Plan at Southmost Elem. Plan must be multi-hazard in nature Must be reviewed and updated annually by the campus safety and security committee. Safety drills must be practiced as per BISD Police Dept. Provide student, staff, and parent training in the areas of school safety and emergency management. Implement an identification security system. All staff and visitors must display their identification while on Southmost Elem. campus grounds. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Safety Report Form, Campus Administration Badges, Campus Faculty and Staff Badges, Visitors Passes Summative: Office Log-in Binders Security Check <b>Staff Responsible for Monitoring:</b> Assistant Principal Faculty Staff Security Officer <b>Population:</b> Students, Parents, Teachers, Campus Administration - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> In order to provide a safe learning environment, Southmost Elementary will develop and maintain a COVID-19 safety plan. <b>Staff Responsible for Monitoring:</b> Assistant Principal Principal Nurse <b>Start Date:</b> September 21, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Perceptions 3 <b>Funding Sources:</b> Precautionary Equipment (CNA: P 3) - 211 Title I-A - 211-51-6399-00-131-Y-30-0F2-Y - \$10,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				



**Performance Objective 2 Need Statements:**



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



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



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







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

Strategy 1 Details		Reviews			
<p><b>Strategy 1:</b> A Parent Liaison will continue to be funded for the purpose of educating parents to better assist their children through the educational process and to increase student achievement at Southmost Elementary.</p> <p>-The Parent and Family Engagement meetings held on Fridays at 10:30 am and 2:00pm in the Parent Center.</p> <p>-Conduct an annual Title I Parent Survey to evaluate the effectiveness of Southmost Elementary parental involvement efforts</p> <p>-Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation</p> <p>-Parent newsletter (monthly)</p> <p>-School-Parent Student Compacts indicating each group's responsibilities to ensure student achievement.</p> <p>Un Enlace de Padres continuara siendo financiado con el proposito de educar a los padres para ayudar mejor a sus hijos a traves del proceso educativo y para aumentar el rendimiento de los estudiantes en Southmost Elementary.</p> <p>-Llevar a cabo una Encuesta anual de Padres titulo I para evaluar la eficacia de los esfuerzos de participacion de los padres de Southmost Elementary</p> <p>-Completar y difundir una Politica de Participacion Parental para delinear como los padres participaran activamente a nivel de distrito/campus con la intencion de aumentar la participacion</p> <p>-Boletin para padres (mensual)</p> <p>-Pactos escolares-padres que indican las responsabilidades de cada grupo para asegurar el logro de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Parent meetings</p> <p>Workshop agendas</p> <p>Attendance</p> <p>Survey results will be reviewed at the May 2017 SBDM meeting</p> <p>Summative:</p> <p>Parent participation increase</p> <p>Attendance at state % or higher sign in sheets</p> <p>Title I Parent Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration, district personnel, Federal programs</p> <p>SBDM committee</p> <p>Parent trainer</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Population:</b> Teachers, Students, Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Perceptions 1</p> <p><b>Funding Sources:</b> Supplies (CNA: P 1) - 211 Title I-A - 211-61-6399-00-131-Y-30-0F2-Y - \$900</p>		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> Conduct the following annual Title I-A required activities:</p> <p>-Complete and disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the</p>		Formative			Summative
		Oct	Jan	Mar	June

<p>district/campus level Timeline: Aug. 2020 -Complete and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas. Timeline: Aug. 2020 -Title I-A Meeting to inform parents of the services provided through Title I funds Timeline: Sep. 2020 -Title I-A Parent Survey to evaluate the effectiveness of the District Parental Involvement Program Timeline: Apr. 2021</p> <p>Llevar a cabo las siguientes actividades anuales requeridas por el Titulo I-A:</p> <p>-Completar y difundir una Politica de Participacion parental que delinea como los padres participaran activamente a nivel de distrito/campus Cronologia: agosto de 2020 -Completar y difundir un Pacto Escuela-Padre-Estudiente indicando la responsabilidad de cada grupo con el fin de asegurar el logro de los estudiantes, especificamente en las areas de contenido. Cronologia: agosto de 2020 -Titulo I-A Reunion para informar a los padres de los servicios prestados a traves de los fondos del Titulo I Cronologia: Sep. 2020 -Encuesta de Padres del Titulo I-A para evaluar la efectividad del Programa de Participacion de Padres del Distrito Cronologia: abril de 2021</p> <p>*View timeline per activity (above)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Completed Parental Involvement Policies Campuses S-P-S Compacts Campus Visitation Reports Campus Website Fliers Meeting Agendas</p> <p>Summative: Completed Title I-A Parental Involvement Compliance Checklist Signed S-P-S Compact Training Session Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Principal Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Misc. Costs (CNA: D 1 &amp; P 1,2) - 211 Title I-A - 211-61-6499-53-131-Y-30-0F2-Y - \$900</p>				
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Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Funds will be allocated to provide payment for mileage occurred while conducting attendance and Parental Involvement responsibilities i.e.; home visits and parental involvement meetings and trainings.</p> <p>-Home visits -Attendance</p> <p>Los fondos se asignaran para proporcionar el pago del kilometraje ocurrido mientras se llevan a cabo las responsabilidades de asistencia y participacion parental, es decir; visitas domiciliarias y reuniones y capacitaciones de participacion de los padres.</p> <p>-Visitas domiciliarias -Asistencia</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent meetings Workshop agendas Attendance Survey results will be reviewed at the May 2017 SBDM meeting Home visit logs</p> <p>Summative: Parent participation increase Attendance at state % or higher sign in sheets Title I Parent Survey results</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Principal Assistant Principal Dean of Instruction</p> <p><b>Population:</b> Parents &amp; Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 1 - Perceptions 1, 2</p> <p><b>Funding Sources:</b> Travel (CNA: D 1 &amp; P 1,2) - 211 Title I-A - 211-61-6411-00-131-Y-30-0F2-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <ul style="list-style-type: none"> <li>-Parental Involvement Policy</li> <li>-School-Parent-Student Compact</li> <li>-District Improvement Plan</li> </ul> <p>Asegurar la representacion de la participacion de la comunidad y los padres en el proceso de toma de decisiones. Los padres participaran en la revision y/o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:</p> <ul style="list-style-type: none"> <li>-Politica de participacion de los padres</li> <li>-Pacto Escuela-Padre-Estudiante</li> <li>-Plan de Mejoramiento del Distrito</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Parent Rep. Sign-in Sheets  Completed Parental Involvement Policies  Campuses S-P-S Compacts  Calendars  Meeting Agendas  Summative:  Training Session Evaluations  LPAC  SBDM Meeting minutes</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal</p> <p><b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Provide opportunities for students to learn more about the Home Access Center (HAC) to keep parents abreast of students' progress and assist them in monitoring their children's grades.  Proporcionar oportunidades para que los estudiantes aprendan mas sobre el Home Access Center (HAC, por sus saber) para mantener a los padres al tanto del progreso de los estudiantes y ayudarlos a monitorear las calificaciones de sus hijos.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent request forms for access to the HAC  Summative: Listing of parents with access to HAC throughout the year <b>Staff Responsible for Monitoring:</b> Parent Liaison Principal Assistant Principal <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Student and Parents - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			







### Performance Objective 1 Need Statements:

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

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

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







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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Professional development opportunities will be provided to the Southmost Elem. personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate. -Identification of at-risk students via state and local criteria -Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act -Budget and Program Compliance <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark scores, student progress reports  Summative: STAAR scores, Retention rates <b>Staff Responsible for Monitoring:</b> Teachers Counselors Principal Assistant Principal Dean of Instruction <b>Population:</b> Homeless Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

**Performance Objective 2:** **\*\*Draft\*\*** Southmost staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.



**Evaluation Data Sources:** Training records and implementation documentation







Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All faculty and staff will complete trauma-informed care training from a state approved program to increase awareness and implementation best practices to support student's well being and apply interventions for academic and emotional support. (Policy FFBA) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six weeks reporting from staff, Summative: end of year reports <b>Staff Responsible for Monitoring:</b> Guidance administration, Police and Security Service Administrators, Campus Threat Assessment Team Leaders <b>Population:</b> Faculty and Staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021	Formative			Summative
	Oct	Jan	Mar	June
	 0%	 30%		
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional Technology is utilized by modeling within the context of instruction in core curriculum areas using a variety of technology equipment (computer labs, laptops, interactive whiteboards, interactive devices, document cameras, projectors, Google Cardboard goggles, iPads, hardware and software, etc.) to support technology TEKS in the classroom, promote critical thinking skills and develop projects that foster creativity, innovation, communication, collaboration, information, fluency, and digital citizenship.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            BISD instructional feedback form            Walkthroughs            Project Share uploads by CBLT</p> <p>Summative: STAAR</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Dean of instruction            Campus lead teachers            PK-5th grade teachers            C &amp; I specialists            Special Ed and Dyslexia teachers</p> <p><b>Population:</b> All Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 2, 4</p> <p><b>Funding Sources:</b> Laptops and iPads (CNA: SPP 2,4) - 162 State Compensatory - 162-11-6398-62-131-Y-30-000-Y - \$15,000, Laptops and iPads (CNA: SPP 2,4) - 162 State Compensatory - 162-13-6398-00-131-Y-30-000-Y - \$10,000, Document Cameras (CNA: SPP 2,4) - 263 Title III-A Bilingual - 263-11-6398-62-131-Y-25-000-Y - \$2,430</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist teachers with the integration of technology into the subject areas. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign-In Sheets Agendas PDS Transcript  Summative: STAR Chart PDS Transcripts <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Teachers <b>Population:</b> Teachers - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			



### Performance Objective 1 Need Statements:



School Processes & Programs
<b>Need Statement 2:</b> Increase academic performance through the use of laptops, iPads, and/or Desktops <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall STAAR score was 89%
<b>Need Statement 4:</b> Increase the effectiveness of student learning through the use of technology. <b>Data Analysis/Root Cause:</b> Close the gap from the 2019-2020 school year (COVID-19)





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







**Performance Objective 1:** Increase Southmost attendance rate to 98% with a target of 97.5% and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> As per BISD policy, Southmost Elementary will implement remediation instructional strategies during their daily instruction, small group instruction, after school tutorials and/or Saturday academies in Reading, Math, and Science for 3rd-5th grade students in order to decrease the retention rate and improve student achievement Index I and increase Meets and Masters performance standards on STAAR assessments to meet indexes 2-4.</p> <p>Teachers will utilize general supplies, media center booklets, district-adopted curriculum, books, novels and other resources as needed.</p> <p>Extra duty pay will be allotted for Certified and Classified Personnel for materials preparation for virtual, remote learning.</p> <p>Segun la politica de BISD, Southmost Elementary implementara estrategias de instruccion de remediacion durante su instruccion diaria, instruccion en grupos pequenos, tutoriales despues de la escuela y/o academias de sabado en Lectura, Matematicas y Ciencias para estudiantes de 3o-5o grado con el fin de disminuir la tasa de retencion y mejorar el rendimiento de los estudiantes Index I y aumentar los estandares de desempeno de Meets y Masters en las evaluaciones STAAR para cumplir con los indices 2-4.</p> <p>Los maestros utilizaran suministros generales, folletos de centros de medios, curriculo adoptado por el distrito, libros, novelas y otros recursos segun sea necesario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: tutorial lesson plans, tutorial attendance report, tutorial master schedule, students progress reports, and benchmark scores</p> <p>Summative: STAAR and the retention rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Dean of Instruction Classroom teachers Administrator for State Compensatory Education (SCE)</p> <p><b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> AR, TI, MI, LEP Students - <b>Start Date:</b> October 12, 2020 - <b>End Date:</b> May 7, 2021</p> <p><b>Need Statements:</b> Student Learning 4 - School Processes &amp; Programs 5</p> <p><b>Funding Sources:</b> Tutorials (CNA: SL 4) - 162 State Compensatory - 162-11-6118-00-131-Y-30-000-Y - \$25,000, Tutorials SSI (CNA: SL 4) - 162 State Compensatory - 162-11-6118-00-131-Y-24-SSI-Y - \$3,514, Resources (CNA: SL 4) - 199 Local funds - 199-12-63-99-00-131-Y-99-0-00-Y - \$200, ASP (Extended Day) Total (CNA: SL 4) - 211 Title I-A - 211-11-6118-00-131-Y-30-ASP-Y - \$22,200</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> A food pantry and clothes closet will be implemented at every campus to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Se implementara una despensa de alimentos y un armario de ropa en cada campus para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento de los estudiantes en riesgo, la asistencia, la tasa de graduacion, la tasa de finalizacion y la tasa de retencion y la tasa de desercion.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Pantry and Closet Inventory  Pantry and Closet Distribution Log</p> <p>Summative:  STAAR, Attendance Rate, and the Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Counselor  Nurse  Parent Liaison</p> <p><b>Population:</b> AR, TI, LEP, MI Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act. Including the help they need to enroll, attend, and succeed in school.</p> <p>Asegurarse de que el campus tenga un proceso para identificar estudiantes sin hogar con el fin de recibir todas las protecciones de la Ley McKinney-Vento. Incluyendo la ayuda que necesitan para inscribirse, asistir, y tener éxito en la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Listing of identified Homeless students, District letter on file in PRC, Homeless coding</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Assistant Principal Dean of Instruction Teacher Data Entry Clerk</p> <p><b>Population:</b> AR, Homeless, and unaccompanied youth - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Monitoring and maintaining of the district attendance rate goals, including parent truancy notices and community outreach to address procedures, roles, and responsibilities on a daily basis.</p> <p>Monitoreo y mantenimiento de las metas de la tasa de asistencia del distrito, incluyendo avisos de ausentismo de los padres y alcance comunitario para abordar los procedimientos, roles y responsabilidades a diario.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PEIMS Reports Parent Truancy Court Notice Letters</p> <p>Summative: Campus Attendance Percentage Rate Reports</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Teachers Administration</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details		Reviews			
<p><b>Strategy 5:</b> Provide incentives to students with perfect attendance at the end of each six weeks period, at the middle of year and end of the year to improve student learning and increase the attendance rate at the campus.</p> <p>Purchase a playground to motivate students to attend school</p> <p>Proporcionar incentivos a los estudiantes con una asistencia perfecta al final de cada periodo de seis semanas, a mediados de año y al final del año para mejorar el aprendizaje de los estudiantes y aumentar la tasa de asistencia en el campus.</p> <p>Comprar un patio de recreo para motivar a los estudiantes a asistir a la escuela</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Attendance Reports  Parent Invitations to Award Ceremonies, EOY Perfect Attendance Certificates and Trophies, MOY and EOY Perfect Attendance Party, Parent  Truancy court Notice Letters, No Credit process, and  Student Attendance Plan</p> <p>Summative:  Campus Attendance Percentage Rate</p> <p><b>Staff Responsible for Monitoring:</b> Counselors  Teachers  Principal  Assistant Principal  Dean of Instruction</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p> <p><b>Need Statements:</b> Demographics 1, 3 - Student Learning 1 - Perceptions 2</p> <p><b>Funding Sources:</b> Awards (CNA: D 1,3, SL 1, &amp; P2) - 199 Local funds - 199-11-64-98-00-131-Y-11-0-00-Y - \$2,000, Awards (CNA: D 1,3, SL 1, &amp; P2) - 199 Local funds - 199-23-64-98-00-131-Y-99-0-00-Y - \$500</p>		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:

Demographics
<p><b>Need Statement 1:</b> Increase student attendance <b>Data Analysis/Root Cause:</b> Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%</p> <p><b>Need Statement 3:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%</p>

<b>Student Learning</b>
<b>Need Statement 1:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%
<b>Need Statement 4:</b> Ensure that all students in all student sub-populations demonstrating an academic need are provided an RtI intervention plan, as well as after school tutorials. <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%
<b>School Processes &amp; Programs</b>
<b>Need Statement 5:</b> Increase the effectiveness of curbside pickup of devices and supplies for virtual learning <b>Data Analysis/Root Cause:</b> Not enough staff on campus.
<b>Perceptions</b>
<b>Need Statement 2:</b> Increase student attendance <b>Data Analysis/Root Cause:</b> Attendance rate for 2017-2018 was 96.5% we need to increase to 97.5%

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

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

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

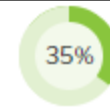
Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Instructional/Supplemental Resources and research-based targeted interventions are utilized to ensure all Southmost students are prepared to meet the demands of standardized assessments (local, state, and national).</p> <p>Los Recursos Instructivos/Suplementarios y las intervenciones especificas basadas en la investigacion se utilizan para asegurar que todos los estudiantes del sur esten preparados para satisfacer las demandas de evaluaciones estandarizadas (locales, estatales y nacionales).</p> <p>Media Center Resources: Esperanza LEI &amp; II workbooks, SIOP activities Target Reading            STAAR resource materials            District approved software            Living with Science/EduSmart            STEMscopes            Tango Central/Tango Trends            Bilingual resources            Early childhood resources &amp; CIRCLE            Fry Word (K-3rd) word recognition lists            Fluency passages            RtI 3 Tier Model            TLI strategies            Special Education Resources: SRA Reading, Unique Learning</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            BISD developed assessments            Instructional feedback forms            Weekly test            6 weeks Unit tests            6 weeks mid and end checkpoints            Campus Mini Marks            District Benchmarks</p> <p>Summative:            TPRI and TEJAS LEE            TELPAS            STAAR</p> <p><b>Staff Responsible for Monitoring:</b> PK-5th grade teachers            Special Ed. teachers</p>	Formative			Summative
	Oct	Jan	Mar	June



Dyslexia teacher  
Bilingual teachers  
Administration



**Title I Schoolwide Elements:** 2.6 - **Population:** All student groups - **Start Date:** August 12, 2020 - **End Date:** June 1, 2021



**Need Statements:** Demographics 3 - Student Learning 1







**Funding Sources:** Supplies (CNA: D3 & SL 1) - 166 State Special Ed. - 166-11-6399-00-131-Y-23-0P0 - \$458, Supplies (CNA: D3 & SL 1) - 166 State Special Ed. - 166-11-6399-00-131-Y-23-0P1-Y - \$916, Supplies (CNA: D3 & SL 1) - 166 State Special Ed. - 166-11-6399-00-131-Y-23-0P4-Y - \$916



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Response to Intervention (RtI) annual training on the RtI 3 Model for campus staff and tri-weekly meetings with RtI Core team to monitor student academic progress and support teaching personnel with all documentation required for early intervention success. Additional learning time to meet standards and additional assistance that is tailored to each child.</p> <p>Capacitacion anual de Respuesta a la Intervencion (RtI) sobre el Modelo RtI 3 para el personal del campus y reuniones tres-semanales con el equipo de RtI Core para monitorear el progreso academico de los estudiantes y apoyar al personal docente con toda la documentacion necesaria para el exito de la intervencion temprana. Tiempo de aprendizaje adicional para cumplir con los estandares y asistencia adicional que se adapta a cada nino.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            BISD instructional feedback form            Walkthroughs            PDS session evaluations            RtI core Team meetings            Tango progress monitoring</p> <p>Summative:            PDS evaluations, transcripts and feedback</p> <p><b>Staff Responsible for Monitoring:</b> Principal            Dean of Instruction            Campus lead teachers            PK-5th grade teachers            C &amp; I specialists            Special Ed and Dyslexia teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> General Ed. Teachers - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Dean of Instruction will ensure that teachers receive staff development to enhance the instructional program and provide teacher support to positively impact at-risk student achievement, attendance, and decrease the retention/dropout rates.</p> <p>Maintain a highly qualified dean of instruction</p> <p>El Decano de Instruccion se asegurara de que los maestros desarrollo del personal para mejorar la instruccion programa y proporcionar apoyo al maestro para impacto en el rendimiento de los estudiantes en riesgo, la asistencia y disminuir las tasas de retencion/abandono.</p> <p>Mantener un decano altamente calificado de instruccion</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Classroom observations, PDS Session Evaluation Report, PDS Session Attendance Report, student progress reports, benchmark scores lesson plans</p> <p>Summative: STAAR and Attendance/Retention Rates</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principal Administrator for SCE</p> <p><b>Population:</b> Dean of Instruction - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Provide a complete comprehensive dyslexia program for identified students to ensure effective and timely assistance and meet their academic needs by implementing individualized accommodation plans.</p> <p>A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Dyslexia lab services will be provided for identified students as determined through evaluation. Instructional approaches will include explicit, individualized, and multisensory instruction in small group setting to enhance students' ability to comprehend and decode to make the language meaningful in reading.</p> <p>Proporcionar un programa integral completo de dislexia para los estudiantes identificados para asegurar una asistencia eficaz y oportuna y satisfacer sus necesidades academicas mediante la implementacion de planes de adaptacion individualizados.</p> <p>Un maestro de dislexia supervisara el progreso academico, la asistencia y proporcionara servicios de apoyo para estudiantes, personal y padres.</p> <p>Se proporcionaran servicios de laboratorio de dislexia para estudiantes identificados segun se determine a traves de la evaluacion. Los enfoques instructivos incluiran instruccion explicita, individualizada y multisensorial en un entorno de grupos pequenos para mejorar la capacidad de los estudiantes para comprender y decodificar para que el lenguaje sea significativo en la lectura.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Observations  Lesson Plans  Sign-in sheets  Agendas</p> <p>Summative:  STAAR  TPRI/Tejas LEE, TELPAS  Aprenda/Stanford 10 PBMAS  AMAOS</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Assistant Principal  Dean of Instruction  Administrator for SCE</p> <p><b>Population:</b> DYS Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details		Reviews			
<b>Strategy 5:</b> Provide computer-based instruction in the foundation curriculum and adaptive-assisted devices in order to improve at-risk student achievement, attendance and decrease the retention rate.  *Sustainability  Proporcionar instruccion basada en computadora en el plan de estudios de la fundacion y dispositivos asistidos adaptativos con el fin de mejorar el rendimiento de los estudiantes en riesgo, la asistencia y disminuir la tasa de retencion.  *Sostenibilidad  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eschool Plus Master Schedule, Computer Lab Schedule, lesson plans, classroom observations, benchmark scores, student progress reports  Summative: STAAR <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean of Instruction Administrator for SCE Administrator for Special Programs <b>Title I Schoolwide Elements:</b> 2.6 - <b>Population:</b> AR, TI, MI, LEP Students - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					



## Performance Objective 2 Need Statements:







Demographics
<b>Need Statement 3:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%
Student Learning
<b>Need Statement 1:</b> Increase Reading, Math, Writing, and Science assessment scores for all students through the use of the core curriculum and additional resources and instructional materials <b>Data Analysis/Root Cause:</b> Our 2018-2019 overall score was an 89%

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

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

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Federal Programs will fund campus nurse and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. Campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at Southmost Elementary to improve overall student health, attendance and performance.</p> <p>Los Programas Federales financiaran a las enfermeras y paraprofesionales del campus para complementar los puestos asignados en el campus de modo que las necesidades de los estudiantes de bajo rendimiento puedan ser satisfechas a traves de la instruccion individualizada y en grupos pequenos. Enfermera del campus en 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en Southmost Elementary para mejorar la salud, asistencia y rendimiento general de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Evidence of Implementation:            Personnel Requisitions            Student Progress Reports            Lesson plans            Classroom observations            Nurse referrals</p> <p>Evidence of Impact:            PK CPALLS test results            STAAR/TPRI/Tejas LEE/CPALLS            Attendance reports            Nurse reports</p> <p><b>Staff Responsible for Monitoring:</b> TI-A Para-professionals            Campus Nurse            Principal            Assistant Principal</p> <p><b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Promote Physically and Emotional Healthy Students the campus will implement the CATCH (Coordinated Approach to Child Health) program.  Promover Estudiantes Fisica y Emocionalmente Saludables el campus implementara el programa CATCH (Enfoque Coordinado para la Salud Infantil) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BISD Instructional Feedback Form Parent Meeting Sign-in Sheets Faculty Sign-In Sheets  Summative: CATCH Binder Points <b>Staff Responsible for Monitoring:</b> Administration Campus lead teachers PK-5 grade teachers CATCH representatives PE specialist Parent Liaison <b>Population:</b> All student groups - <b>Start Date:</b> August 12, 2020 - <b>End Date:</b> June 1, 2021 <b>Need Statements:</b> Student Learning 5 <b>Funding Sources:</b> Health Supplies (CNA: SL 5) - 199 Local funds - 199-33-63-99-00-131-Y-99-000-Y - \$200, PE Supplies (CNA: SL 5) - 199 Local funds - 199-11-63-99-51-131-Y-11-0-00-Y - \$300, Health Printing Supplies (CNA: SL 5) - 211 Title I-A - 211-33-6399-62-131 - \$263, Health Supplies (CNA: SL 5) - 211 Title I-A - 211-33-6399-00-131-Y-30-0F2-Y2 - \$1,000		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 3 Need Statements:

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

# State Compensatory

## Budget for Southmost Elementary

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6119-00-131-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$52,466.00
162-11-6119-00-131-Y-34-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,535.00
162-13-6119-00-131-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$69,966.00
<b>6100 Subtotal:</b>		<b>\$173,967.00</b>

## Personnel for Southmost Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean of Instruction	Instructional Facilitator	State Compensatory	1
Dyslexia Teacher	Dyslexia Teacher	State Compensatory	1
Pre-K 3 Aide	Paraprofessional	State Compensatory	1
Pre-K 4 Teachers	Teacher	State Compensatory	2

# **Title I Schoolwide Elements**

## **ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

### **1.1: Comprehensive Needs Assessment**

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

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

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

### **2.2: Regular monitoring and revision**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION Testing, TERRANOVA, SUPERA, TELPAS, TPRI/Tejas Lee, CIRCLE CPM, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

CNA Review Dates

06/04/20

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

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school's parent center and the purchase of special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Campus Parent Liaison will conduct parent meeting/trainings to promote parental involvement and a positive school climate. **The CIP is posted on our campus website, in a binder in the front office, and is orally translated to Spanish upon request.** Strategies for Goals 1, 6, and 9 are translated to Spanish on the plan.

## 2.4: Opportunities for all children to meet State standards

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

## 2.5: Increased learning time and well-rounded education

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

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

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

## ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

### 3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

On March 11, 2021 the Title I Parent and Family Engagement Policy was revised

### **3.2: Offer flexible number of parent involvement meetings**

Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents.

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

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

2020-2021

Parent Meetings are conducted through Google Classroom

# Title I Personnel

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

# Plan Notes

6-29-2020 754pm

Please fix the following items:

1. ESSA Element 1.1 needs revision date(s)
2. 3.2 description for future dates
3. need to include Title I-A personnel
4. check off CCNA data documentation used

CIP Meeting

03-31-21 8:30am

Review of Quarterly Formative Review Process—DO NOT DELETE STRATEGIES

ESSA Title I Elements and Updates

Conducting 2021-2022 Campus Comprehensive Needs Assessment and

Conducting Campus Improvement Plan review and revisions for 2021-2022 plans

Goal 8 revisions

Timelines—rolling plans next week, do needs assessments prior to reviewing/revising plans

# 2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Anabela Almanza	Principal
Meeting Facilitator	Virginia Guzman	Dean
Classroom Teacher	Cristal Suarez	Special Education Teacher
Classroom Teacher	Ruth Rodriguez	PK4 Teacher
Parent	Crystal Escobedo	Parent
Parent	Irene Morales	Parent
District-level Professional	Melissa Garza	ELAR Specialist
Community Representative	Abby Rosas	Community Rep.
Business Representative	Victor Bravo	Manager at Walmart
Business Representative	Arnulfo Rodriguez	Administrative Assistant at HEB
Community Representative	Ramiro Escobedo	Community Rep
Non-classroom Professional	Evaristo Lerma	Assistant Principal
Non-classroom Professional	Elva Lopez	Counselor
Classroom Teacher	Laura Pena	5th grade Teacher
Classroom Teacher	Mary Porciuncula	Special Education Teacher

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Field Trips (CNA: D 4)	199-11-64-94-00-131-Y-11-0-00-Y	\$2,300.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-23-63-99-65-131-Y-99-0-0-Y	\$862.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-11-63-99-00-131-Y-11-0-00-Y	\$900.00
1	1	4	Toner (CNA: D 3 & SL 1)	199-11-63-99-62-131-Y-11-0-00-Y	\$400.00
1	1	4	Supplies (CNA: D 3 & SL 1)	199-23-63-99-00-131-Y-99-0-00-Y	\$200.00
1	1	4	Copy Paper (CNA: D 3 & SL 1)	199-11-63-96-00-131-Y-11-0-00-Y	\$1,500.00
1	1	4	Laptop (CNA: D 3 & SL 1)	199-23-63-98-65-131-Y-99-0-0-Y	\$3,200.00
1	1	4	GT Materials (CNA: D 3 & SL 1)	199-11-6399-00-131-Y-21-000-Y	\$690.00
1	4	1	Chess Materials	199-36-63-99-24-131-Y-99-Y021-Y	\$1,500.00
1	4	2	Art Resources	199-11-6399-50-131-Y-11-000-Y	\$392.00
1	4	2	Music Resources	199-11-6399-57-131-Y-99-000-Y	\$392.00
2	1	2	Supplies for Maintenance (CNA: P 3)	199-51-6315-00-131-Y-99-0-00-Y	\$4,500.00
2	1	2	Custodial Supplies (CNA: P 3)	199-51-6399-00-131-Y-99-000-Y	\$500.00
5	1	2	Counseling PD (CNA: D5)	199-31-6497-23-137-Y-99-032-Y	\$150.00
5	1	2	Counseling Supplies (CNA: D5)	199-31-63-99-00-131-Y-99-0-00-Y	\$200.00
9	1	1	Resources (CNA: SL 4)	199-12-63-99-00-131-Y-99-0-00-Y	\$200.00
9	1	5	Awards (CNA: D 1,3, SL 1, & P2)	199-11-64-98-00-131-Y-11-0-00-Y	\$2,000.00
9	1	5	Awards (CNA: D 1,3, SL 1, & P2)	199-23-64-98-00-131-Y-99-0-00-Y	\$500.00
9	3	2	Health Supplies (CNA: SL 5)	199-33-63-99-00-131-Y-99-000-Y	\$200.00
9	3	2	PE Supplies (CNA: SL 5)	199-11-63-99-51-131-Y-11-0-00-Y	\$300.00
Sub-Total					\$20,886.00
Budgeted Fund Source Amount					\$20,196.00
+/- Difference					-\$690.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Copy Paper (CNA: D 3 & SL 1)	162-11-6396-00-131-Y-30-000-Y	\$4,000.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies (CNA: D 3 & SL 1)	162-13-6399-00-131-Y-30-000-Y	\$4,300.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-11-6399-00-131-Y-30-000-Y	\$10,000.00
1	1	4	Computer Supplies/Toner (CNA: D 3 & SL 1)	162-11-6399-62-131-Y-30-000-Y	\$5,000.00
1	1	4	Supplies (CNA: D 3 & SL 1)	162-11-6399-16-131-Y-30-000-Y	\$2,000.00
8	1	1	Laptops and iPads (CNA: SPP 2,4)	162-11-6398-62-131-Y-30-000-Y	\$15,000.00
8	1	1	Laptops and iPads (CNA: SPP 2,4)	162-13-6398-00-131-Y-30-000-Y	\$10,000.00
9	1	1	Tutorials (CNA: SL 4)	162-11-6118-00-131-Y-30-000-Y	\$25,000.00
9	1	1	Tutorials SSI (CNA: SL 4)	162-11-6118-00-131-Y-24-SSI-Y	\$3,514.00
Sub-Total					\$78,814.00
Budgeted Fund Source Amount					\$78,814.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Tutorials (CNA: SL 2,4)	162-11-6112	\$1,000.00
1	1	4	Instructional Materials Supplies (CNA: D 3 & SL 1)	163-11-6399	\$3,425.00
Sub-Total					\$4,425.00
Budgeted Fund Source Amount					\$4,425.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Toner (CNA: D 3 & SL 1)	166-11-6399-62-131-Y-23-000-Y	\$1,250.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P0	\$458.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P1-Y	\$916.00
9	2	1	Supplies (CNA: D3 & SL 1)	166-11-6399-00-131-Y-23-0P4-Y	\$916.00
Sub-Total					\$3,540.00
Budgeted Fund Source Amount					\$3,540.00
+/- Difference					\$0.00

197 Projects--TRE/Library					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	Technology (CNA: D 3 & SL 1)	197-12-6398-62-131-Y-99-000-Y	\$1,363.00
1	1	6	Software (CNA: D 3 & SL 1)	197-12-6299-62-131-Y	\$3,500.00
Sub-Total					\$4,863.00
Budgeted Fund Source Amount					\$4,863.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	3	Staff Development Supplies (CNA: D 3 & SL 1)	211-13-6399-00-131-Y-30-0F2-Y	\$1,316.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-11-6399-00-131-Y-30-0F2-Y	\$40,530.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-23-6398-65-131-Y-30-0F2-0	\$4,677.00
1	1	4	Supplies (CNA: D 3 & SL 1)	211-23-6399-00-131-Y-30-0F2-Y	\$3,695.00
1	1	6	Library Supplies (CNA: D 3 & SL 1)	211-12-6399-00-131-Y-30-0F2-Y	\$3,158.00
5	1	2	Counseling Supplies (CNA: D5)	211-31-6399-00-131-Y-30-0F2-Y	\$500.00
5	2	2	Precautionary Equipment (CNA: P 3)	211-51-6399-00-131-Y-30-0F2-Y	\$10,000.00
6	1	1	Supplies (CNA: P 1)	211-61-6399-00-131-Y-30-0F2-Y	\$900.00
6	1	2	Misc. Costs (CNA: D 1 & P 1,2)	211-61-6499-53-131-Y-30-0F2-Y	\$900.00
6	1	3	Travel (CNA: D 1 & P 1,2)	211-61-6411-00-131-Y-30-0F2-Y	\$900.00
9	1	1	ASP (Extended Day) Total (CNA: SL 4)	211-11-6118-00-131-Y-30-ASP-Y	\$22,200.00
9	3	2	Health Printing Supplies (CNA: SL 5)	211-33-6399-62-131	\$263.00
9	3	2	Health Supplies (CNA: SL 5)	211-33-6399-00-131-Y-30-0F2-Y2	\$1,000.00
Sub-Total					\$90,039.00
Budgeted Fund Source Amount					\$90,039.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Supplies (CNA: D 1,2,3, SL 1, & P 2)	212-11-6399-00-131-Y-24-0F2-Y	\$210.00
Sub-Total					\$210.00
Budgeted Fund Source Amount					\$210.00
+/- Difference					\$0.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Supplies (CNA: D 3 & SL 1)	263-11-6399	\$402.00
8	1	1	Document Cameras (CNA: SPP 2,4)	263-11-6398-62-131-Y-25-000-Y	\$2,430.00
Sub-Total					\$2,832.00
Budgeted Fund Source Amount					\$2,832.00
+/- Difference					\$0.00
Grand Total					\$205,609.00

# Addendums

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

<b>Report Format</b>	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.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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

# **2018-19 Texas Academic Performance Report**

District Name: **BROWNSVILLE ISD**

Campus Name: **SOUTHMOST EL**

Campus Number: **031901131**

2019 Accountability Rating: **A**

Distinction Designations:

**Academic Achievement in ELA/Reading**

**Academic Achievement in Mathematics**

**Academic Achievement in Science**

**Top 25 Percent: Comparative Closing the Gaps**

**Postsecondary Readiness**

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

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

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

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

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level		2019	29%	28%	28%	-	28%	-	-	-	-	22%	*	29%	22%	24%	25%
		2018	26%	28%	34%	-	34%	-	-	-	-	64%	-	34%	33%	34%	30%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above		2019	90%	96%	96%	-	96%	-	-	-	-	89%	*	100%	78%	96%	100%
		2018	91%	97%	100%	-	100%	-	-	-	-	100%	-	100%	100%	100%	100%
At Meets Grade Level or Above		2019	58%	70%	59%	-	59%	-	-	-	-	33%	*	60%	56%	60%	50%
		2018	58%	74%	74%	-	74%	-	-	-	-	91%	-	71%	100%	74%	76%
At Masters Grade Level		2019	36%	46%	39%	-	39%	-	-	-	-	0%	*	40%	33%	38%	38%
		2018	30%	43%	29%	-	29%	-	-	-	-	27%	-	29%	33%	29%	24%
Grade 5 Science																	
At Approaches Grade Level or Above		2019	75%	84%	94%	-	94%	-	-	-	-	78%	*	98%	78%	94%	96%
		2018	76%	85%	94%	-	94%	-	-	-	-	100%	-	93%	100%	94%	92%
At Meets Grade Level or Above		2019	49%	60%	69%	-	69%	-	-	-	-	67%	*	76%	33%	68%	67%
		2018	41%	51%	50%	-	50%	-	-	-	-	91%	-	48%	67%	50%	49%
At Masters Grade Level		2019	24%	28%	30%	-	30%	-	-	-	-	11%	*	31%	22%	28%	17%
		2018	17%	20%	12%	-	12%	-	-	-	-	27%	-	13%	0%	12%	8%
All Grades All Subjects																	
At Approaches Grade Level or Above		2019	78%	81%	89%	-	89%	*	-	-	-	76%	100%	90%	82%	88%	88%
		2018	77%	78%	90%	-	90%	-	-	-	-	77%	*	89%	94%	89%	87%
At Meets Grade Level or Above		2019	50%	52%	61%	-	61%	*	-	-	-	53%	86%	62%	51%	59%	56%
		2018	48%	49%	57%	-	57%	-	-	-	-	67%	*	57%	60%	57%	53%
At Masters Grade Level		2019	24%	23%	25%	-	26%	*	-	-	-	8%	43%	26%	20%	23%	21%
		2018	22%	21%	25%	-	25%	-	-	-	-	27%	*	26%	15%	24%	19%
All Grades ELA/Reading																	
At Approaches Grade Level or Above		2019	75%	76%	90%	-	90%	*	-	-	-	76%	*	91%	82%	89%	90%
		2018	74%	74%	90%	-	90%	-	-	-	-	72%	*	89%	94%	90%	86%
At Meets Grade Level or Above		2019	48%	47%	63%	-	62%	*	-	-	-	56%	*	63%	59%	60%	58%
		2018	46%	44%	58%	-	58%	-	-	-	-	68%	*	58%	56%	57%	55%
At Masters Grade Level		2019	21%	18%	20%	-	20%	*	-	-	-	8%	*	21%	12%	17%	16%
		2018	19%	17%	28%	-	28%	-	-	-	-	32%	*	29%	22%	27%	22%
All Grades Mathematics																	
At Approaches Grade Level or Above		2019	82%	86%	87%	-	87%	*	-	-	-	72%	*	87%	82%	86%	86%
		2018	81%	85%	90%	-	90%	-	-	-	-	80%	*	89%	94%	90%	90%
At Meets Grade Level or Above		2019	52%	57%	55%	-	56%	*	-	-	-	44%	*	56%	47%	54%	51%
		2018	50%	55%	60%	-	60%	-	-	-	-	60%	*	59%	67%	60%	53%
At Masters Grade Level		2019	26%	31%	32%	-	32%	*	-	-	-	8%	*	33%	29%	29%	28%
		2018	24%	28%	27%	-	27%	-	-	-	-	24%	*	29%	11%	27%	22%
All Grades Writing																	
At Approaches Grade Level or Above		2019	68%	76%	88%	-	88%	-	-	-	-	86%	-	89%	83%	87%	84%
		2018	66%	71%	81%	-	81%	-	-	-	-	40%	-	81%	83%	81%	75%
At Meets Grade Level or Above		2019	38%	44%	63%	-	63%	-	-	-	-	57%	-	62%	67%	60%	56%
		2018	41%	45%	56%	-	56%	-	-	-	-	40%	-	57%	50%	56%	50%
At Masters Grade Level		2019	14%	15%	18%	-	18%	-	-	-	-	0%	-	18%	17%	15%	16%
		2018	13%	13%	19%	-	19%	-	-	-	-	20%	-	19%	17%	19%	17%

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>94%</b>	-	94%	-	-	-	-	-	78%	*	98%	78%	94%	96%
	2018	80%	82%	<b>94%</b>	-	94%	-	-	-	-	-	100%	-	93%	100%	94%	92%
At Meets Grade Level or Above	2019	54%	55%	<b>69%</b>	-	69%	-	-	-	-	-	67%	*	76%	33%	68%	67%
	2018	51%	51%	<b>50%</b>	-	50%	-	-	-	-	-	91%	-	48%	67%	50%	49%
At Masters Grade Level	2019	25%	21%	<b>30%</b>	-	30%	-	-	-	-	-	11%	*	31%	22%	28%	17%
	2018	23%	19%	<b>12%</b>	-	12%	-	-	-	-	-	27%	-	13%	0%	12%	8%

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>83</b>	-	83	-	-	-	-	-	71	-	84	70	86	85
	2018	63	65	<b>86</b>	-	86	-	-	-	-	-	86	-	86	83	86	86
Grade 4 Mathematics	2019	65	64	<b>73</b>	-	73	-	-	-	-	-	43	-	72	75	70	70
	2018	65	66	<b>75</b>	-	75	-	-	-	-	-	71	*	73	86	75	67
Grade 5 ELA/Reading	2019	81	78	<b>71</b>	-	71	-	-	-	-	-	86	*	75	43	68	69
	2018	80	81	<b>77</b>	-	77	-	-	-	-	-	86	-	75	90	77	84
Grade 5 Mathematics	2019	83	88	<b>75</b>	-	75	-	-	-	-	-	93	*	75	79	76	77
	2018	81	87	<b>89</b>	-	89	-	-	-	-	-	100	-	88	100	89	89
All Grades Both Subjects	2019	69	69	<b>75</b>	-	75	-	-	-	-	-	73	*	77	66	75	76
	2018	69	71	<b>82</b>	-	82	-	-	-	-	-	88	*	81	90	82	82
All Grades ELA/Reading	2019	68	67	<b>77</b>	-	77	-	-	-	-	-	79	*	80	54	77	78
	2018	69	69	<b>81</b>	-	81	-	-	-	-	-	86	-	80	86	81	85
All Grades Mathematics	2019	70	71	<b>74</b>	-	74	-	-	-	-	-	68	*	74	77	73	73
	2018	70	72	<b>83</b>	-	83	-	-	-	-	-	89	*	81	92	83	79

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

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

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>71%</b>	-	71%	-	-	-	-	-	63%	67%	56%
	2018	38%	44%	<b>75%</b>	-	75%	-	-	-	-	-	*	75%	71%
Mathematics	2019	45%	57%	<b>69%</b>	-	69%	-	-	-	-	-	83%	67%	50%
	2018	47%	57%	<b>70%</b>	-	70%	-	-	-	-	-	*	70%	*
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>94%</b>	-	94%	-	-	-	-	-	80%	93%	93%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>6%</b>	-	6%	-	-	-	-	-	20%	7%	7%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>96%</b>	-	96%	-	-	-	-	-	80%	96%	93%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>96%</b>	-	96%	-	-	-	-	-	80%	96%	93%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>4%</b>	-	4%	-	-	-	-	-	20%	4%	7%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>98%</b>	-	98%	-	-	-	-	-	100%	98%	100%

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

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

Total Students: 359  
 Grade Span: PK - 05  
 (Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>89%</b>	85%	85%	-	-	-	-	-	-	67%	85%	84%
	2018	77%	78%	<b>90%</b>	83%	83%	-	-	-	-	-	-	78%	83%	83%
At Meets Grade Level or Above	2019	50%	52%	<b>61%</b>	54%	54%	-	-	-	-	-	-	11%	54%	51%
	2018	48%	49%	<b>57%</b>	42%	42%	-	-	-	-	-	-	33%	42%	41%
At Masters Grade Level	2019	24%	23%	<b>25%</b>	18%	18%	-	-	-	-	-	-	11%	18%	17%
	2018	22%	21%	<b>25%</b>	11%	11%	-	-	-	-	-	-	0%	11%	10%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>90%</b>	86%	86%	-	-	-	-	-	-	*	86%	85%
	2018	74%	74%	<b>90%</b>	83%	83%	-	-	-	-	-	-	*	83%	82%
At Meets Grade Level or Above	2019	48%	47%	<b>63%</b>	57%	57%	-	-	-	-	-	-	*	57%	55%
	2018	46%	44%	<b>58%</b>	40%	40%	-	-	-	-	-	-	*	40%	42%
At Masters Grade Level	2019	21%	18%	<b>20%</b>	12%	12%	-	-	-	-	-	-	*	12%	13%
	2018	19%	17%	<b>28%</b>	6%	6%	-	-	-	-	-	-	*	6%	6%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	<b>87%</b>	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	81%	85%	<b>90%</b>	85%	85%	-	-	-	-	-	-	*	85%	86%
At Meets Grade Level or Above	2019	52%	57%	<b>55%</b>	49%	49%	-	-	-	-	-	-	*	49%	45%
	2018	50%	55%	<b>60%</b>	43%	43%	-	-	-	-	-	-	*	43%	42%
At Masters Grade Level	2019	26%	31%	<b>32%</b>	29%	29%	-	-	-	-	-	-	*	29%	27%
	2018	24%	28%	<b>27%</b>	19%	19%	-	-	-	-	-	-	*	19%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	<b>88%</b>	79%	79%	-	-	-	-	-	-	-	79%	79%
	2018	66%	71%	<b>81%</b>	63%	63%	-	-	-	-	-	-	*	63%	56%
At Meets Grade Level or Above	2019	38%	44%	<b>63%</b>	47%	47%	-	-	-	-	-	-	-	47%	47%
	2018	41%	45%	<b>56%</b>	38%	38%	-	-	-	-	-	-	*	38%	33%
At Masters Grade Level	2019	14%	15%	<b>18%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	<b>19%</b>	13%	13%	-	-	-	-	-	-	*	13%	11%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>94%</b>	92%	92%	-	-	-	-	-	-	*	92%	93%
	2018	80%	82%	<b>94%</b>	92%	92%	-	-	-	-	-	-	*	92%	93%
At Meets Grade Level or Above	2019	54%	55%	<b>69%</b>	69%	69%	-	-	-	-	-	-	*	69%	64%
	2018	51%	51%	<b>50%</b>	46%	46%	-	-	-	-	-	-	*	46%	40%
At Masters Grade Level	2019	25%	21%	<b>30%</b>	23%	23%	-	-	-	-	-	-	*	23%	21%
	2018	23%	19%	<b>12%</b>	0%	0%	-	-	-	-	-	-	*	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>75%</b>	82%	82%	-	-	-	-	-	-	*	82%	82%
	2018	69%	71%	<b>82%</b>	92%	92%	-	-	-	-	-	-	83%	92%	91%
All Grades ELA/Reading	2019	68%	67%	<b>77%</b>	85%	85%	-	-	-	-	-	-	*	85%	86%
	2018	69%	69%	<b>81%</b>	92%	92%	-	-	-	-	-	-	*	92%	89%
All Grades Mathematics	2019	70%	71%	<b>74%</b>	78%	78%	-	-	-	-	-	-	*	78%	77%
	2018	70%	72%	<b>83%</b>	93%	93%	-	-	-	-	-	-	*	93%	93%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	48%	<b>71%</b>	50%	50%	-	-	-	-	-	-	*	50%	56%
	2018	38%	44%	<b>75%</b>	*	*	-	-	-	-	-	-	*	*	71%
Mathematics	2019	45%	57%	<b>69%</b>	50%	50%	-	-	-	-	-	-	-	50%	50%
	2018	47%	57%	<b>70%</b>	*	*	-	-	-	-	-	-	*	*	*

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2017-18	95.4%	95.4%	<b>96.5%</b>	-	96.5%	*	-	-	-	-	95.9%	96.5%	95.7%
2016-17	95.7%	95.8%	<b>97.2%</b>	-	97.2%	-	-	-	-	-	96.1%	97.2%	96.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

	Campus Count	Campus Percent	District Count	State Count
<b>Graduates (2017-18 Annual Graduates)</b>				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement) ***</b>													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates ***</b>													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus CCMR-Related Indicators

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

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

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

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

Student Information	----- Campus -----		District	State
	Count	Percent		
Total Students	359	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	56	15.6%	8.0%	4.4%
Kindergarten	41	11.4%	5.9%	6.9%
Grade 1	60	16.7%	6.8%	7.1%
Grade 2	33	9.2%	6.6%	7.2%
Grade 3	52	14.5%	6.5%	7.3%
Grade 4	61	17.0%	6.9%	7.6%
Grade 5	56	15.6%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	354	98.6%	98.3%	52.6%
White	5	1.4%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	337	93.9%	88.5%	60.6%
Non-Educationally Disadvantaged	22	6.1%	11.5%	39.4%
Section 504 Students	51	14.2%	8.7%	6.5%
English Learners (EL)	170	47.4%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	24	6.7%	5.4%	3.6%
At-Risk	233	64.9%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	61			
By Type of Primary Disability				
Students with Intellectual Disabilities	30	49.2%	55.3%	42.4%
Students with Physical Disabilities	7	11.5%	11.5%	21.9%
Students with Autism	9	14.8%	12.2%	13.7%
Students with Behavioral Disabilities	10	16.4%	18.9%	20.6%
Students with Non-Categorical Early Childhood	5	8.2%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	61	18.9%	15.0%	15.4%

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

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

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

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

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	25.0%	10.7%	3.1%	22.2%	16.2%	5.5%
Grade 2	6.8%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	0.0%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	2.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.9%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	14.2	19.2	18.9
Grade 1	22.5	17.8	18.8
Grade 2	12.9	17.8	18.7
Grade 3	14.6	19.2	18.9
Grade 4	29.9	21.6	19.2
Grade 5	20.5	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD  
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Campus Number: 031901131

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

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

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	45.8	100.0%	100.0%	100.0%
Professional Staff:	34.3	74.9%	56.5%	64.1%
Teachers	26.3	57.5%	44.0%	49.8%
Professional Support	6.0	13.0%	9.5%	10.1%
Campus Administration (School Leadership)	2.0	4.4%	2.9%	3.0%
Educational Aides:	11.5	25.1%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	43.6	95.3%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	23.1	88.0%	90.3%	27.7%
White	2.2	8.2%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	1.0	3.8%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.5	24.7%	32.0%	23.8%
Females	19.8	75.3%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	23.2	88.3%	79.4%	73.6%
Masters	3.1	11.7%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	1.0	3.8%	14.3%	28.9%
6-10 Years Experience	4.6	17.6%	17.6%	19.0%
11-20 Years Experience	14.3	54.5%	39.3%	29.3%
Over 20 Years Experience	6.3	24.1%	26.0%	15.7%
Number of Students per Teacher	13.6	n/a	15.2	15.1

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

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

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.8	6.3
Average Years Experience of Principals with District	8.0	8.4	5.4
Average Years Experience of Assistant Principals	8.0	8.4	5.3
Average Years Experience of Assistant Principals with District	8.0	8.2	4.7
Average Years Experience of Teachers:	16.1	15.1	11.1
Average Years Experience of Teachers with District:	15.2	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$49,007	\$47,218
1-5 Years Experience	\$50,847	\$49,170	\$50,408
6-10 Years Experience	\$52,271	\$50,423	\$52,786
11-20 Years Experience	\$53,734	\$55,575	\$56,041
Over 20 Years Experience	\$58,794	\$64,161	\$62,039
Average Actual Salaries (regular duties only):			
Teachers	\$54,584	\$55,810	\$54,122
Professional Support	\$55,569	\$67,073	\$64,069
Campus Administration (School Leadership)	\$79,170	\$84,030	\$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD  
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TEXAS EDUCATION AGENCY  
 Texas Academic Performance Report  
 2018-19 Campus Staff Information

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 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	164	45.7%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	55	15.3%	12.0%	8.1%
Special Education	61	17.0%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	0.9	3.5%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	20.4	77.6%	78.8%	71.4%
Special Education	5.0	18.9%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.

'\*^' Indicates results are masked due to small numbers to protect student confidentiality.

'\*\*^' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.

'\*\*\*^' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.

'-' Indicates there are no students in the group.

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

'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report](#)



Dr. René Gutiérrez  
Superintendent of Schools

# Brownsville Independent School District

## EARLY CHILDHOOD LITERACY (PK-3)

### HB3 BOARD GOALS

#### BOARD GOAL 1: THIRD GRADE READING English & Spanish

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

##### Yearly Target Goals

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

##### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

#### BOARD GOAL 2: THIRD GRADE MATH English & Spanish

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

##### Yearly Target Goals

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

##### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SOUTHMOST EL**

### Early Childhood Literacy Progress Measure 1

### Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 72% to 77% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 1

### Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 91% to 96% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SOUTHMOST EL**

Early Childhood Literacy Progress Measure 2 Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 71% to 76% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 87% to 92% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SOUTHMOST EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 81% to 86% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **SOUTHMOST EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 60% to 65% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SOUTHMOST EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 44% to 49% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

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

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **SOUTHMOST EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

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

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 60% to 65% by June 2024.

#### Yearly Target Goals

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

#### Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.