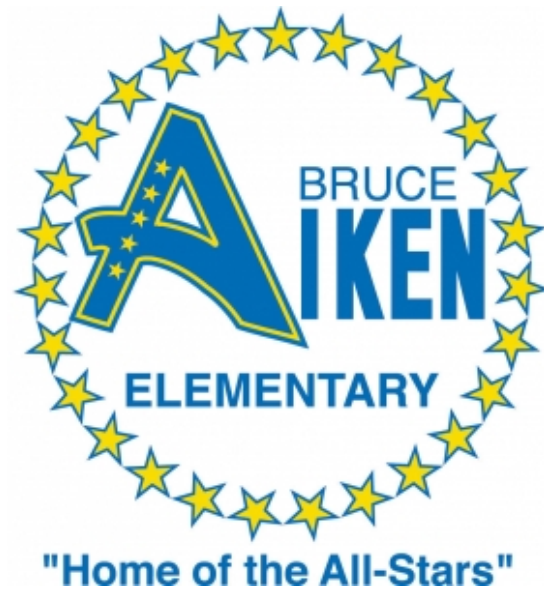


Brownsville Independent School District

Aiken Elementary

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

At Bruce Aiken Elementary our teachers, parents, and community will motivate, inspire and educate all children to be productive lifelong learners who will pursue a post-secondary education and/or career; Possess both independent and group learning thinking skills in a multi-cultural, multi-lingual rapidly changing world; and Identify and maximize physical, financial, and human resources by unifying community and school commitment to excellence in education and equal educational opportunity for all students.

Value Statement

Brownsville ISD Core Commitments

1. All children will be taught, will learn, and will perform at or above their academic levels in all core subject areas and the District will provide a high quality curriculum and instructional program to facilitate children reaching their full potential.
2. The District will eliminate student achievement gaps in the areas of: gender, socio-economic levels, ethnicity, and program specific populations (i.e. LEP and Special Education) in all core subject areas.
3. The District will provide a safe, clean, and orderly learning environment for every child and staff member as a means of optimizing the teaching and learning process.
4. The District will recruit, hire, value, and retain highly qualified and experienced personnel who will ensure that all students' educational needs are met and that all children achieve on grade level.
5. The District will implement parent, business, and community involvement partnerships essential to enhancing the overall quality of our students' education and ensuring every child's academic success.

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Goal 6: Our campus 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. El distrito junto con administración, padres, y la comunidad de la escuela darán apoyo y recursos para mantener una excelencia en educación. Padres y tutores serán un equipo junto con maestros en la educación de nuestros estudiantes.	39
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Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. Para prevenir el número de estudiantes que no terminen la escuela, y asegurarnos que todos los estudiantes terminen la escuela hasta que obtengan su diploma de secundaria, la escuela implementará diferentes planes y actividades en un esfuerzo para ayudar a todos los estudiantes y padres.	56
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Comprehensive Needs Assessment

Revised/Approved: May 13, 2021

Demographics

Demographics Summary

Our campus has 672 students including Pre-Kinder (3 year olds)- 5th grade students. 109 students are serviced in the PK-3 and PK-4 classes. There are 76 kinder students, 98 first grade students, 103 2nd grade students, 94 3rd grade students, 93 4th grade students, 99 5th grade students.

2 students are White and 99.7% of our student populations is Hispanic.

98% of our students are economically disadvantaged. 59% are Emergent bilinguals. 13% are SPED (90 students). 6% are GT (40 students) 6%(41) students are serviced under 504.

Data gathered from TEA TAPR Report, 19-20.

Demographics Strengths

Strengths

- 1. 1 Distinction Earned- Science - NONE in 2020-2021
- 2. 89% system safeguards met
- 3. Planning/ Data Analysis and Progress monitoring

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.

Need Statement 2 (Prioritized): Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Student Learning

Student Learning Summary

Teachers use TANGO software to analyze student data and identify the needs of the students. Several data sources are reviewed such as AEIS report, Eduphoria Aware, MCLASS, TPRI/Tejas Lee, Brigance Diagnostic, Benchmarks, Promotion/Retention Rates, and TELPAS results.

The following information originated from the 2019-2020 TAPR results.

Primary grade levels

Grade Levels:K-2

Non-special education rates of retention: Kinder (0%), Grade 1 (7%), and Grade 2 (3.7%) Grade 3 (6.2%), Grade 4 (1.3%), Grade 5 (0%). Reported grade levels in 1st-4th grade are higher than the state percentages.

Special Education rates of retention: Kinder (0%), Grade 1 (9%) and Grade 2 (0.0%).

STAAR Summary of 3rd-5th Grades Tested

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

Grade Level	Subject	16-17	17-18	18-19	19-20	20-21
3 rd	Reading	66%	76%	76%	69%	47%
3 rd	Mathematics	68%	76%	80%	79%	44%
4 th	Reading	64%	77%	72%	74%	47%
4 th	Mathematics	78%	85%	68%	74%	30%
4 th	Writing	60%	77%	66%	66%	29%
5 th	Reading	77%	81%	82%	82%	61%
5 th	Mathematics	88%	95%	91%	94%	52%
5 th	Science	72%	75%	81%	84%	47%

The following data is the student STAAR performance rates by populations.

Reading 3rd Grade: Economic Disadvantage 44%, Hispanic 47%, LEP 46%, Special Education 17%.

Reading 4th Grade: Economic Disadvantage 46%, Hispanic 47%, LEP 48%, Special Education 21%.

Reading 5th Grade: At-Risk 67.77%, Economic Disadvantage 95.04%, Hispanic 61%, LEP 63%, Special Education 0%.

Math 3rd Grade: Economic Disadvantage 41%, Hispanic 44%, EB 38%, Special Education 17%.

Math 4th Grade: Economic Disadvantage 29%, Hispanic 93.68%, EB 33%, Special Education 15%.

Math 5th Grade: Economic Disadvantage 49%, Hispanic 52%, EB 49%, Special Education 10%.

Writing 4th Grade: Economic Disadvantage 28%, Hispanic 29%, EB 27%, Special Education 8%.

Science 5th Grade: Economic Disadvantage 45%, Hispanic 47%, EB 44%, Special Education 10%.

TELPAS Composite Ratings

Kindergarten- 53 students tested TELPAS (6-Beg/49-Int/38 Adv/ 8-AH)

1st Grade- 75 students tested (1-Beg/ 13-Int/32- Adv/ 53-AH)

2nd Grade- 59 students tested (7-Beg/31-Int/ 32-Adv /31-AH)

3rd Grade- 48 students tested (6-Beg/ 38- Int/ 48-Adv / 8- AH)

4th Grade- 48 Students tested (10 Beg / 38-Int /35- Adv /17-AH)

5th Grade-52 Students tested (4- Beg / 19- Int / 38-Adv / 38-AH)

Discipline

At Aiken Elementary there were no violent or criminal incidents. The campus will implement prevention and intervention strategies to reduce the number of discipline incidents and/or recidivism rates.

Strategies include Monitor attendance, Emergency operation plan, Violence/Conflict resolution training, Security officer, Student release procedures in place, and Fire drills/lockdown drills.

Student Learning Strengths

1. SPED population showed growth in the number of students that tested on campus.
2. Students have practice and experience testing online.
2. 5th grade overall averages showed improvement and progress from previous years.
3. Student participation in extracurricular activities such as UIL, Science Fair, and DI competitions promotes students' academic achievements.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Need Statement 2 (Prioritized): Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Need Statement 3 (Prioritized): ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

School Processes & Programs

School Processes & Programs Summary

Aiken Elementary uses a hiring committee composed of administrators and teachers to make hiring determinations. Novice teachers are provided a grade-level mentor and administrative mentor so that they have success in their profession.

Several sources provide our campus valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs. The TPRI/Tejas Lee, MCLASS, and CPALLS PM are used as a tool of assessment at the beginning of year (BOY), Middle Of year (MOY) and End Of Year (EOY) for teachers to regroup students and target their needs.

Benchmarks are conducted at different times including Fall and Spring, in order to track student progress and assess TEKS mastery. STAAR results and TELPAS results are all assessments used to analyze student progress and adjust instruction as needed. AR reports are analyzed to determine student reading levels. Administration will assess instruction by periodically looking at student work samples, teacher lesson plans, and conduct teacher observations.

Our campus used several sources that provide valuable data for family and community involvement. These include having businesses adopt our school, having parent trainings/meetings for the 3 year old program as well as ALL parents. Parent volunteers are welcomed and parent surveys are often sent out as a means of communicating the need for community involvement. Parent survey indicates they are satisfied with the campus and its staff. Light refreshments will be served during weekly parent meetings. Parents and community members have access to the Campus Improvement Plan on the school's website and front office.

Aiken Elementary uses several sources that provide valuable data for school context and organization in regards to identifying our needs. Regular education teachers have co-planning sessions with Special Education and migrant teachers to ensure that proper planning is taking place to target students' academic as well as overall necessities in the educational setting. The master schedule is frequently reviewed and carefully created to match the needs of the school. Aiken teachers have an active role in the decision making process by having them participate in several committees, SBDM meetings, faculty and grade level meetings. The Aiken staff reviews CIP and helps rate the progress of goals and list of campus priorities and strategies. Support services are available at the campus and district level. Communication is frequently conducted in English and Spanish and includes notices with letterhead, website, email and/or the school messenger system. Duty rosters are provided for those who need to assist with duties. Vertical and horizontal planning occurs as necessary, a minimum of twice a year.

Aiken Elementary also ensures student and staff safety by following a crisis plan, lockdown practices, and fire drills. All staff and students are aware of the exits and procedures to follow in an emergency situation.

School Processes & Programs Strengths

- 1. Teachers involved in the hiring process
- 2. Teacher retention
- 3. Highly qualified Teachers and para-professionals
- 4. Professional Development opportunities
- 5. Safety Protocols/ Crisis Plan / Student essentials
- 6. Supportive administrative team

- 7.Data analysis of benchmarks
- 8.Parent contacts
- 9.Analyzing TPRI/Tejas Lee

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Increase attendance to meet district goals. **Data Analysis/Root Cause:** Attendance rates are below district level at 95%.

Need Statement 2 (Prioritized): Improve the students' overall well-being including physical and mental health while providing a safe learning environment . **Data Analysis/Root Cause:** Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Need Statement 3 (Prioritized): ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. **Data Analysis/Root Cause:** Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

Need Statement 4 (Prioritized): Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. **Data Analysis/Root Cause:** Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Need Statement 5 (Prioritized): Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

Perceptions

Perceptions Summary

At Aiken Elementary we value our students and our staff. We believe together through hard work, persistence, and determination we can accomplish anything. At Aiken Elementary we acknowledge student successes, recognize student achievement, and promote a positive atmosphere for learning including a well kept and clean environment. As a campus, our priority is the social emotional component of our students.

Administrators and teachers meet on a weekly basis to discuss matters related to providing positive school culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. A campus survey will be conducted at the end of the year to determine needs of the school as per faculty and staff.

As a campus we review data, evaluate lesson plans, and provide continuous feedback to teachers based on walkthroughs and observations. The campus recognizes the need for growth and improvement. A major focus is student growth and individual student successes.

SBDM meetings are held three times through out the year to discuss and update any campus needs.

Perceptions Strengths

- 1. Positive staff
- 2. Higher Attendance rate
- 3. Parent meetings/conferences
- 4. Promote college going culture
- 5. Student recognition/awards
- 6. School maintenance

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives. **Data Analysis/Root Cause:** Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

Priority Need Statements

Need Statement 1: Increase attendance to meet district goals.

Data Analysis/Root Cause 1: Attendance rates are below district level at 95%.

Need Statement 1 Areas: Demographics - School Processes & Programs

Need Statement 2: Improve the students' overall well-being including physical and mental health while providing a safe learning environment .

Data Analysis/Root Cause 2: Students' mental, physical, behavioral, and emotional needs affect student academics and decrease the learning gap among students in poverty and due to COVID 19.

Need Statement 2 Areas: Demographics - Student Learning - School Processes & Programs

Need Statement 5: Increase teachers, staff, parents, community members, and administration feedback to inform campus decisions, budget, and initiatives.

Data Analysis/Root Cause 5: Campus decisions and new initiatives are most effective with the buy in and collaboration of all stakeholders.

Need Statement 5 Areas: School Processes & Programs - Perceptions

Need Statement 3: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade.

Data Analysis/Root Cause 3: Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Need Statement 3 Areas: Student Learning - School Processes & Programs

Need Statement 4: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas.

Data Analysis/Root Cause 4: Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- HB3 CCMR goals
- Campus/District improvement plans (current and prior years)

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information
- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Professional development needs assessment data
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

- Budgets/entitlements and expenditures data

Goals

Goal 1: Aiken 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.

Los estudiantes recibirán oportunidades educativas para promover un estudiante que gradúa con preparación para el colegio, el futuro, y que sean ciudadanos responsables y independientes.

Performance Objective 1: Aiken student performance for all students, all grades, all subjects will exceed 2019-2020 STAAR percentages -Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, and mathematics .

El nivel académico de los estudiantes de todos los grados en tercero, cuarto, y quinto enseñarán crecimiento en comparado con el 2019-2020 examen estatal.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Utilize research-based instructional resources and targeted interventions including supplemental teaching materials that will require supplies to produce and duplicate workbooks/homework, to ensure that all students are prepared				

to meet the demands of standardized assessments (local, state, national) , maker space supplies for critical thinking, Research based instructional resources including different software such as Imagine Learning, Legends of Learning, Discovery Education, K12 Summit, Writeable, Social Studies Weekly, Hatch Ignite, Stemsopes, and EDUSMART. Other instructional resources include Sharon Wells. Instructional and classroom resources will include items that will make lower grade classrooms more welcoming and promote learning in the classroom.

Tango Central/Tango Trends
Early Childhood resources and CIRCLE
RTI 3 Tier Model
TPRI
MCLASS
3 CHEERS
SAVVAS

CNA- SA #1-2

Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Software reports, Tango Trends Data, RTI log/ MOY/EOY Data from TPRI/CPALLS/MCLASS/3 CHEERS/ District Benchmarks

Summative:

We will show a 3% increase in the number of students achieving meets the on the district-developed assessments and the STAAR assessments.

Staff Responsible for Monitoring: Dean of Instruction/ Principal

Lead Teachers

Schoolwide and Targeted Assistance Title I Elements: 2.6 - **TEA Priorities:** Improve low-performing schools

- **ESF Levers:** Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction - **Targeted Support Strategy**

- **Population:** Population: TI M1 EB SE AR GT DYS - **Start Date:** August 3, 2021 - **End Date:** June 30, 2022

Need Statements: Student Learning 2, 3 - School Processes & Programs 3, 4

Funding Sources: Copy Paper - 199 Local funds - 199-11-6396-00-133-Y-11-000-Y - \$1,500, General Supplies

- 199 Local funds - 199-11-6399-00-133-Y-11-000-Y - \$790, General Supplies/INK - 199 Local funds -

199-11-6399-62-133-Y-11-000-Y - \$2,000, General Supplies - 199 Local funds - 199-12-6399-00-133-

Y-99-000-Y - \$300, General Supplies - 199 Local funds - 199-23-6399-00-133-Y-99-000-Y - \$1,500, General

Supplies - 199 Local funds - 199-31-6399-00-133-Y-99-000-Y - \$200, General Supplies - 211 Title I-A -

211-11-6399-00-133-Y-30-0F2-Y - \$56,739, Education Software - 211 Title I-A - 211-11-6395-62-133-

Y-30-0F2-Y - \$1,881, General Supplies - 199 Local funds - 199-31-6399-65-133-Y-99-000-Y - \$100, General

Supplies - 211 Title I-A - 211-13-6399-00-133-Y-30-0F2-Y - \$6,370, General Supplies - 211 Title I-A -

211-23-6399-00-133-Y-30-0F2-Y - \$3,500, Educational Software - 276 Targeted Improvement School Fund -

276-11-6395-62-133-Y-99-TIC-Y, General Supplies - 276 Targeted Improvement School Fund -

276-11-6399-00-133-Y-99-TIC-Y, General Supplies/Art - 199 Local funds - 199-11-6399-57-133-Y-11-000-Y -

\$579, General Supplies/Music - 199 Local funds - 199-11-6399-50-133-Y-11-000-Y - \$579, General Supplies -




199 Local funds - 199-31-6399-00-133-Y-99-032-Y - \$100, General Supplies/Migrant - 212 Title I-C (Migrant)







- 212-11-6399-00-133-Y-24-0F2-Y, General Supplies/GT - 199 Local funds - 199-11-6399-00-133-Y-21-000-Y







- \$1,178, Reading Matierals - 199 Local funds - 199-12-6329-00-133-Y-99-021-Y - \$65, Reading















Materials/Subscriptions - 199 Local funds - 199-12-6325-42-133-Y-99-000-Y - \$300, General Supplies - 199
Local funds - 199-36-6399-14-133-Y-21-000-Y - \$350, Printing Services - 211 Title I-A -
211-11-6399-16-133-Y-30-0F2-Y - \$3,500, General Supplies/Makerspace for critical thinking - 199 Local funds
- 197-12-6399-00-133-Y-99-000-Y - \$0, General Supplies - 281 ESSER II Grant Funds -
281-11-6399-00-133-Y-2-OCG-Y - \$24,860, Reading Materials - 281 ESSER II Grant Funds -
281-12-6329-00-133-Y-99-OCG-Y - \$20,000, General Supplies - 282 ESSER III Grant Funds -
282-11-6399-00-133-Y-24-OCG-1 - \$2,070







Strategy 2 Details	Reviews			
<p>Strategy 2: Improve instruction for all students including EBs, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, and inclusions/special education co-planning. Six week cluster meetings to include research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap.</p> <p>CNA -SA # 1, 5 CNA- D #5</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom visitations, Implementation of ELPS, ELL writing student portfolios</p> <p>Summative: Benchmark scores, STAAR scores, SELP/SSLP, SAVVAS TELPAS composite</p> <p>Formative: Sign In sheets Agendas Benchmark scores</p> <p>Summative: STAAR scores, We will increase the number of participants at the district, regional, state, and national level.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 4: High-Quality Curriculum - Targeted Support Strategy - Population: Population: TI M1 LEP EB AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Supplies - 166 State Special Ed. - 166-11-6399-00-133-Y-23-OP2-Y - \$800, Awards - 166 State Special Ed. - 166-11-6498-00-133-Y-23-OP2-Y - \$1,000, Toner - 166 State Special Ed. - 166-11-6399-62-133-Y-23-O00-Y - \$918, Supplies - 166 State Special Ed. - 166-11-6399-00-133-Y-23-OP4-Y - \$944, Sal/ Wages For Subst Teachers ARD - 166 State Special Ed. - 166-11-6112-18-133-Y-23-ARD-Y - \$2,000, Supplies-Gloves - 166 State Special Ed. - 166-11-6399-00-133-Y-23-0B0-Y - \$460, OHI Reports - 166 State Special Ed. - 166-31-6219-00-133-Y-23-0N7-Y - \$1,000, Sal/ Wages For Subst Teachers - 166 State Special Ed. - 166-13-6112-SD-133-Y-23-0P5-Y - \$1,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 3 Details	Reviews			
Strategy 3: Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. CNA-SA Milestone's/Strategy's Expected Results/Impact: Formative: RTI logs, RTI folders Summative: Increase the amount of students that will meet grade level on district and state assessments. Decrease number of referrals to Special Education by 10% Staff Responsible for Monitoring: Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Population: Population: TI M1 EB SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: 5) Utilize instructional technology such as digital portfolios with Seesaw, EPIC, Prodigy, Imagine Learning such as Imagine Math and Imagine Language and Literacy, Legends of Learning, Discovery Education, K12 Summit that require technology appliances such as desktop computers, laptops, interactive boards, headphones, iPads, document cameras, projectors, tablets, clickers, hardware, etc.) in order to differentiate instruction and meet accommodations. Milestone's/Strategy's Expected Results/Impact: Formative: MOY/EOY data, Software usage reports, District benchmarks Summative: 3% increase in the number of students that meet grade level in district and state assessments. EOY data analysis Staff Responsible for Monitoring: Principal Dean of Instruction PK-5th grade teachers Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population: Population: TI M1 EB SE AR GT DYS - Start Date: September 1, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 5 Details		Reviews			
Strategy 5: Federal programs will fund highly qualified teachers and paraprofessionals to supplement allotted campus positions so that the needs of low performing students may be met through individualized and small group instruction. CNA SPP(Strength #3) Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, Benchmark scores, Walk-Throughs Summative: 5% improvement on State Assessments (STAAR/TPRI/Tejas Lee/CPALLS/MCLASS) Staff Responsible for Monitoring: Principal Population: Population: TI M1 LEP SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Special Programs will fund the following activities and personnel under Title II-A: Professional Development for Administration and Teachers Stipends for teachers in certified areas of need. Stipends will be paid to attract high-quality teachers to high need schools such as Aiken. CNA-SPP(strength #6) Milestone's/Strategy's Expected Results/Impact: Formative: Teacher lesson plans, benchmark scores Summative: 5% increase in STAAR scores Staff Responsible for Monitoring: Principal Dean of Instruction Title II-A Teachers TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Targeted Support Strategy - Population: Population: TI M1 EB SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					







Strategy 7 Details		Reviews			
Strategy 7: The LPAC will be monitoring the language acquisition of students in order to ensure student progress. CNA -SA(#4) Milestone's/Strategy's Expected Results/Impact: Formative: Progress monitoring, REACH assessments, K12 SUMMIT USAGE REPORTS Summative: All ELL students will increase at least one categorical rating on TELPAS, STAAR results Staff Responsible for Monitoring: Principal LPAC Administrator LPAC chair LPAC members PK-5th Grade Teachers Population: Population: TI M1 EB SE AR GT DYS/504 - Start Date: August 3, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
Strategy 8: Teachers will be involved in academic assessment decisions by being trained on data analysis using TANGO software. They will also have grade level meetings every Tuesday to ensure that all teacher input is shared and the proper information is given to them. Teachers will target fluency using the District Fluency Tracker as part of 2021-2022 ELAR Action Plan and enhance deeper comprehension of text by using data to plan instruction. CNA-SA Milestone's/Strategy's Expected Results/Impact: Formative: Grade level meeting sign in sheets and agendas Summative: STAAR results Staff Responsible for Monitoring: Principal Dean of Instruction Teachers Population: Population: TI M1 EB SE AR GT DYS/504 - Start Date: August 3, 2021 - End Date: June 30, 2021		Formative			Summative
		Nov	Jan	Mar	June
					










Strategy 9 Details	Reviews			
<p>Strategy 9: As part of TLI systems for sustainability, BOY, MOY and EOY will be used to track student performance and differentiated instruction will be provided as needed and will be used to identify and support Tier II and Tier III students.</p> <p>CNA-SA</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Data meeting sign in sheets/agendas</p> <p>Summative: STAAR results/ EOY MCLASS/ TPRI/CPALLS RTI log</p> <p>Staff Responsible for Monitoring: Principal EE-3rd Grade Teachers Dean of Instruction</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p>Strategy 10: Teachers will lesson plan on a weekly basis and upload the lesson plans to FORETHOUGHT. This to ensure that curriculum frameworks and scope and sequence are being used to guide the teacher and ensure implementation of TEKS.</p> <p>CNA -SA</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: FORETHOUGHT with lesson plans/Walk-Throughs</p> <p>Summative: TPRI/Tejas Lee reports/STAAR results/T-TESS/ MCLASS</p> <p>Staff Responsible for Monitoring: Principal Dean of Instuction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 11 Details	Reviews			
<p>Strategy 11: All Teachers will integrate writing into all disciplines, and provide vast opportunities to write including quick writes, weekly prompts, and quick checks as part of evidence of learning in accordance with the BISD ELAR 2021-2022 Action Plan. The school's writing initiative called "Every All-Star is a writer". The goal is to align writing development across the grade levels and disciplines while showing consistency in using writer's craft. 3RD-5TH Grade will use the software WRITEABLES to help guide students and provide students with feedback in their writing.</p> <p>CNA- SA</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly journal collection by Adminstration</p> <p>Summative: improvement in STAAR results for reading and writing</p> <p>Staff Responsible for Monitoring: Teachers Dean of Instruction</p> <p>Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 12 Details	Reviews			
<p>Strategy 12: Special Programs will provide instructional support to campus staff and students by funding the following: additional researched based instructional resources and supplies to ensure that all at-risk students are prepared to meet the demands of standardized assessments (local, state, national) and state curriculum.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus budget funds</p> <p>Summative: Campus Budget funds and documentation</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Population: At-Risk - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 13 Details	Reviews			
<p>Strategy 13: 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 such as:</p> <ul style="list-style-type: none"> Holiday events End of Year Events Honor's choir Art contest UIL music and Art Memory Charro Days Parade Robot Parade/ Coding Art Exhibitions <p>CNA -SA-strength #4 and P#2 strength</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, Flyers, UIL participation Lists, School Rankings Event Programs</p> <p>Summative: STAAR results, EOY data</p> <p>Staff Responsible for Monitoring: Principal Dean Of Instruction UIL coach UIL coordinator Art Teacher Music Teacher K-5th Grade Teachers</p> <p>Population: Population: TI M1 EB SE AR GT DYS/504 - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 14 Details	Reviews			
<p>Strategy 14: Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs. Teachers, sponsors and coaches will be provided with department professional development to promote participation in Chess, Destination Imagination, and UIL Academics. Students will also participate in ART contests, Science Fair, and athletic events. Students will be encouraged to participate in practice and local/ out of town tournaments.</p> <p>CNA -P-strength #2</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Local Tournament results/ results/DI results</p> <p>Summative: End of year Rankings District/Regional/State standings</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Chess Coaches UIL coaches DI coaches Science Fair coordinator</p> <p>PE coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4 - Population: Population: All students TI M1 AR SE EB 504 GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Travel and Subsistence - 199 Local funds - 199-36-6412-00-133-Y-99-000-Y - \$200</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 15 Details	Reviews			
<p>Strategy 15: The campus will create a college going culture. Counselors introduce colleges on a weekly basis during newscast. Thursdays will be used to promote college awareness by encouraging staff and students to wear college shirts.</p> <p>CNA-P(strength #5)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: College/Career Awareness schedule, GT participation rates</p> <p>Summative: Increase in the number of students successfully meeting State (national) norms, STAAR scores</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Counselors</p> <p>Population: Population: TI M1 EB 504 NL SE AR GT DYS All Students - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 16 Details	Reviews			
<p>Strategy 16: Teachers will track student achievement and progress through checkpoints and district benchmarks. Teachers will acknowledge and recognize student growth with incentives and end of year celebrations.</p> <p>CNA-D #1,4</p> <p>Milestone's/Strategy's Expected Results/Impact: Students will be motivated Student morale will improve and students will work towards their goals and growth.</p> <p>Staff Responsible for Monitoring: Teachers</p> <p>Counselors</p> <p>Population: Population: All students TI M1 AR SE EB 504 GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Travel & Subsistence-Students - 199 Local funds - 199-11-6412-00-133-Y-11-000-Y - \$4,110, Reclassified Transportation - 199 Local funds - 199-11-6494-00-133-Y-11-000-Y - \$3,000, Miscellaneous Operating Costs-AWARDS - 211 Title I-A - 211-11-6498-00-133-Y-30-0F2-Y - \$6,500, Reclassified Transportation - 281 ESSER II Grant Funds - 281-11-6494-00-133-Y-24-OCG-Y - \$27,503</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 17 Details	Reviews			
Strategy 17: Campus will hire highly qualified P4 teachers to service students and support academic gaps in early childhood. Milestone's/Strategy's Expected Results/Impact: Teachers will support the needs of all P4 students by following district curriculum frameworks. Staff Responsible for Monitoring: Principal Dean of Instruction AP Schoolwide and Targeted Assistance Title I Elements: 2.6 - Population: P4 students - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: Supplemental State Comp Teacher Salaries - 162 State Compensatory - 162-11-6119-00-133-Y-34-000-Y - \$89,740	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 18 Details	Reviews			
Strategy 18: Campus will hire a dean of instruction to provide instructional support, professional development, intervention strategies, and pedagogy practices. Milestone's/Strategy's Expected Results/Impact: Dean of Instruction will provide support to teachers and instructional practices through grade level meetings, data analysis, mentoring, and training. Staff Responsible for Monitoring: Principal Population: Campus/Teachers/Students - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-133-Y-30-000-Y - \$63,330	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 19 Details	Reviews			
Strategy 19: The LPAC instructional aide will provide daily interventions with 1st grade EB students for 45 minutes. Milestone's/Strategy's Expected Results/Impact: Students will show improvement in reading/writing skills. Staff Responsible for Monitoring: 1st Grade teachers, administration Population: EBs - Start Date: November 1, 2021 - End Date: May 31, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 20 Details		Reviews			
Strategy 20: Teachers will monitor students using K12 summit on a weekly basis following the required schedule to meet weekly usage goals. Milestone's/Strategy's Expected Results/Impact: K12 Summit usage report and benchmarks Staff Responsible for Monitoring: Teachers, Administration Population: EBs - Start Date: October 4, 2021 - End Date: June 1, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

Performance Objective 1 Need Statements:

Student Learning
Need Statement 2: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. Data Analysis/Root Cause: Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.
Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. Data Analysis/Root Cause: Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.
School Processes & Programs
Need Statement 3: ELA , Math, and Science student achievement needs to increase to reach the district 90% approaches, 60% meets, and 30% mastery levels in all tested areas. tions. Data Analysis/Root Cause: Teaching practices and interventions need to be research based, innovative, consistent, and targeted. Training and proper resources such as technology need to be provided to teachers.
Need Statement 4: Decrease academic gaps across grade levels and student populations from Pre-K-5th grade. Data Analysis/Root Cause: Students are below grade level and the the percentage of students not at meets standards is less than the district's goal.

Goal 1: Aiken 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.

Los estudiantes recibiran oportunidades educativas para promover un estudiante que gradua con prepracion para el colegio, el futuro, y que sean ciudadanos responsables y independientes.

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

El nivel academico de los estudiantes en Pre-kinder 3 y 4 anos aumentara un porcentaje de 5 puntos en comparado con los resultados de 2019-2020.

Evaluation Data Sources: TPRI, Tejas Lee, 3 CHEERS, CPALLSand CIRCLE PM, MCLASS

Strategy 1 Details	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
Strategy 1: Federal programs will fund the following personnel, activities and educational tools under Title I-A to implement and expand the three-year- old program (PK3) in an effort to promote school readiness, early literacy, close background and academic gaps:				

Highly qualified teachers and paraprofessionals

Research-based professional development

Weekly Parent Meetings, including 3 year old parents, to provide suggestions and effective home practices to promote learning at home

Teacher stipends

Supplies/Materials/Equipment

CNA - SA(#6)

Milestone's/Strategy's Expected Results/Impact: Formative: Pre K readiness Data,
Classroom observations

Summative: EOY Data

Staff Responsible for Monitoring: Principal
Three-year-old program teachers
Para-Professionals
Dean

Population: P3 students - **Start Date:** August 3, 2021 - **End Date:** June 30, 2022



No Progress



Accomplished



Continue/Modify



Discontinue








Goal 1: Aiken 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.

Los estudiantes recibirán oportunidades educativas para promover un estudiante que gradúa con preparación para el colegio, el futuro, y que sean ciudadanos responsables y independientes.

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

80% de los estudiantes migrantes estarán en un su nivel apropiado y 70% de los estudiantes estarán en la categoría de MEETS para todos los exámenes estatales de STAAR.











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

Strategy 1 Details	Reviews			
Strategy 1: Migrant students will be provided tutorials in Reading, Math, and Science. Students will meet with Migrant teacher for additional support. Milestone's/Strategy's Expected Results/Impact: Improve overall academic performance of all migrant students on a six week basis. Staff Responsible for Monitoring: Migrant teacher Dean of Instruction Principal Population: Migrant students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: Aiken Elementary, 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.

Performance Objective 1: The campus 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

Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan by turning off lights when not in the classroom, turning of electronic devices when not in use including projectors and document cameras, unplugging equipment during holiday breaks.</p> <p>Milestone's/Strategy's Expected Results/Impact: Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year.</p> <p>Formative: Monthly comparison of energy usage</p> <p>Summative: Annual comparison of energy usage</p> <p>Staff Responsible for Monitoring: Campus Staff, Custodians, and all personnel on site.</p> <p>Population: All departments and campus facilities. - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The campus will help to maintain a clean and well kept environment to provide a healthy and positive learning environment for all students. CNA-SPP#5 strength -SA(#6)</p> <p>Staff Responsible for Monitoring: Assistant Principal</p> <p>Custodians</p> <p>Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Extra Duty Pay- Custodial Staff - 199 Local funds - 199-51-6121-47-133-Y-99-000-Y - \$50, Maintenance Supplies/Operating Cost - 199 Local funds - 199-51-6399-00-133-Y-99-000-Y - \$250, Maintenance Supplies / Operation Cost - 199 Local funds - 199-51-6315-00-133-Y-99-000-Y - \$7,000, Maintenance Supplies/Operating Cost - 199 Local funds - 199-51-6315-01-133-Y-99-121-Y - \$500, Maintenance Supplies/Operating Cost - 199 Local funds - 199-51-6315-00-133-Y-99-121-Y - \$8,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The Campus 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.

Performance Objective 1: The campus 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 campus, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
Strategy 1: The Campus will support programs effective and efficient use of 100% of available budgeted funds based on the needs assessments including tutorials, materials, resources. Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports Staff Responsible for Monitoring: Campus Administration SBDM Committee Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 3: The Campus 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.

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







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








Strategy 1 Details	Reviews			
Strategy 1: The campus will support new teachers by providing a mentor/protege connection to provide guidance through various methods such as co-planning and class observations. Milestone's/Strategy's Expected Results/Impact: Focus Discussion with Mentor/ Protege and administration. New Teacher Survey Staff Responsible for Monitoring: Campus Administration Lead Teachers Population: New Teachers - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Administration will provide consistent positive feedback and reinforcement to all teachers and staff including acknowledgment of contributions, shout outs in the announcements, positive notes in bulletin boards. Incentives and recognitions to teachers with perfect attendance or exemplary practices. Milestone's/Strategy's Expected Results/Impact: Teacher motivation and morale reflected on Campus Climate Survey. Lower teacher absences and increase in retention of teachers. Staff Responsible for Monitoring: Campus Administration Population: Campus teachers and staff - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: Miscellaneous Operating Costs- Incentives - 199 Local funds - 199-23-6498-00-133-Y-99-000-Y - \$2,300	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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




Strategy 1 Details	Reviews			
Strategy 1: The campus will promote the history and origins along with current accomplishments of each campus weekly through the website, Facebook, and other media venues. Milestone's/Strategy's Expected Results/Impact: Weekly news articles and media will showcase activities happening on campus. Formative: schedule of weekly events Summative: listing of all campus events that were presented in the media Staff Responsible for Monitoring: Campus Administration Counselors Classroom teachers and special program sponsors Population: Campus Stakeholders - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will update websites at least monthly including showcasing student and community activities. Milestone's/Strategy's Expected Results/Impact: Campus website will be up-to-date on a monthly basis with all compliance postings and showcasing campus/program activities and successes. Formative: checklist of dates website was updated Summative: report at end of year for monthly checklist results Staff Responsible for Monitoring: PIO Campus Administration Population: Campus stakeholders - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 3 Details	Reviews			
<p>Strategy 3: The campus will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognition, co-/extra-curricular activities, and parent/community events.</p> <p>Milestone's/Strategy's Expected Results/Impact: Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/showcases</p> <p>Staff Responsible for Monitoring: PIO</p> <p>Campus Administration</p> <p>Population: All campus stakeholders - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
	 100%	 100%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The campus counselors will implement a comprehensive counseling program maintain a safe and disciplined environment conducive to student learning.

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2020-2021 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, or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.




Strategy 1 Details	Reviews			
Strategy 1: Promote awareness and notification of Student Code of Conduct (SCC) to students, parents, staff and community through campus distribution of SCC and district website ensuring parent awareness of disciplinary procedures which includes ISS, OSS or placement in DAEP. CNA-SPP(strength #5) Milestone's/Strategy's Expected Results/Impact: Formative: Flyers, Signed student code of conduct sheets Summative: Discipline referrals Eschool reports/referrals Signed SCC acknowledgment form PEIMS report Staff Responsible for Monitoring: Principal Campus Safety coordinator Pupil Services Population: Population: TI M1 EB 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 2 Details	Reviews			
<p>Strategy 2: Counselors will address current trends and conflict resolution through presentations and training with students, parents, campus faculty and staff on the topics below:</p> <p>Teachers and administration will be trained on social emotional learning and the Quaver district wide program to promote and ensure the social emotional components are being addressed in the classroom through Quaver.</p> <p>bullying/harassment</p> <p>internet safety</p> <p>drug, alcohol, and tobacco awareness</p> <p>truancy</p> <p>suicide prevention</p> <p>Personal safety</p> <p>Academic Achievement</p> <p>Mental Health and Well Being</p> <p>Social Emotional Learning (SEL-Quaver)</p> <p>College and Career Planning</p> <p>CNA- D#6</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign in sheets, walkthroughs</p> <p>Summative: E-schools discipline report-reduce number of discipline referrals, ISS or OSS by 5%</p> <p>Staff Responsible for Monitoring: Counselors</p> <p>Population: Population: Pk-5th Grade Teachers All students TI M1 LEP SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-31-6399-00-133-Y-30-0F2-Y - \$2,796</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 5: The campus counselors will implement a comprehensive counseling program maintain a safe and disciplined environment conducive to student learning.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Develop and maintain an Emergency operation plan at Aiken. Plan is multi-hazard in nature. Reviewed and updated annually by the campus safety and security committee Safety drills must be practiced as per BISD police department Provide student, staff and parent training in the areas of school safety and emergency management Implement an identification security system at Aiken. All staff and visitors must display their identification while on campus CCNA-SP-strength #5 Milestone's/Strategy's Expected Results/Impact: Formative: Safety training sign in sheets with agendas, Safety drill logs,Campus Administration badges, Campus faculty and staff badges, Visitor passes, Office log in binders Summative: Safety report forms Staff Responsible for Monitoring: Principal Campus Faculty and staff Safety coordinator BISD police and security Population: Population: TI M1 EB 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: Radios for communication for ensuring safety across campus - 199 Local funds - 199-23-6398-00-133-Y-99-000-Y - \$0	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Assistance in the planning and execution of the overall health program at the campus level in an effort to improve overall student health and increase student academic performance will be carried out by Health Services (Nurses). This includes acquiring health services supplies that will allow the campus to address immediate health concerns. In addition, the safety and discipline of the student will also be addressed.</p> <p>CNA- SA#6</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Nurse time and effort reports will clearly show that the students' immediate health concerns are being addressed.</p> <p>Summative: Improved report card grades and increased attendance rates</p> <p>Staff Responsible for Monitoring: Principal Campus Nurse</p> <p>Population: Population: School Nurse All Students TI M1 LEP SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 6: Our campus 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.




El distrito junto con administracion, padres, y la comunidad de la escuela daran apoyo y recursos para mantener una excellencia en educacion. Padres y tutores seran un equipo junto con maestros en la educacion de nuestros estudiantes.




Performance Objective 1: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-2020 and 2020-2021 to the current school year 2021-2022.




Habra 10% mas de padres y tutores involucrados en el distrito y la escuela. Padres y tutores asistiran y seran involucrados en actividades.








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>Strategy 1: Aiken Elementary will continue to fund parent liaison for the purpose of educating parents so that they can better assist their children through the educational process and ultimately increase student achievement. Parent liaison will contact parents and follow through with home visits if needed and participate in district initiatives such as Walk For the Future.</p> <p>CNA D#1,</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent liaison binders and sign in sheets, Agendas, Weekly reports, contact logs</p> <p>Summative: Parental involvement will increase by 10%, Attendance rate</p> <p>Staff Responsible for Monitoring: Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2 - Population: Parents - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Travel (Parent liaison) - 211 Title I-A - 211-61-6411-00-133-Y-30-0F2-Y - \$900, Walk For the Future - 162 State Compensatory - 162-61-6399-00-133-Y-30-WTF-Y - \$500, Miscellaneous Operating Cost - 199 Local funds - 199-23-6499-53-133-Y-99-000-Y - \$420, Device Distribution/Parent Liaison - 211 Title I-A - 211-61-6126-00-133-Y-24-0F2-Y, Medicare Wages - 211 Title I-A - 211-61-6141-00-133-Y-24-0F2-Y, TRS - 211 Title I-A - 211-61-6146-00-133-Y-24-0F2-Y, ACA - 211 Title I-A - 211-61-6148-00-133-Y30-0F2-Y, TRS - 211 Title I-A - 211-61-6149-00-133-Y-30-0F2-Y, Device Distribution - 211 Title I-A - 211-61-6126-00-133-Y-30-0F2-Y, TRS - 211 Title I-A - 211-61-6149-00-133-Y-24-0F2-Y</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: The following Title I-A required activities will be conducted:</p> <p>Dissemination of a parental involvement policy that delineates how parents will be actively involved at the campus</p> <p>Parents will help with the revision, collaboration, and dissemination of the School-Parent-Student compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas</p> <p>Hold a Title I-A meeting to inform parents of the services provided through Title I Funds</p> <p>Title I-A Parent Survey to evaluate the effectiveness of the District Parental involvement program and gain feedback</p> <p>CNA-SPP</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Completed parental involvement policies, signed Campus S-P-S compacts, Campus website, Fliers</p> <p>Summative: Parental involvement will increase by 10%, STAAR results</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Population: Aiken Parents - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:</p> <p>Parental involvement policy</p> <p>School-Parent-Student compact</p> <p>Campus Improvement plan</p> <p>CNA-SPP(#2)</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets, Completed Parental involvement policies,Campus S-P-S compacts, Campus Improvement plan, calendars, Meeting agendas, SBDM meeting minues</p> <p>Summative: Parental involvement will increase by 10%, STAAR results</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison SBDM/LPAC committees</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2 - Population: Aiken Parents and community - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				




Strategy 4 Details	Reviews			
<p>Strategy 4: Aiken will invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.</p> <p>Aiken will recognize community partners and parent volunteers for their efforts in supporting campus goals to increase student success.</p> <p>CNA-SP #2,3</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets, fliers, volunteer sign in sheets</p> <p>Summative: Increase community partnerships and parent volunteers by 5%, Student attendance rate, STAAR results</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Population: Aiken Parents and community - Start Date: August 3, 2021 - End Date: July 30, 2021</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-133-Y-30-0F2-Y - \$900, Parent/Community Recognitions - 211 Title I-A - 211-61-6498-00-133-Y-30-0F2-Y - \$900, General Supplies - 282 ESSER III Grant Funds - 282-61-6399-00-133-Y-99-PFS-Y - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				








Strategy 5 Details	Reviews			
<p>Strategy 5: Provide ample parent education opportunities through parent conferences and parent training sessions at the campus parent center (light refreshments will be served) to disseminate information, services, and /or referrals to agencies that address the needs and concerns in the following areas:</p> <p>Early Childhood reading strategies</p> <p>Effective teaching strategies</p> <p>Health education</p> <p>Special Populations (Bilingual, dyslexia, GT, Migrant, Special Education)/504</p> <p>College Readiness</p> <p>Technology</p> <p>Dropout and violence prevention</p> <p>Community agencies/organizations</p> <p>Special Education processes and procedures as well as services and procedural safeguards</p> <p>CNA-SPP #2,3</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly calendar Public services providers list, flier, agendas, Sign-in sheets</p> <p>Summative: student attendance rate, Parental involvement will increase by 10%, STAAR results</p> <p>Staff Responsible for Monitoring: Principal Parent Liaison Counselors</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2 - Population: Aiken Parents - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Miscel/ Operating cost Light Refreshments - 211 Title I-A - 211-61-6499-53-133-Y-30-0F2-Y - \$900, Miscel/ Operating cost Light Refreshments - 282 ESSER III Grant Funds - 282-61-6499-53-133-Y99-PFS-Y - \$1,500</p>	Formative			Summative
	Nov	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.

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, 504, bilingual accommodations and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

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








Strategy 1 Details	Reviews			
Strategy 1: Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. CNA-SA Milestone's/Strategy's Expected Results/Impact: Formative: RTI logs, RTI folders Summative: Increase the amount of students that will be at meets grade level. Decrease number of referrals to Special Education by 10% Staff Responsible for Monitoring: Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers Population: TI M1 EB 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Improve instruction for all students including EBs, Special Education, 504, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings and planning on campus as well as with cluster campuses, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress.</p> <p>CNA - SP#7,9,10</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom visitations, Implementation of ELPS, ELL writing student portfolios</p> <p>Summative: Benchmark scores, STAAR scores, SELP/SSLP, HMH Unit assessments TELPAS composite/RAPS 360 monitoring instrument</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Dean Of Instruction Lead Teachers PK-5th Grade Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: TI M1 EB 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Substitutes - 211 Title I-A - 211-11-6112-18-133-Y-30-AYP-Y - \$2,000</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)








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

Strategy 1 Details	Reviews			
Strategy 1: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including Microsoft, Google and Apple, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects or products that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Milestone's/Strategy's Expected Results/Impact: Formative Results: Improved connectivity of wired and wireless devices. Improved fidelity of software use Summative Impact: Electronic portfolios LMS progress reports Staff Responsible for Monitoring: Administration Teachers Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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


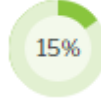





Strategy 1 Details	Reviews			
Strategy 1: The campus will find innovators and early adopters among administrators, students, and staff to implement personalized learning that will foster and strengthen student-centered learning, digital learning environments, and learning management systems that will options to learn any time of day, from home, school and/or community. Milestone's/Strategy's Expected Results/Impact: Formative Results: Instructional Observations Progress Monitoring reports Summative Impact: Decreased gaps on benchmarks and state assessments Staff Responsible for Monitoring: Administration / TST / Teachers Population: All students and stake holders - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 70%	 80%	 85%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Future Ready Robust Infrastructure

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








Strategy 1 Details	Reviews			
Strategy 1: In order to ensure appropriate WIFI connectivity for all stakeholders, speed tests will be conducted on campus in the early fall, mid-year and spring. Milestone's/Strategy's Expected Results/Impact: Formative Results: Score Card for appropriate connectivity of wired and wireless networks Summative Results: Score Card for appropriate connectivity of wired and wireless networks Staff Responsible for Monitoring: TST / administration Population: All teachers, students, and employees - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

Future Ready Data and Privacy


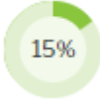





Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security. Milestone's/Strategy's Expected Results/Impact: Formative Results: Focus groups reports Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies Staff Responsible for Monitoring: TST / Administration / Teachers Population: All school / parents/ community - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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








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

Strategy 1 Details	Reviews			
Strategy 1: The campus will increase community partnership to facilitate educational technology. Milestone's/Strategy's Expected Results/Impact: Formative Results: Committee reports Summative Results: Increased list of partners for educational technology and access Staff Responsible for Monitoring: TST / Administration Population: Staff/ Community - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 6: Provide competency and research-based professional development, leverage the administration team, the TST, and support teachers/Technology Support Teachers at a campus level. Develop Professional Learning Communities (PLCs) and attend District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

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








Strategy 1 Details	Reviews			
Strategy 1: Teachers, certified employees, and school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and/or 6 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. *Cohort teachers will participate in a minimum of 12 hours of face to face and/or virtual technology professional development and 12 credits of competency-based micro-credentials annually to better prepare and assist with the integration of technology. Milestone's/Strategy's Expected Results/Impact: Formative Results: Professional Development Session reports Summative Results: Aggregate Professional Development Records for staff hours completed Staff Responsible for Monitoring: TST / Administration Population: Aiken staff - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Future Ready: Budget and Resources

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








Strategy 1 Details	Reviews			
Strategy 1: The campus will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and platforms including K12 Summit for EBs, Legends of Learning, Imagine Learning, Discovery Education, Math ST, Hatch IGNITE, online Social Studies Weekly and 3rd-5th Grade Writeable. The campus will monitor usage weekly and analyze reports. Milestone's/Strategy's Expected Results/Impact: Formative Results: Software Usage Reports Software Monitoring Reports Summative Results: Software Usage Reports Software Monitoring Reports Staff Responsible for Monitoring: TST / Teachers/ Administration Population: All students and staff - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
	 80%	 95%	 100%	
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

Future Ready Collaborative Leadership




Evaluation Data Sources: BISD Future Ready Framework survey results








Strategy 1 Details	Reviews			
<p>Strategy 1: The campus will use technology surveys conducted for addressing technology access and learning loss preparing for the 2021-2022 School year instead of the Future Ready Framework Technology Survey in Spring 2021 to create new baseline data for the district and campus technology needs assessment, setting new technology goals, and developing the strategies for technology for the 2021-2022 Campus Improvement Plan.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Results: Agendas and attendance records Presentations BOY Surveys</p> <p>Summative Results: Agendas Sign in Sheets Presentations EOY Surveys</p> <p>Staff Responsible for Monitoring: TST/ District / Administration</p> <p>Population: All staff - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 9: The campus will complete a Future Ready Framework survey to assess technology needs across the campus.

Evaluation Data Sources: Survey results

Strategy 1 Details	Reviews			
<p>Strategy 1: Aiken will increase accessibility of technology devices to teachers, students, and administration . Devices such as but not limited to chromebooks, iPads, charging carts, laptops, desktops, interactive televisions, document cameras and printers will help increase technology based instruction across all subject areas and students will be taught the technology TEKS in order to complete classroom assignments and promote critical thinking skills. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Devices will facilitate data reports and student progress reports.</p> <p>CNA SA#1</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Log in sheets, program reports, Lesson Plans</p> <p>Summative: Future Ready Framework Survey results</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction All teachers TST</p> <p>Population: TI M1 EB 504 SE AR GT DYS All Students - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Device Distribution - 211 Title I-A - 211-61-6118-00-133-Y-30-0F2-Y, MEDICARE - 211 Title I-A - 211-11-6141-00-133-Y-30-ASP-Y - \$109, TRS - 211 Title I-A - 211-11-6146-00-133-Y-30-ASP-Y - \$670, Employee Benefits - 211 Title I-A - 211-11-6149-00-133-Y-30-ASP-Y - \$113, Technology Devices/Interactive TV's - 162 State Compensatory - 162-11-6398-62-133-Y-30-000-Y - \$30,800, Miscel/Contracted Services - 211 Title I-A - 211-11-6299-00-133-Y-30-0F2-Y, Employee Benefits - 211 Title I-A - 211-11-6148-00-133-Y-30-ASP-Y - \$91, Medicare - 211 Title I-A - 211-11-6141-18-133-Y-30-AYP-Y - \$29, Technology Printers - 166 State Special Ed. - 166-11-6398-62-133-Y-23-000-Y - \$1,338, Technology Devices(CHROMEBOOKS/INTERACTIVE TV'S) - 429 P-TECH Grant Funds - 429-11-6398-62-133-Y-99-MIZ-Y - \$10,500, Technology Devices - 211 Title I-A - 211-11-6398-62-133-Y-30-0F2-Y - \$3,807</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Students will participate in scheduled computer lab instructional time with the following programs:</p> <p>AR</p> <p>Edusmart</p> <p>Brain Pop</p> <p>Imagine Language and Literacy</p> <p>Stemscopes</p> <p>Discovery Education</p> <p>HATCH-Ignite</p> <p>K12 SUMMIT</p> <p>Legends of Learning</p> <p>ST Math</p> <p>EPIC</p> <p>Prodigy</p> <p>Second Grade will participate in 1:1 iPad deployment. PK-Kinder will have iPad rotation schedule. 4th and 1st grade will have iPad rotation schedule. 3rd and 5th grade will continue to use laptops.</p> <p>CNA-SA</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Computer lab schedules, Program reports</p> <p>Summative: EOY final program reports of usage/The use of technology will increase in the classroom.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Pk-5th grade teachers</p> <p>Dean of Instruction</p> <p>Population: TI M1 EBs 504 PD NL SE AR GT DYS All Students - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.





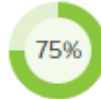





Para prevenir el numero de estudiantes que no terminen la escuela, y asegurarnos que todos los estudiantes terminen la escuela hasta que obtengan su diploma de secundaria, la escuela implementara diferentes planes y actividades en un esfuerzo para ayudar a todos los estudiantes y padres.

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools.

La meta para el porcentaje de asistencia para la escuela sera el 97.5 para las escuelas primarias.

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

Strategy 1 Details	Reviews			
Strategy 1: Monitoring and maintaining of the campus attendance rate goals. Parent liaison will contact parents and follow through with home visits if needed. Milestone's/Strategy's Expected Results/Impact: Formative: six weeks attendance reports, contact logs Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy Staff Responsible for Monitoring: Principal Parent Liaison PEIMS staff data entry clerk Population: All Students TI M1 EBs 504 SE AR GT DYS - Start Date: August 3, 2020 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details		Reviews			
Strategy 2: Monitoring of campus staff addressing absences using the MIA FORM on a daily basis and documenting parent contacts. CNA- D#1 Milestone's/Strategy's Expected Results/Impact: Formative: six weeks attendance reports, contact logs Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy Staff Responsible for Monitoring: Principal PEIMS Administrator Parent Liaison Data entry clerk Population: All Students TI M1 EBs 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: Extra Time- Office Duty - 199 Local funds - 199-23-6121-08-133-Y-99-000-Y - \$100		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 3 Details		Reviews			
Strategy 3: Distribution of campus incentives and awards will be available every six weeks for PK-5th graders who meet the District Student attendance Goals and have academic achievements. CNA-D#6 CNA-P-strength #6 Milestone's/Strategy's Expected Results/Impact: Formative: six weeks attendance reports, contact logs, awards recipient lists Summative: Attendance rate-Increase attendance to at least 98.5 % per district attendance policy Staff Responsible for Monitoring: Principal PEIMS Adminstrator Population: All Students TI M1 EBs 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: Awards - 199 Local funds - 199-11-6498-00-133-Y-11-000-Y - \$4,000, Miscellaneous Operating Costs - 199 Local funds - 199-13-6499-53-133-Y-99-000-Y - \$2,500, Miscellaneous-Operating Costs Attendance-Incentives - 199 Local funds - 199-11-6499-53-133-Y-11-000-Y - \$1,894		Formative			Summative
		Nov	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.







Para prevenir el numero de estudiantes que no terminen la escuela, y asegurarnos que todos los estudiantes terminen la escuela hasta que obtengan su diploma de secundaria, la escuela implementara diferentes planes y actividades en un esfuerzo para ayudar a todos los estudiantes y padres.




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







La escuela tendra intervenciones y estrategias de prevencion en practica para estudiantes que estan en riesgo. La meta sera de aumentar el numero de estudiantes que pasen el examen estatal de STAAR por 10%.


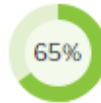




Evaluation Data Sources: STAAR reports disaggregated for At-Risk students.











Strategy 1 Details	Reviews			
<p>Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week and/or year tutorial programs in order to improve at-risk student achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>CNA-SA#1,4</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Eschool Plus Tutorial schedule, Tutorial Lesson Plans, Classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR, Retention Rate</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction Administrator for State Compensatory Education</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: Population: TI M1 EBs 504 SE AR DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Professional Extra Duty Pay- Failed 5gr STAAR - 162 State Compensatory - 162-11-6118-00-133-Y-24-SSI-Y - \$6,930, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-133-Y-30-000-Y - \$28,085, Copy Paper - 162 State Compensatory - 162-11-6396-00-133-Y-30-000-Y - \$2,300, General Supplies - 162 State Compensatory - 162-11-6399-00-133-Y-30-000-Y - \$29,472, Miscel. Operating Services - 162 State Compensatory - 162-11-6299-00-133-Y-30-000-Y, Professional Extra Duty Pay - 211 Title I-A - 211-11-6118-00-133-Y-30-ASP-Y - \$39,068, Para-Professional Over time - 211 Title I-A - 211-11-6121-00-133-Y-30-ASP-Y - \$7,500, Medicare - 211 Title I-A - 211-11-6141-00-133-Y-30-ASP-Y - \$109, TRS - 211 Title I-A - 211-11-6146-00-133-Y-24-ASP-Y - \$670, ACA - 211 Title I-A - 211-11-6148-00-133-Y-30-ASP-Y - \$17, TRS - 211 Title I-A - 211-11-6149-00-133-Y-30-ASP-Y - \$113, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-133-Y-30-JST-Y - \$14,012, Professional Extra Duty Pay - 281 ESSER II Grant Funds - 281-11-6118-00-133-Y-99-OCG-Y - \$49,000, Medicare - 281 ESSER II Grant Funds - 281-11-6141-00-133-Y-99-OCG-Y - \$711, Unemployment - 281 ESSER II Grant Funds - 281-11-6145-00-133-Y-99-OCG-Y - \$360, TRS - 281 ESSER II Grant Funds - 281-11-6146-00-133-Y-99-OCG-Y - \$4,655, ACA - 281 ESSER II Grant Funds - 281-11-6148-00-133-Y-99-OCG-Y - \$54, TRS - 281 ESSER II Grant Funds - 281-11-6149-00-133-Y-99-OCG-Y - \$784, Instructional /Supplemental Supplies Sensory Room - 281 ESSER II Grant Funds - 281-11-6399-00-133-Y-23-OCG-Y - \$24,860, Professional Extra Duty Pay - 282 ESSER III Grant Funds - 282-11-6118-00-133-Y-24-OCG-1 - \$25,128</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Professional development opportunities including peer observations, co-planning and sharing sessions will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate.</p> <p>Identification of at-risk students via state and local criteria</p> <p>Identification and immediate enrollment of homeless children and unaccompanied youth via the McKinney-Vento Act</p> <p>CNA-SP#11</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO session evaluation report, ERO session attendance report</p> <p>Summative: STAAR</p> <p>Staff Responsible for Monitoring: Principal Dean Of Instruction Teachers</p> <p>TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy - Population: Population: TI M1 EBs 504 AR DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p> <p>Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-23-133-Y-30-AYP-Y - \$2,000, Employee Travel - 162 State Compensatory - 162-13-6411-00-133-Y30-000-Y - \$2,000, Stipends for workshops - 162 State Compensatory - 162-11-6112-00-133-Y-30-000-Y - \$3,680, Employee Travel - 199 Local funds - 199-31-6411-23-133-Y-99-032-Y - \$300</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Dean of Instruction will conduct staff development on instructional strategies and provide teacher support to individual/groups in need of assistance in order to meet the needs of at-risk students.</p> <p>CNA-SA</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ERO Session Evaluation Report, ERO session Attendance Report, Benchmark Scores, Student Progress report</p> <p>Summative: STAAR</p> <p>Staff Responsible for Monitoring: Principal Administrator for State Compensatory Education</p> <p>Population: Population: TI M1 EBs 504 AR DYS - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: Supplement the dyslexia program to provide language and literacy interventions to improve student achievement, attendance, graduation rate, completion rate, and reduce the retention rate and dropout rate. To meet HB1886 requirements for all students who are at risk for dyslexia and or any related disorders, the campus will ensure the dyslexia screening of MOY TPRI for 1st grade students and the EOY MCLASS for kinder students is administered. Data analysis and meetings will be completed to determine students' interventions and progress.</p> <p>Identification of students will follow RTI process</p> <p>Assessment to identify students will meet all specifications outlined by TEA in the Dyslexia handbook</p> <p>Individualized accommodation plans will be implemented in general education classroom</p> <p>Dyslexia lab will be provided for students evaluated and assessed</p> <p>Instructional approaches will include explicit, individualized, and multisensory instruction in a small group setting</p> <p>CNA-SL</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom observations, benchmark scores, student progress reports</p> <p>Summative: STAAR</p> <p>Staff Responsible for Monitoring: Principal Dyslexia program teacher</p> <p>Population: Dyslexia Students/504 - Start Date: August 3, 2021 - End Date: June 30, 2022</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 5 Details	Reviews			
Strategy 5: Supplement the Three Year old program and the Pre-K program with supplies and resources to provide foundational learning experiences in order to better prepare at-risk students academically. CNA -SL Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom observations, student progress reports, CPALLS (BOY and MOY) 3 CHEERS Summative: CPALLS (EOY) Staff Responsible for Monitoring: Principal Dean Of Instruction Administrator for State Compensatory Education Population: AR P3 students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: 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. CNA-SA Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Classroom Observations, Student Progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate Staff Responsible for Monitoring: Principal Dean of Instruction Administrator for State Compensatory Education Population: Population: TI M1 EBs 504 AR DYS - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 7 Details		Reviews			
Strategy 7: Coordinate Head Start On-Site Visits in the Spring. Invite Head Start students and pre-registered PK students and their parents to a School Camp day as a transition effort from home/early childhood program to school. CNA- SL Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observation Summative: BOY data for the following school year Staff Responsible for Monitoring: Principal Dean of Instruction 3 yr program teachers Headstart personnel Population: HeaHeadstart /PK 3 / PK 4 Students - Start Date: August 3, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					
Strategy 8 Details		Reviews			
Strategy 8: An orientation for preschool children to transition to the Pre K program will be held annually in the Spring. An orientation will also be held for 5th Grade students and their parents to assist with the transition into middle school. CNA-SA, D Milestone's/Strategy's Expected Results/Impact: Formative: Sign in sheets, agenda Summative: BOY data Staff Responsible for Monitoring: Principal Dean of Instruction 3 yr program teachers Headstart personnel Pre K teachers 5th grade teachers Counselors Population: Population: PK3 PK4 5th grade students - Start Date: August 3, 2021 - End Date: June 30, 2022		Formative			Summative
		Nov	Jan	Mar	June
					

Strategy 9 Details	Reviews			
Strategy 9: An Extended Day Enrichment Program will be provided for all Pre-Kinder to 5th grade students in order to provide academic interventions, tutoring, homework assistance, recreation, and fine arts. CNA-SA #4 Milestone's/Strategy's Expected Results/Impact: Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Extended Day Program Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5 - Population: PK-5th grade students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Campus Instructional Aides will assist At-Risk students during the extended day enrichment program with core academic activities in order to improve student performance. CNA-SA Milestone's/Strategy's Expected Results/Impact: Formative: Extended Day schedule, Attendance report, lesson plans, classroom observations, benchmark scores, and student progress reports. Summative: STAAR results, EOY, Promotion rates Staff Responsible for Monitoring: Principal Assistant Principal Dean of Instruction Extended Day Program Teachers Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - Population: PK-5th grade students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.











Para prevenir el numero de estudiantes que no terminen la escuela, y asegurarnos que todos los estudiantes terminen la escuela hasta que obtengan su diploma de secundaria, la escuela implementara diferentes planes y actividades en un esfuerzo para ayudar a todos los estudiantes y padres.

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.

La escuela implementara un sistema de salud que tiene los recursos para promover el desarrollo del estudiante academico y de salud. Esto ayudara con asistencia a clases y reducir faltas en todos los estudiantes.

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			
Strategy 1: A food pantry and clothes closet will be implemented 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. CNA-SPP(strength #5) Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and closet distribution log Summative: STAAR, Attendance Rate and Retention Rate Staff Responsible for Monitoring: Principal Parent Liaison Population: At risk students - Start Date: August 3, 2021 - End Date: June 30, 2022	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: In an effort to promote physically and emotionally healthy students, Aiken will implement CATCH (Coordinated Approach to Child Health) program that will evaluate the implementation of district initiatives such as: School Health Index Jump Rope for Heart Encampment Puberty presentation Health curriculum Physical activities at least 30 minutes a day or 135 minutes a week</p> <p>CNA-SA #6</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student participation rosters, sign in sheets, lesson plans, 100 % of walkthroughs will indicate application of the skills acquired during the professional development</p> <p>Summative: STAAR results</p> <p>Staff Responsible for Monitoring: Principal Dean of Instruction PK-5th grade teachers Coaching staff</p> <p>Population: TI M1 EBs 504 SE AR GT DYS - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: General Supplies - 199 Local funds - 199-11-6399-51-133-Y-11-000-Y - \$500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The campus nurse will provide adequate and appropriate attention to students in need of assistance or referrals to ensure the success of the whole student at school.</p> <p>CNA-SA #6</p> <p>Milestone's/Strategy's Expected Results/Impact: Students in need of medical assistance or referrals will be serviced to promote well rounded students.</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Population: All students - Start Date: August 3, 2021 - End Date: June 30, 2022 Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-133-Y-99-000-Y - \$250, General Supplies - Nurse - 211 Title I-A - 211-33-6399-00-133-Y-30-0F2-Y - \$1,500</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Targeted Support Strategies

Goal	Objective	Strategy	Description
1	1	1	Utilize research-based instructional resources and targeted interventions including supplemental teaching materials that will require supplies to produce and duplicate workbooks/homework, to ensure that all students are prepared to meet the demands of standardized assessments (local, state, national) , maker space supplies for critical thinking, Research based instructional resources including different software such as Imagine Learning, Legends of Learning, Discovery Education, K12 Summit, Writeable, Social Studies Weekly, Hatch Ignite, Stemsopes, and EDUSMART. Other instructional resources include Sharon Wells. Instructional and classroom resources will include items that will make lower grade classrooms more welcoming and promote learning in the classroom. Tango Central/Tango Trends Early Childhood resources and CIRCLE RTI 3 Tier Model TPRI MCLASS 3 CHEERS SAVVAS CNA- SA #1-2
1	1	2	Improve instruction for all students including EBs, Special Education, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings, and inclusions/special education co-planning. Six week cluster meetings to include research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiency) and intervention strategies based on student performance data to close the achievement gap. CNA -SA # 1, 5 CNA- D #5
1	1	3	Provide annual Response to Intervention (RTI) training for campus staff to implement intervention through the RTI Tier 3 Model in order to support student academic growth and success. CNA-SA
1	1	6	Special Programs will fund the following activities and personnel under Title II-A: Professional Development for Administration and Teachers Stipends for teachers in certified areas of need. Stipends will be paid to attract high-quality teachers to high need schools such as Aiken. CNA-SPP(strength #6)
1	1	9	As part of TLI systems for sustainability, BOY, MOY and EOY will be used to track student performance and differentiated instruction will be provided as needed and will be used to identify and support Tier II and Tier III students. CNA-SA
1	1	10	Teachers will lesson plan on a weekly basis and upload the lesson plans to FORETHOUGHT. This to ensure that curriculum frameworks and scope and sequence are being used to guide the teacher and ensure implementation of TEKS. CNA -SA
7	1	2	Improve instruction for all students including EBs, Special Education, 504, At-Risk and economically disadvantaged students by providing teacher focused learning opportunities such as collaborative strategy based meetings and planning on campus as well as with cluster campuses, research anchored professional development that supports reading comprehension (oral language skills that increase listening/speaking and reading/writing proficiencies) and intervention strategies based on student performance data to close the achievement gap and demonstrate progress. CNA - SP#7,9,10
9	2	2	Professional development opportunities including peer observations, co-planning and sharing sessions will be provided to campus personnel to enhance the provision of services for at-risk students in order to improve academic achievement, graduation rate, completion rate, and decrease the retention rate and dropout rate. 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 CNA-SP#11

State Compensatory

Budget for Aiken Elementary

Total SCE Funds:

Total FTEs Funded by SCE: 87

Brief Description of SCE Services and/or Programs

Personnel for Aiken Elementary

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dean of Instruction		1
Pre- K Teachers		NaN

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Angie Guerrero	Parent Liaison	Title I	1.0
Liliana Garcia	Library Assistant	Title I	1.0
Zulema Yaacobi	Campus Nurse	Title I	0.4

Plan Notes

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and # D. Lopez	Goal-PO-Strategy-NeedNotes or Feedback
Assessment	Demographics, Student Learning, and Perception Needs information, TAPRs as Addendums (SMART) Performance	11/18/21 ok		Add TAPR 19-20 DONE
Assistant Superintendent	Objectives, Local funds allocated and have needs attached, Committees (SBDM)			
Athletics	Processes and Programs and Goals 1 and 2			

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			Carlos Olvera		Please use the updated term for these students: Emergent Bilingual (EBs)
					Goal 1:
					EBs found in 15 out of the 17 strategies in this Goal 1 Performance Obj. 1, but none of there are ONLY for EBS. How are you providing a supplemental resource if it is being offered to everyone else also. Recommend you have strategies just for EBs.
					Goal 7:
					2 strategies found in this goal involve EBS.
					Goal 9:
					You have strategies specifically for dyslexia student, at risk, and PK students. Please ensure to provide strategies specifically for EB students based on your campus needs.
				Process and Programs	Example LPAC instructional aide will be working X amount of time with specific grade level EBs.
				Goal 1	
				Goal 7	
Bilingual	Processes and Programs, Goals 1, 7, and 9 related to BIL/ESL/EB	11-17-21		Goal 9	
CCMR/Dual Enrollment	Goal 1 related to ECHS, CCMR, Dual Enrollment				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-NeedNotes or Feedback
			Melissa Garza	Performance Obj. 1: Strategy 1: Add Imagine Language & Literacy; ok
			698-2308	Strategy 2: CNAD#5: Replace HMH with SAVVAS DNA ; Strategy 4: Remove 5 DNA ; Add Imagine Language & Literacy DNA , Strategy 5: "CPALLS" is misspelled ok ; add mCLASS ok ; Strategy 10: add Forethought? ok ,
			Annette Harms 548-9840	
			Sally 2121	For Goal 1 Performance Objective 1 Strategy 1 add StemScopes, EduSmart Legends of Learning, and Discovery Education; Performance Objective 1 Strategy 10 change One Drive to Forethought and don't forget to change it under formative also; The last performance objective does not include any co-curricular strategies? OK but still missing STEMSCOPES, just be sure that is correct. Also Last Performance Objective still has no Cocurricular activities. You may want to address the last objectvie here****
				Performance Obj. 2: Remove TPRI, Tejas Lee, and Lion; change 2018 to 2021 ok
				Goal 2, Perf obj, 1: Strategy 2: Replace HMH with SAVVAS DNA
				Strategy 3: Replace Imagine Learning with Imagine Language & Literacy and add Writable (3rd-5th) DNA
				For Goal 8 Performance Objectives 1-8 have no strategies? Performance Objective 9 Strategy 3 add legends of learning and Stemscopes OK- but still missing STEMSCOPES, just be sure that is correct. Done
		11-15-21 / 12/8/21		
		11-16-21		
		11-19-21		
		12/721 checked SL		
		12-6-21		

			Goal 1	Sharon Wells included where? Perhaps adding Sharon Wells to Goal 1 Perf. obj. 1 ?
		1-31-22 Still need Corrections		
			Goal 7	Goal 8, Performance Objective 7 Imagine Learning and ST Math are included
Curriculum--Elementary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Elementary		Goal 8	Goal 1 Str 1 Imagine Learning is there
Curriculum--Secondary	Student Learning and Processes and Programs, Goals 1, 7, and 8 for Secondary			Goal 8, Perf. Obj, 7 Strategy 1: include Writable
	Plan Setup, Prioritized Needs, Formative Reviews, TIP/RDA/CCMR etc. strategies, SBDM membership, Addendums, Translation, and overall review		Roni Rentfro	
			547-3590	
DCSI			Beatriz Daniels	
			548-8679	mCLASS needs to be updated next to TPRI. A strategy needs to be added to address HB 1886 that ensures that all students in 1st grade be screened in the MOY and all Kinder students be screened at the EOY for potential at-risk for dyslexia and/or related disorders. Dyslexia strategies were apparent throughout the plan as well as RtI strategies and procedures.
				Strategies needed to address all Kinder and 1st graders meeting HB 1886 requirements.
		11-10-21		
	Student Learning, Processes and Programs, Goals 1, 7 and 9 for Dyslexia	12-7-21 DNA		
Dyslexia/504		1-31-22 pending		Include 504 students in your population strategies.

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
			M. V. Gonzales		Strategy 1: Delete OWL change to <i>Three Cheers for PK!</i> For PK3 and PK4 as our new adoption.
			698-6392		
					Start Date: August 13, 2021 End Date: June 2, 2022
					Formative & Summative Evaluation include CPALLS and <i>3 Cheers for PK!</i> Progress Monitoring (PM) Delete CIRCLE PM p. 8, p. 24
					Resources: PA All Day, CIRCLE, CLI, <i>Lenguaje y Lectura</i> , 7 Centers, Semillitas, & Heggerty
					Professional Dev. Include CIRCLE training, <i>Lenguaje y Lectura</i>
Early Childhood	Student Learning and Goals 1 and 7 Early Childhood	11-29-21 12-10-21 OK		Goal 1, Goal 7, Goal 8/9	Technology include <i>Ignite</i> by HATCH & Ready Rosie by SAVVAS for PK (also for parent engagement)
ESSER Facilities and Maintenance	ESSER funded Strategies with Needs linked and all funds allocate Goal 2				
Federal Programs (211) Finance and Budget	211 funded Strategies with Needs linked, ESSA T1-A Elements, T1-A Personnel Goal 3				
Fine Arts	Student Learning and Processes and Programs, Goals 1 and &				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
				Goal 5	
				Strategy 2	
					Counselors will address current trends and conflict resolution through presentations with students, parents, campus faculty and staff on:
					<ul style="list-style-type: none"> • gang awareness - REMOVE • bullying/harassment • unwanted physical/verbal aggression : REMOVE • sexual harassment - REMOVE • internet safety • drug, alcohol, and tobacco awareness • gun safety - REMOVE • truancy • emergency operations plan - REMOVE • safety procedures – REMOVE • suicide prevention • ADD : Personal Safety • ADD: Academic Achievement • ADD: Mental Health and Wellness • ADD: Social-Emotional Learning • ADD: College& Career Planning
			Garza 1468		Ensure that a strategy is include for following
			Garza 1468		Goal #5: Campus Counselors will implement a comprehensive counseling program under TAC 11.252

with the support of community/non-profit organizations to address current mental health, safety related trends and conflict resolution through presentations with students, parents campus faculty and staff on the topics to include mental health, inter-personal / intra-personal effectiveness, personal health/ safety and college/career readiness.

- Include strategy to include Professional Development for MTSS to include social-emotional learning and trauma-informed care training for administrators, counselors and teachers.
 - - Include strategy to include Professional Development to include trauma-informed care (DIP 7.4.1)
- Goal#7:
Include strategy to include Professional Development for child sexual abuse, sex-trafficking and other maltreatment of children. Each campus shall provide a child abuse anti-

					<ul style="list-style-type: none"> <ul style="list-style-type: none"> victimization program that includes presentations to students and campus staff. (DIP 7.4.3) Goal #7: Include a strategy to include Professional Development for Safe and Supportive Schools Behavioral Threat Assessment Team (DIP # 7.4.2) Quaver SEL Curriculum Implementation
Guidance and Counseling	Perceptions and Goals 5, 7 and 9	11/18/2021		DNA Highlighted yellow	
Homeless	Demographics, Processes and Programs, Goals 1 and 9 related to Homeless	12/7/2021			
			Miguel Molina		Goal 8 Performance objectives 1 - 8 does not have any strategies
		11/11/2021			
Instructional Technology or ISET	Processes and Programs, Goal 8	12/06/2021	Miguel Molina	Goal 8 PO9	Delete Performance Objective 9 - PO9 is the same as PO8 and there are only 8 performance objectives. The current strategies for PO9 fit in the PO2
Migrant	Demographics, Goals 1 and 9 related to Migrant				
Parent and Family Engagement	Demographics, Processes and Programs, and Perceptions, Goal 6, ESSA SWP 3.1 and 3.2				
PEIMS	Demographics and related strategies				

Program/ Position	Goal or Topic for review	Date of Feedback	Contact name and #	Goal-PO-Strategy-Need	Notes or Feedback
Professional Development	Perceptions, Processes and Programs, Goal 7 performance objectives and strategies				
Public Information	Perceptions and Goal 4				
Pupil Services	Demographics and Goal 5				
Security Services	Demographics and Perceptions, Goals 5 and 7				
			Norma Cisneros		Goal 1 - Modify strategy 4 to include Lexia and Teach Town for SPED students
					Goal 5- Add a strategy to specifically target proactive strategies in reducing disproportionate OSS/ISS placements for SPED population
					Goal 7 - Modify or add strategy to include CPI training for staff and admin to address SPED and deescalation
		11/16/21		Goals 1, 5, 7, 9	
Special Education	All Need areas, Goals 1, 5, 7 and 9 related to Special Education	12/8/21 DNA		2/7/22 Goals 1, 7 and 9 need to be addressed as originally noted.	Goal 9 - Modify goal to address increasing participation in after school programs and tutorials for SPED population
State Compensatory Education	162 funded Strategies with Needs linked, State Comp Personnel, Goal 9 At-Risk related areas	2/7/22			

2021-2022 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Dora Marquez	Principal
Classroom Teacher	Maria Schuetze	Pk Teacher
Classroom Teacher	Melissa Alvarado	Kinder Teacher-1T
Classroom Teacher	Veronica Garcia	1st grade teacher-2T
Classroom Teacher	Ester Gamboa	2nd Grade Teacher-2T
Classroom Teacher	Esther Guerra	3rd Grade Teacher-
Classroom Teacher	Eriselda Yanez	4th Grade Teacher-2T
Classroom Teacher	Guadalupe Martinez	5th Grade Teacher-2T
Parent	Norma Caraveo	Parent
Parent	Maria Rodriguez	Parent
Student	Gael Caraveo	Student
Non-classroom Professional	Marina Howard	Counselor
Classroom Teacher	Virginia Hernandez	PK3 teacher- LT
Classroom Teacher	Gloria Najera	Special ED Rep-
Parent Liaison	NA NA	Parent Liason
Meeting Facilitator	Susy Valdez	Dean of Instruction
District-level Professional	Roman Gomez	District Representative-LT
Business Representative	Anna Oquine	Business Representative
Business Representative	Yvonne Lopez	Business Representative
Community Representative	NA NONE	Community Rep
Community Representative	Rigo Rico	Community Representative
Classroom Teacher	Roberto Hinojosa	Special Areas Teacher-LT

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-133-Y-11-000-Y	\$1,500.00
1	1	1	General Supplies	199-11-6399-00-133-Y-11-000-Y	\$790.00
1	1	1	General Supplies/INK	199-11-6399-62-133-Y-11-000-Y	\$2,000.00
1	1	1	General Supplies	199-12-6399-00-133-Y-99-000-Y	\$300.00
1	1	1	General Supplies	199-23-6399-00-133-Y-99-000-Y	\$1,500.00
1	1	1	General Supplies	199-31-6399-00-133-Y-99-000-Y	\$200.00
1	1	1	Reading Matierals	199-12-6329-00-133-Y-99-021-Y	\$65.00
1	1	1	General Supplies	199-31-6399-65-133-Y-99-000-Y	\$100.00
1	1	1	Reading Materials/Subscriptions	199-12-6325-42-133-Y-99-000-Y	\$300.00
1	1	1	General Supplies	199-36-6399-14-133-Y-21-000-Y	\$350.00
1	1	1	General Supplies/Music	199-11-6399-50-133-Y-11-000-Y	\$579.00
1	1	1	General Supplies/GT	199-11-6399-00-133-Y-21-000-Y	\$1,178.00
1	1	1	General Supplies	199-31-6399-00-133-Y-99-032-Y	\$100.00
1	1	1	General Supplies/Makerspace for critical thinking	197-12-6399-00-133-Y-99-000-Y	\$0.00
1	1	1	General Supplies/Art	199-11-6399-57-133-Y-11-000-Y	\$579.00
1	1	14	Travel and Subsistence	199-36-6412-00-133-Y-99-000-Y	\$200.00
1	1	16	Travel & Subsistence-Students	199-11-6412-00-133-Y-11-000-Y	\$4,110.00
1	1	16	Reclassified Transportation	199-11-6494-00-133-Y-11-000-Y	\$3,000.00
2	1	2	Maintenance Supplies / Operation Cost	199-51-6315-00-133-Y-99-000-Y	\$7,000.00
2	1	2	Extra Duty Pay- Custodial Staff	199-51-6121-47-133-Y-99-000-Y	\$50.00
2	1	2	Maintenance Supplies/Operating Cost	199-51-6399-00-133-Y-99-000-Y	\$250.00
2	1	2	Maintenance Supplies/Operating Cost	199-51-6315-00-133-Y-99-121-Y	\$8,000.00
2	1	2	Maintenance Supplies/Operating Cost	199-51-6315-01-133-Y-99-121-Y	\$500.00
3	2	2	Miscellaneous Operating Costs- Incentives	199-23-6498-00-133-Y-99-000-Y	\$2,300.00
5	2	1	Radios for communication for ensuring safety across campus	199-23-6398-00-133-Y-99-000-Y	\$0.00
6	1	1	Miscellaneous Operating Cost	199-23-6499-53-133-Y-99-000-Y	\$420.00
9	1	2	Extra Time- Office Duty	199-23-6121-08-133-Y-99-000-Y	\$100.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	3	Awards	199-11-6498-00-133-Y-11-000-Y	\$4,000.00
9	1	3	Miscellaneous Operating Costs	199-13-6499-53-133-Y-99-000-Y	\$2,500.00
9	1	3	Miscellaneous-Operating Costs Attendance-Incentives	199-11-6499-53-133-Y-11-000-Y	\$1,894.00
9	2	2	Employee Travel	199-31-6411-23-133-Y-99-032-Y	\$300.00
9	3	2	General Supplies	199-11-6399-51-133-Y-11-000-Y	\$500.00
9	3	3	General Supplies	199-33-6399-00-133-Y-99-000-Y	\$250.00
Sub-Total					\$44,915.00
Budgeted Fund Source Amount					\$44,915.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	17	Supplemental State Comp Teacher Salaries	162-11-6119-00-133-Y-34-000-Y	\$89,740.00
1	1	18	Dean of Instruction Salary	162-13-6119-00-133-Y-30-000-Y	\$63,330.00
6	1	1	Walk For the Future	162-61-6399-00-133-Y-30-WTF-Y	\$500.00
8	9	1	Technology Devices/Interactive TV's	162-11-6398-62-133-Y-30-000-Y	\$30,800.00
9	2	1	Miscel. Operating Services	162-11-6299-00-133-Y-30-000-Y	\$0.00
9	2	1	Professional Extra Duty Pay- Failed 5gr STAAR	162-11-6118-00-133-Y-24-SSI-Y	\$6,930.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-133-Y-30-000-Y	\$28,085.00
9	2	1	Copy Paper	162-11-6396-00-133-Y-30-000-Y	\$2,300.00
9	2	1	General Supplies	162-11-6399-00-133-Y-30-000-Y	\$29,472.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-133-Y-30-JST-Y	\$14,012.00
9	2	2	Employee Travel	162-13-6411-00-133-Y30-000-Y	\$2,000.00
9	2	2	Stipends for workshops	162-11-6112-00-133-Y-30-000-Y	\$3,680.00
Sub-Total					\$270,849.00
Budgeted Fund Source Amount					\$270,849.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	166-11-6399-00-133-Y-23-OP2-Y	\$800.00
1	1	2	Awards	166-11-6498-00-133-Y-23-OP2-Y	\$1,000.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Toner	166-11-6399-62-133-Y-23-O00-Y	\$918.00
1	1	2	Supplies	166-11-6399-00-133-Y-23-OP4-Y	\$944.00
1	1	2	Sal/ Wages For Subst Teachers ARD	166-11-6112-18-133-Y-23-ARD-Y	\$2,000.00
1	1	2	Supplies-Gloves	166-11-6399-00-133-Y-23-0B0-Y	\$460.00
1	1	2	OHI Reports	166-31-6219-00-133-Y-23-0N7-Y	\$1,000.00
1	1	2	Sal/ Wages For Subst Teachers	166-13-6112-SD-133-Y-23-0P5-Y	\$1,000.00
8	9	1	Technology Printers	166-11-6398-62-133-Y-23-000-Y	\$1,338.00
Sub-Total					\$9,460.00
Budgeted Fund Source Amount					\$9,460.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-13-6399-00-133-Y-30-0F2-Y	\$6,370.00
1	1	1	General Supplies	211-11-6399-00-133-Y-30-0F2-Y	\$56,739.00
1	1	1	Education Software	211-11-6395-62-133-Y-30-0F2-Y	\$1,881.00
1	1	1	Printing Services	211-11-6399-16-133-Y-30-0F2-Y	\$3,500.00
1	1	1	General Supplies	211-23-6399-00-133-Y-30-0F2-Y	\$3,500.00
1	1	16	Miscellaneous Operating Costs-AWARDS	211-11-6498-00-133-Y-30-0F2-Y	\$6,500.00
5	1	2	General Supplies	211-31-6399-00-133-Y-30-0F2-Y	\$2,796.00
6	1	1	TRS	211-61-6149-00-133-Y-30-0F2-Y	\$0.00
6	1	1	TRS	211-61-6149-00-133-Y-24-0F2-Y	\$0.00
6	1	1	Travel (Parent liaison)	211-61-6411-00-133-Y-30-0F2-Y	\$900.00
6	1	1	Device Distribution/Parent Liaison	211-61-6126-00-133-Y-24-0F2-Y	\$0.00
6	1	1	TRS	211-61-6146-00-133-Y-24-0F2-Y	\$0.00
6	1	1	Device Distribution	211-61-6126-00-133-Y-30-0F2-Y	\$0.00
6	1	1	Medicare Wages	211-61-6141-00-133-Y-24-0F2-Y	\$0.00
6	1	1	ACA	211-61-6148-00-133-Y30-0F2-Y	\$0.00
6	1	4	General Supplies	211-61-6399-00-133-Y-30-0F2-Y	\$900.00
6	1	4	Parent/ Community Recognitions	211-61-6498-00-133-Y-30-0F2-Y	\$900.00
6	1	5	Miscel/ Operating cost Light Refreshments	211-61-6499-53-133-Y-30-0F2-Y	\$900.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Substitutes	211-11-6112-18-133-Y-30-AYP-Y	\$2,000.00
8	9	1	Medicare	211-11-6141-18-133-Y-30-AYP-Y	\$29.00
8	9	1	Employee Benefits	211-11-6148-00-133-Y-30-ASP-Y	\$91.00
8	9	1	Device Distribution	211-61-6118-00-133-Y-30-0F2-Y	\$0.00
8	9	1	Miscel/Contracted Services	211-11-6299-00-133-Y-30-0F2-Y	\$0.00
8	9	1	TRS	211-11-6146-00-133-Y-30-ASP-Y	\$670.00
8	9	1	Technology Devices	211-11-6398-62-133-Y-30-0F2-Y	\$3,807.00
8	9	1	MEDICARE	211-11-6141-00-133-Y-30-ASP-Y	\$109.00
8	9	1	Employee Benefits	211-11-6149-00-133-Y-30-ASP-Y	\$113.00
9	2	1	Professional Extra Duty Pay	211-11-6118-00-133-Y-30-ASP-Y	\$39,068.00
9	2	1	Para-Professional Over time	211-11-6121-00-133-Y-30-ASP-Y	\$7,500.00
9	2	1	Medicare	211-11-6141-00-133-Y-30-ASP-Y	\$109.00
9	2	1	ACA	211-11-6148-00-133-Y-30-ASP-Y	\$17.00
9	2	1	TRS	211-11-6146-00-133-Y-24-ASP-Y	\$670.00
9	2	1	TRS	211-11-6149-00-133-Y-30-ASP-Y	\$113.00
9	2	2	Employee Travel	211-13-6411-23-133-Y-30-AYP-Y	\$2,000.00
9	3	3	General Supplies - Nurse	211-33-6399-00-133-Y-30-0F2-Y	\$1,500.00
Sub-Total					\$142,682.00
Budgeted Fund Source Amount					\$138,875.00
+/- Difference					-\$3,807.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies/Migrant	212-11-6399-00-133-Y-24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
276 Targeted Improvement School Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Educational Software	276-11-6395-62-133-Y-99-TIC-Y	\$0.00
1	1	1	General Supplies	276-11-6399-00-133-Y-99-TIC-Y	\$0.00

276 Targeted Improvement School Fund					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$0.00
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Reading Materials	281-12-6329-00-133-Y-99-OCG-Y	\$20,000.00
1	1	1	General Supplies	281-11-6399-00-133-Y-2-OCG-Y	\$24,860.00
1	1	16	Reclassified Transportation	281-11-6494-00-133-Y-24-OCG-Y	\$27,503.00
9	2	1	Unemployment	281-11-6145-00-133-Y-99-0CG-Y	\$360.00
9	2	1	Instructional /Supplemental Supplies Sensory Room	281-11-6399-00-133-Y-23-0CG-Y	\$24,860.00
9	2	1	Professional Extra Duty Pay	281-11-6118-00-133-Y-99-0CG-Y	\$49,000.00
9	2	1	TRS	281-11-6149-00-133-Y-99-0CG-Y	\$784.00
9	2	1	Medicare	281-11-6141-00-133-Y-99-0CG-Y	\$711.00
9	2	1	TRS	281-11-6146-00-133-Y-99-0CG-Y	\$4,655.00
9	2	1	ACA	281-11-6148-00-133-Y-99-0CG-Y	\$54.00
Sub-Total					\$152,787.00
Budgeted Fund Source Amount					\$152,787.00
+/- Difference					\$0.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	282-11-6399-00-133-Y-24-OCG-1	\$2,070.00
6	1	4	General Supplies	282-61-6399-00-133-Y-99-PFS-Y	\$1,500.00
6	1	5	Miscel/ Operating cost Light Refreshments	282-61-6499-53-133-Y99-PFS-Y	\$1,500.00
9	2	1	Professional Extra Duty Pay	282-11-6118-00-133-Y-24-OCG-1	\$25,128.00
Sub-Total					\$30,198.00
Budgeted Fund Source Amount					\$30,198.00
+/- Difference					\$0.00
429 P-TECH Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	9	1	Technology Devices(CHROMEBOOKS/INTERACTIVE TV'S)	429-11-6398-62-133-Y-99-MIZ-Y	\$10,500.00

429 P-TECH Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$10,500.00
Budgeted Fund Source Amount					\$10,500.00
+/- Difference					\$0.00
Grand Total Budgeted					\$657,584.00
Grand Total Spent					\$661,391.00
+/- Difference					-\$3,807.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **AIKEN EL**

Campus Number: **031901133**

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

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District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

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

				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)	
	State	District	Campus														
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	69%	-	69%	-	-	-	-	-	21%	-	70%	60%	67%	65%
	2018	77%	80%	76%	-	76%	-	-	-	-	-	20%	*	77%	67%	76%	70%
At Meets Grade Level or Above	2019	45%	46%	41%	-	41%	-	-	-	-	-	0%	-	43%	20%	38%	38%
	2018	43%	42%	36%	-	36%	-	-	-	-	-	7%	*	39%	11%	35%	35%
At Masters Grade Level	2019	27%	26%	20%	-	20%	-	-	-	-	-	0%	-	21%	10%	19%	18%
	2018	25%	22%	14%	-	14%	-	-	-	-	-	0%	*	15%	11%	14%	12%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	79%	-	79%	-	-	-	-	-	29%	-	79%	80%	78%	74%
	2018	78%	86%	88%	-	88%	-	-	-	-	-	60%	*	89%	78%	89%	86%
At Meets Grade Level or Above	2019	49%	56%	53%	-	53%	-	-	-	-	-	7%	-	53%	50%	51%	47%
	2018	47%	54%	57%	-	57%	-	-	-	-	-	7%	*	59%	44%	57%	58%
At Masters Grade Level	2019	25%	27%	22%	-	22%	-	-	-	-	-	0%	-	25%	0%	23%	17%
	2018	23%	27%	26%	-	26%	-	-	-	-	-	0%	*	29%	0%	27%	21%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	74%	-	74%	-	-	-	-	-	35%	-	74%	75%	74%	75%
	2018	73%	79%	77%	-	77%	-	-	-	-	-	24%	-	78%	73%	77%	74%
At Meets Grade Level or Above	2019	44%	51%	40%	-	40%	-	-	-	-	-	5%	-	41%	33%	40%	42%
	2018	46%	49%	42%	-	42%	-	-	-	-	-	6%	-	39%	60%	42%	37%
At Masters Grade Level	2019	22%	23%	20%	-	20%	-	-	-	-	-	0%	-	21%	17%	20%	18%
	2018	24%	23%	23%	-	23%	-	-	-	-	-	6%	-	24%	13%	23%	17%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	74%	-	74%	-	-	-	-	-	25%	-	71%	92%	74%	73%
	2018	78%	86%	85%	-	85%	-	-	-	-	-	41%	-	84%	87%	85%	81%
At Meets Grade Level or Above	2019	48%	53%	48%	-	48%	-	-	-	-	-	0%	-	47%	50%	48%	48%
	2018	49%	56%	58%	-	58%	-	-	-	-	-	12%	-	57%	60%	58%	53%
At Masters Grade Level	2019	28%	30%	20%	-	20%	-	-	-	-	-	0%	-	24%	0%	20%	20%
	2018	27%	30%	29%	-	29%	-	-	-	-	-	6%	-	29%	27%	29%	24%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	66%	-	66%	-	-	-	-	-	10%	-	67%	58%	66%	67%
	2018	63%	74%	77%	-	77%	-	-	-	-	-	6%	-	78%	67%	77%	77%
At Meets Grade Level or Above	2019	35%	44%	30%	-	30%	-	-	-	-	-	0%	-	32%	17%	30%	33%
	2018	39%	48%	44%	-	44%	-	-	-	-	-	0%	-	45%	40%	44%	40%
At Masters Grade Level	2019	11%	14%	6%	-	6%	-	-	-	-	-	0%	-	7%	0%	6%	7%
	2018	11%	14%	9%	-	9%	-	-	-	-	-	0%	-	10%	7%	9%	6%

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 Campus Name: AIKEN EL
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Texas Academic Performance Report
2019-20 Campus STAAR Performance

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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	82%	-	82%	-	-	-	-	-	44%	-	84%	67%	81%	78%
	2018	84%	90%	81%	*	81%	-	-	-	-	-	39%	*	82%	70%	80%	73%
At Meets Grade Level or Above	2019	54%	56%	45%	-	45%	-	-	-	-	-	11%	-	47%	33%	44%	41%
	2018	54%	59%	53%	*	52%	-	-	-	-	-	17%	*	53%	50%	52%	41%
At Masters Grade Level	2019	29%	28%	22%	-	22%	-	-	-	-	-	6%	-	22%	17%	20%	17%
	2018	26%	28%	28%	*	28%	-	-	-	-	-	0%	*	27%	40%	26%	22%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	94%	-	94%	-	-	-	-	-	72%	-	95%	83%	93%	92%
	2018	91%	97%	95%	*	95%	-	-	-	-	-	84%	*	95%	100%	95%	95%
At Meets Grade Level or Above	2019	58%	70%	60%	-	60%	-	-	-	-	-	28%	-	59%	67%	58%	48%
	2018	58%	74%	71%	*	71%	-	-	-	-	-	37%	*	74%	50%	71%	57%
At Masters Grade Level	2019	36%	46%	37%	-	37%	-	-	-	-	-	17%	-	36%	42%	33%	25%
	2018	30%	43%	40%	*	40%	-	-	-	-	-	11%	*	42%	20%	40%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	84%	-	84%	-	-	-	-	-	61%	-	84%	83%	83%	80%
	2018	76%	85%	75%	*	75%	-	-	-	-	-	32%	*	75%	70%	74%	69%
At Meets Grade Level or Above	2019	49%	60%	53%	-	53%	-	-	-	-	-	22%	-	54%	42%	50%	47%
	2018	41%	51%	39%	*	39%	-	-	-	-	-	0%	*	40%	30%	39%	34%
At Masters Grade Level	2019	24%	28%	25%	-	25%	-	-	-	-	-	6%	-	26%	17%	23%	20%
	2018	17%	20%	11%	*	11%	-	-	-	-	-	0%	*	10%	20%	10%	7%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	78%	-	78%	-	-	-	-	-	37%	-	78%	75%	77%	76%
	2018	77%	78%	82%	*	82%	-	-	-	-	-	39%	80%	82%	76%	82%	78%
At Meets Grade Level or Above	2019	50%	52%	46%	-	46%	-	-	-	-	-	9%	-	47%	39%	45%	43%
	2018	48%	49%	50%	*	50%	-	-	-	-	-	11%	60%	51%	45%	50%	44%
At Masters Grade Level	2019	24%	23%	22%	-	22%	-	-	-	-	-	4%	-	23%	13%	21%	18%
	2018	22%	21%	23%	*	23%	-	-	-	-	-	3%	20%	23%	17%	22%	17%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	75%	-	75%	-	-	-	-	-	35%	-	76%	68%	74%	73%
	2018	74%	74%	78%	*	78%	-	-	-	-	-	28%	*	79%	71%	78%	73%
At Meets Grade Level or Above	2019	48%	47%	42%	-	42%	-	-	-	-	-	6%	-	44%	29%	41%	40%
	2018	46%	44%	44%	*	44%	-	-	-	-	-	10%	*	44%	44%	44%	38%
At Masters Grade Level	2019	21%	18%	21%	-	21%	-	-	-	-	-	2%	-	21%	15%	20%	18%
	2018	19%	17%	22%	*	22%	-	-	-	-	-	2%	*	22%	21%	22%	17%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	82%	-	82%	-	-	-	-	-	42%	-	82%	85%	82%	80%
	2018	81%	85%	90%	*	89%	-	-	-	-	-	63%	*	90%	88%	90%	87%
At Meets Grade Level or Above	2019	52%	57%	54%	-	54%	-	-	-	-	-	12%	-	53%	56%	52%	48%

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	55%	63%	*	62%	-	-	-	-	-	20%	*	64%	53%	62%	56%
	2019	26%	31%	26%	-	26%	-	-	-	-	-	6%	-	28%	15%	26%	21%
	2018	24%	28%	32%	*	32%	-	-	-	-	-	6%	*	34%	18%	32%	24%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	66%	-	66%	-	-	-	-	-	10%	-	67%	58%	66%	67%
	2018	66%	71%	77%	-	77%	-	-	-	-	-	6%	-	78%	67%	77%	77%
	2019	38%	44%	30%	-	30%	-	-	-	-	-	0%	-	32%	17%	30%	33%
At Meets Grade Level or Above	2018	41%	45%	44%	-	44%	-	-	-	-	-	0%	-	45%	40%	44%	40%
	2019	14%	15%	6%	-	6%	-	-	-	-	-	0%	-	7%	0%	6%	7%
	2018	13%	13%	9%	-	9%	-	-	-	-	-	0%	-	10%	7%	9%	6%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	84%	-	84%	-	-	-	-	-	61%	-	84%	83%	83%	80%
	2018	80%	82%	75%	*	75%	-	-	-	-	-	32%	*	75%	70%	74%	69%
	2019	54%	55%	53%	-	53%	-	-	-	-	-	22%	-	54%	42%	50%	47%
At Meets Grade Level or Above	2018	51%	51%	39%	*	39%	-	-	-	-	-	0%	*	40%	30%	39%	34%
	2019	25%	21%	25%	-	25%	-	-	-	-	-	6%	-	26%	17%	23%	20%
	2018	23%	19%	11%	*	11%	-	-	-	-	-	0%	*	10%	20%	10%	7%
At Masters Grade Level																	

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	60	-	60	-	-	-	-	-	55	-	57	75	60	65
	2018	63	65	73	-	73	-	-	-	-	-	75	-	75	65	73	74
Grade 4 Mathematics	2019	65	64	52	-	52	-	-	-	-	-	58	-	52	54	52	58
	2018	65	66	78	-	78	-	-	-	-	-	75	-	79	75	78	76
Grade 5 ELA/Reading	2019	81	78	71	-	71	-	-	-	-	-	74	-	74	54	73	67
	2018	80	81	86	*	86	-	-	-	-	-	88	*	86	80	86	83
Grade 5 Mathematics	2019	83	88	80	-	80	-	-	-	-	-	91	-	78	92	78	72
	2018	81	87	91	*	91	-	-	-	-	-	94	*	90	100	91	89
All Grades Both Subjects	2019	69	69	66	-	66	-	-	-	-	-	68	-	65	69	66	65
	2018	69	71	82	*	82	-	-	-	-	-	83	*	83	79	82	80
All Grades ELA/Reading	2019	68	67	66	-	66	-	-	-	-	-	64	-	66	65	66	66
	2018	69	69	80	*	80	-	-	-	-	-	81	*	81	72	80	78
All Grades Mathematics	2019	70	71	66	-	66	-	-	-	-	-	73	-	65	73	65	65
	2018	70	72	85	*	85	-	-	-	-	-	85	*	85	85	85	82

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	30%	-	30%	-	-	-	-	-	21%	30%	28%
	2018	38%	44%	48%	-	48%	-	-	-	-	-	28%	48%	46%
Mathematics	2019	45%	57%	36%	-	36%	-	-	-	-	-	32%	36%	35%
	2018	47%	57%	67%	*	67%	-	-	-	-	-	48%	67%	62%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	77%	-	77%	-	-	-	-	-	33%	75%	70%
Students Requiring Accelerated Instruction														
	2019	22%	16%	23%	-	23%	-	-	-	-	-	67%	25%	30%
STAAR Cumulative Met Standard														
	2019	86%	91%	82%	-	82%	-	-	-	-	-	44%	81%	74%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	87%	-	87%	-	-	-	-	-	50%	87%	78%
Students Requiring Accelerated Instruction														
	2019	17%	8%	13%	-	13%	-	-	-	-	-	50%	13%	22%
STAAR Cumulative Met Standard														
	2019	90%	96%	94%	-	94%	-	-	-	-	-	72%	93%	90%

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 (Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	78%	73%	73%	-	-	-	6%	-	6%	-	70%	70%
	2018	77%	78%	82%	73%	73%	-	-	-	-	-	-	*	73%	73%
At Meets Grade Level or Above	2019	50%	52%	46%	36%	36%	-	-	-	0%	-	0%	-	35%	35%
	2018	48%	49%	50%	34%	34%	-	-	-	-	-	-	*	34%	35%
At Masters Grade Level	2019	24%	23%	22%	12%	12%	-	-	-	0%	-	0%	-	11%	11%
	2018	22%	21%	23%	10%	10%	-	-	-	-	-	-	*	10%	11%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	75%	69%	69%	-	-	-	14%	-	14%	-	66%	66%
	2018	74%	74%	78%	66%	66%	-	-	-	-	-	-	*	66%	66%
At Meets Grade Level or Above	2019	48%	47%	42%	31%	31%	-	-	-	0%	-	0%	-	29%	29%
	2018	46%	44%	44%	27%	27%	-	-	-	-	-	-	*	27%	28%
At Masters Grade Level	2019	21%	18%	21%	11%	11%	-	-	-	0%	-	0%	-	10%	10%
	2018	19%	17%	22%	9%	9%	-	-	-	-	-	-	*	9%	10%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	82%	79%	79%	-	-	-	0%	-	0%	-	75%	75%
	2018	81%	85%	90%	84%	84%	-	-	-	-	-	-	*	84%	84%
At Meets Grade Level or Above	2019	52%	57%	54%	41%	41%	-	-	-	0%	-	0%	-	39%	39%
	2018	50%	55%	63%	46%	46%	-	-	-	-	-	-	*	46%	47%
At Masters Grade Level	2019	26%	31%	26%	15%	15%	-	-	-	0%	-	0%	-	14%	14%
	2018	24%	28%	32%	17%	17%	-	-	-	-	-	-	*	17%	18%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	66%	63%	63%	-	-	-	*	-	*	-	58%	58%
	2018	66%	71%	77%	75%	75%	-	-	-	-	-	-	-	75%	75%
At Meets Grade Level or Above	2019	38%	44%	30%	28%	28%	-	-	-	*	-	*	-	26%	26%
	2018	41%	45%	44%	30%	30%	-	-	-	-	-	-	-	30%	30%
At Masters Grade Level	2019	14%	15%	6%	5%	5%	-	-	-	*	-	*	-	5%	5%
	2018	13%	13%	9%	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	84%	76%	76%	-	-	-	-	-	-	-	76%	76%
	2018	80%	82%	75%	59%	59%	-	-	-	-	-	-	*	59%	60%
At Meets Grade Level or Above	2019	54%	55%	53%	45%	45%	-	-	-	-	-	-	-	45%	45%
	2018	51%	51%	39%	20%	20%	-	-	-	-	-	-	*	20%	22%
At Masters Grade Level	2019	25%	21%	25%	14%	14%	-	-	-	-	-	-	-	14%	14%
	2018	23%	19%	11%	2%	2%	-	-	-	-	-	-	*	2%	4%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	66%	64%	64%	-	-	-	25%	-	25%	-	63%	63%
	2018	69%	71%	82%	79%	79%	-	-	-	-	-	-	*	79%	79%
All Grades ELA/Reading	2019	68%	67%	66%	66%	66%	-	-	-	*	-	*	-	64%	64%
	2018	69%	69%	80%	77%	77%	-	-	-	-	-	-	*	77%	77%
All Grades Mathematics	2019	70%	71%	66%	63%	63%	-	-	-	*	-	*	-	62%	62%
	2018	70%	72%	85%	81%	81%	-	-	-	-	-	-	*	81%	81%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	30%	30%	30%	-	-	-	*	-	*	-	28%	28%
	2018	38%	44%	48%	46%	46%	-	-	-	-	-	-	-	46%	46%
Mathematics	2019	45%	57%	36%	39%	39%	-	-	-	*	-	*	-	35%	35%
	2018	47%	57%	67%	62%	62%	-	-	-	-	-	-	-	62%	62%

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 705
 Grade Span: PK - 05
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	100%	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	90%	-	90%	-	-	-	-	-	86%	90%	88%
Not Included in Accountability													
Mobile	4%	2%	8%	-	8%	-	-	-	-	-	14%	8%	9%
Other Exclusions	1%	2%	1%	-	1%	-	-	-	-	-	0%	2%	3%
Not Tested	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	0%	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	99%	*	99%	-	-	-	-	-	100%	99%	100%
Included in Accountability	94%	95%	93%	*	93%	-	-	-	-	-	94%	93%	92%
Not Included in Accountability													
Mobile	4%	3%	5%	*	5%	-	-	-	-	-	6%	5%	5%
Other Exclusions	1%	2%	1%	*	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	1%	*	1%	-	-	-	-	-	0%	1%	0%
Absent	1%	0%	1%	*	1%	-	-	-	-	-	0%	1%	0%
Other	0%	0%	0%	*	0%	-	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2018-19	95.4%	95.0%	96.1%	-	96.1%	-	-	-	-	-	95.1%	96.0%	96.4%
2017-18	95.4%	95.4%	96.4%	*	96.4%	-	-	-	-	*	94.4%	96.4%	96.5%
Annual Dropout Rate (Gr 7-8)													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

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

Total Students: 672
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus Graduation Profile

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

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

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement)													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 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)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

Texas Education Agency
Texas Academic Performance Report
2019-20 Campus CCMR-Related Indicators

Total Students: 672
 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)
2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates)													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----				----- Campus -----			
	Count	Percent	District	State	Count	Percent	District	State
Total Students	672	100.0%	42,989	5,479,173	676	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	3	0.4%	0.2%	0.5%
Pre-Kindergarten	109	16.2%	8.3%	4.5%	110	16.3%	8.3%	4.5%
Kindergarten	76	11.3%	5.9%	7.0%	76	11.2%	5.9%	7.0%
Grade 1	98	14.6%	6.5%	7.1%	98	14.5%	6.5%	7.1%
Grade 2	103	15.3%	6.5%	7.1%	103	15.2%	6.4%	7.1%
Grade 3	94	14.0%	6.7%	7.1%	94	13.9%	6.7%	7.1%
Grade 4	93	13.8%	6.6%	7.3%	93	13.8%	6.6%	7.3%
Grade 5	99	14.7%	7.1%	7.6%	99	14.6%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	0	0.0%	0.1%	12.6%	0	0.0%	0.1%	12.6%
Hispanic	670	99.7%	98.3%	52.8%	674	99.7%	98.3%	52.8%
White	2	0.3%	1.3%	27.0%	2	0.3%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	354	52.7%	49.1%	48.8%	356	52.7%	49.1%	48.8%
Male	318	47.3%	50.9%	51.2%	320	47.3%	50.9%	51.2%
Economically Disadvantaged	658	97.9%	89.5%	60.3%	661	97.8%	89.5%	60.2%
Non-Educationally Disadvantaged	14	2.1%	10.5%	39.7%	15	2.2%	10.5%	39.8%
Section 504 Students	41	6.1%	8.6%	6.9%	41	6.1%	8.6%	6.9%
English Learners (EL)	396	58.9%	36.1%	20.3%	396	58.6%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	26	3.9%	5.9%	4.1%	26	3.8%	5.9%	4.1%
Foster Care	3	0.4%	0.4%	0.3%	3	0.4%	0.4%	0.3%
Homeless	28	4.2%	3.4%	1.4%	28	4.1%	3.4%	1.4%
Immigrant	0	0.0%	1.1%	2.3%	0	0.0%	1.1%	2.3%
Migrant	11	1.6%	1.4%	0.3%	11	1.6%	1.4%	0.3%
Title I	672	100.0%	98.5%	65.1%	676	100.0%	98.5%	65.1%
Military Connected	2	0.3%	0.5%	1.9%	2	0.3%	0.5%	1.9%
At-Risk	541	80.5%	67.8%	50.6%	541	80.0%	67.7%	50.5%

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Students by Instructional Program:								
Bilingual/ESL Education	395	58.8%	35.6%	20.6%	395	58.4%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	40	6.0%	11.6%	8.1%	40	5.9%	11.6%	8.1%
Special Education	90	13.4%	13.3%	10.5%	94	13.9%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	90							
By Type of Primary Disability								
Students with Intellectual Disabilities	40	44.4%	54.6%	42.4%				
Students with Physical Disabilities	13	14.4%	11.7%	21.4%				
Students with Autism	6	6.7%	12.1%	13.8%				
Students with Behavioral Disabilities	31	34.4%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	106	18.8%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	106	18.8%						
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 Attrition (2018-19):								
Total Student Attrition	110	18.2%						

Student Information	-----Non-Special Education Rates-----			-----Special Education Rates-----		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	7.2%	7.6%	2.9%	9.1%	15.7%	4.9%
Grade 2	3.7%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	6.2%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	1.3%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	19.0	19.0	19.0
Grade 1	16.9	16.9	18.9
Grade 2	16.9	17.9	18.8
Grade 3	17.1	22.2	19.0
Grade 4	15.4	23.3	19.2
Grade 5	16.6	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD
Campus Name: AIKEN EL
Campus Number: 031901133

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

Total Students: 672
Grade Span: PK - 05
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	65.9	100.0%	100.0%	100.0%
Professional Staff:	52.9	80.3%	56.7%	63.7%
Teachers	44.1	67.0%	44.1%	49.4%
Professional Support	5.7	8.7%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	4.6%	2.8%	3.0%
Educational Aides:	13.0	19.7%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	62.9	95.4%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	41.1	93.2%	89.8%	28.1%
White	2.0	4.5%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	1.0	2.3%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.1	13.9%	31.5%	23.8%
Females	38.0	86.1%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	37.1	84.1%	79.4%	73.4%
Masters	7.0	15.9%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	4.0	9.1%	13.3%	27.9%
6-10 Years Experience	6.1	13.9%	17.3%	19.4%
11-20 Years Experience	23.0	52.1%	40.1%	29.4%
Over 20 Years Experience	11.0	24.9%	27.1%	15.9%
Number of Students per Teacher	15.2	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	9.6	6.2
Average Years Experience of Principals with District	8.0	9.1	5.3
Average Years Experience of Assistant Principals	2.0	9.1	5.3
Average Years Experience of Assistant Principals with District	2.0	8.9	4.7
Average Years Experience of Teachers:	15.9	15.4	11.1
Average Years Experience of Teachers with District:	15.4	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	\$50,807	\$49,868
1-5 Years Experience	\$49,815	\$51,636	\$52,823
6-10 Years Experience	\$52,394	\$53,468	\$55,756
11-20 Years Experience	\$56,050	\$58,689	\$59,308
Over 20 Years Experience	\$75,360	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$59,794	\$58,957	\$57,091
Professional Support	\$62,510	\$73,071	\$67,352
Campus Administration (School Leadership)	\$80,564	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0

District Name: BROWNSVILLE ISD
 Campus Name: AIKEN EL
 Campus Number: 031901133

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

Total Students: 672
 Grade Span: PK - 05
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	3.1	7.0%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	35.9	81.4%	78.7%	70.9%
Special Education	5.1	11.6%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '*' Indicates results are masked due to small numbers to protect student confidentiality.
- '**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)

Texas Education Agency
2020-21 STAAR Performance
AIKEN EL (031901133) - BROWNSVILLE ISD

Due to the cancellation of spring 2020 STAAR, 2021 and 2019 STAAR data are shown.

	School Year	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)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2021	67%	54%	47%	-	47%	-	-	-	-	-	17%	-	46%	60%	44%	46%
	2019	76%	80%	69%	-	69%	-	-	-	-	-	21%	-	70%	60%	67%	65%
At Meets Grade Level or Above	2021	39%	21%	23%	-	23%	-	-	-	-	-	17%	-	19%	60%	19%	22%
	2019	45%	46%	41%	-	41%	-	-	-	-	-	0%	-	43%	20%	38%	38%
At Masters Grade Level	2021	19%	7%	10%	-	10%	-	-	-	-	-	8%	-	9%	20%	7%	8%
	2019	27%	26%	20%	-	20%	-	-	-	-	-	0%	-	21%	10%	19%	18%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2021	62%	40%	44%	-	44%	-	-	-	-	-	17%	-	42%	60%	41%	38%
	2019	79%	85%	79%	-	79%	-	-	-	-	-	29%	-	79%	80%	78%	74%
At Meets Grade Level or Above	2021	31%	13%	15%	-	15%	-	-	-	-	-	8%	-	11%	60%	12%	10%
	2019	49%	56%	53%	-	53%	-	-	-	-	-	7%	-	53%	50%	51%	47%
At Masters Grade Level	2021	14%	4%	5%	-	5%	-	-	-	-	-	0%	-	2%	40%	3%	6%
	2019	25%	27%	22%	-	22%	-	-	-	-	-	0%	-	25%	0%	23%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2021	63%	55%	47%	-	47%	-	-	-	-	-	21%	*	47%	50%	46%	48%
	2019	75%	83%	74%	-	74%	-	-	-	-	-	35%	-	74%	75%	74%	75%
At Meets Grade Level or Above	2021	36%	27%	18%	-	18%	-	-	-	-	-	14%	*	19%	13%	19%	16%
	2019	44%	51%	40%	-	40%	-	-	-	-	-	5%	-	41%	33%	40%	42%
At Masters Grade Level	2021	17%	10%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	4%	5%
	2019	22%	23%	20%	-	20%	-	-	-	-	-	0%	-	21%	17%	20%	18%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2021	59%	40%	30%	-	30%	-	-	-	-	-	15%	*	28%	43%	29%	33%
	2019	75%	82%	74%	-	74%	-	-	-	-	-	25%	-	71%	92%	74%	73%
At Meets Grade Level or Above	2021	36%	17%	8%	-	8%	-	-	-	-	-	0%	*	7%	14%	6%	10%
	2019	48%	53%	48%	-	48%	-	-	-	-	-	0%	-	47%	50%	48%	48%
At Masters Grade Level	2021	21%	8%	6%	-	6%	-	-	-	-	-	0%	*	4%	14%	6%	7%
	2019	28%	30%	20%	-	20%	-	-	-	-	-	0%	-	24%	0%	20%	20%
Grade 4 Writing																	

Texas Education Agency
2020-21 STAAR Performance
AIKEN EL (031901133) - BROWNSVILLE ISD

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	School Year	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 Approaches Grade Level or Above	2021	53%	42%	29%	-	29%	-	-	-	-	-	8%	*	28%	38%	28%	27%
	2019	67%	78%	66%	-	66%	-	-	-	-	-	10%	-	67%	58%	66%	67%
At Meets Grade Level or Above	2021	27%	18%	9%	-	9%	-	-	-	-	-	0%	*	10%	0%	7%	9%
	2019	35%	44%	30%	-	30%	-	-	-	-	-	0%	-	32%	17%	30%	33%
At Masters Grade Level	2021	8%	4%	2%	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	2%
	2019	11%	14%	6%	-	6%	-	-	-	-	-	0%	-	7%	0%	6%	7%
Grade 5 Reading+																	
At Approaches Grade Level or Above	2021	73%	71%	61%	-	61%	-	-	-	-	-	0%	-	65%	*	56%	63%
	2019	86%	91%	82%	-	82%	-	-	-	-	-	44%	-	84%	67%	81%	78%
At Meets Grade Level or Above	2021	46%	39%	35%	-	35%	-	-	-	-	-	0%	-	37%	*	29%	31%
	2019	54%	56%	45%	-	45%	-	-	-	-	-	11%	-	47%	33%	44%	41%
At Masters Grade Level	2021	30%	24%	20%	-	20%	-	-	-	-	-	0%	-	21%	*	17%	14%
	2019	29%	28%	22%	-	22%	-	-	-	-	-	6%	-	22%	17%	20%	17%
Grade 5 Mathematics+																	
At Approaches Grade Level or Above	2021	70%	59%	52%	-	52%	-	-	-	-	-	10%	-	51%	*	49%	49%
	2019	90%	96%	94%	-	94%	-	-	-	-	-	72%	-	95%	83%	93%	92%
At Meets Grade Level or Above	2021	44%	32%	26%	-	26%	-	-	-	-	-	0%	-	28%	*	24%	23%
	2019	58%	70%	60%	-	60%	-	-	-	-	-	28%	-	59%	67%	58%	48%
At Masters Grade Level	2021	25%	14%	13%	-	13%	-	-	-	-	-	0%	-	14%	*	10%	11%
	2019	36%	46%	37%	-	37%	-	-	-	-	-	17%	-	36%	42%	33%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2021	62%	47%	47%	-	47%	-	-	-	-	-	10%	-	48%	*	45%	44%
	2019	75%	84%	84%	-	84%	-	-	-	-	-	61%	-	84%	83%	83%	80%
At Meets Grade Level or Above	2021	31%	17%	13%	-	13%	-	-	-	-	-	10%	-	12%	*	13%	9%
	2019	49%	60%	53%	-	53%	-	-	-	-	-	22%	-	54%	42%	50%	47%
At Masters Grade Level	2021	13%	6%	2%	-	2%	-	-	-	-	-	0%	-	2%	*	3%	3%
	2019	24%	28%	25%	-	25%	-	-	-	-	-	6%	-	26%	17%	23%	20%
All Grades All Subjects																	
At Approaches Grade Level or Above	2021	67%	59%	44%	-	44%	-	-	-	-	-	13%	*	44%	45%	41%	43%
	2019	78%	81%	78%	-	78%	-	-	-	-	-	37%	-	78%	75%	77%	76%

Texas Education Agency
2020-21 STAAR Performance
AIKEN EL (031901133) - BROWNSVILLE ISD

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	School Year	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 Meets Grade Level or Above	2021	41%	31%	18%	-	18%	-	-	-	-	-	6%	*	17%	21%	15%	16%
	2019	50%	52%	46%	-	46%	-	-	-	-	-	9%	-	47%	39%	45%	43%
At Masters Grade Level	2021	18%	11%	7%	-	7%	-	-	-	-	-	1%	*	7%	10%	6%	7%
	2019	24%	23%	22%	-	22%	-	-	-	-	-	4%	-	23%	13%	21%	18%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2021	68%	63%	51%	-	51%	-	-	-	-	-	14%	*	52%	44%	48%	51%
	2019	75%	76%	75%	-	75%	-	-	-	-	-	35%	-	76%	68%	74%	73%
At Meets Grade Level or Above	2021	45%	38%	25%	-	25%	-	-	-	-	-	11%	*	24%	25%	21%	22%
	2019	48%	47%	42%	-	42%	-	-	-	-	-	6%	-	44%	29%	41%	40%
At Masters Grade Level	2021	18%	12%	10%	-	10%	-	-	-	-	-	3%	*	11%	6%	8%	9%
	2019	21%	18%	21%	-	21%	-	-	-	-	-	2%	-	21%	15%	20%	18%
All Grades Mathematics																	
At Approaches Grade Level or Above	2021	66%	51%	42%	-	42%	-	-	-	-	-	14%	*	40%	53%	39%	39%
	2019	82%	86%	82%	-	82%	-	-	-	-	-	42%	-	82%	85%	82%	80%
At Meets Grade Level or Above	2021	37%	21%	16%	-	16%	-	-	-	-	-	3%	*	14%	27%	13%	13%
	2019	52%	57%	54%	-	54%	-	-	-	-	-	12%	-	53%	56%	52%	48%
At Masters Grade Level	2021	18%	7%	7%	-	7%	-	-	-	-	-	0%	*	6%	20%	6%	8%
	2019	26%	31%	26%	-	26%	-	-	-	-	-	6%	-	28%	15%	26%	21%
All Grades Writing																	
At Approaches Grade Level or Above	2021	58%	51%	29%	-	29%	-	-	-	-	-	8%	*	28%	38%	28%	27%
	2019	68%	76%	66%	-	66%	-	-	-	-	-	10%	-	67%	58%	66%	67%
At Meets Grade Level or Above	2021	30%	23%	9%	-	9%	-	-	-	-	-	0%	*	10%	0%	7%	9%
	2019	38%	44%	30%	-	30%	-	-	-	-	-	0%	-	32%	17%	30%	33%
At Masters Grade Level	2021	9%	5%	2%	-	2%	-	-	-	-	-	0%	*	2%	0%	2%	2%
	2019	14%	15%	6%	-	6%	-	-	-	-	-	0%	-	7%	0%	6%	7%
All Grades Science																	
At Approaches Grade Level or Above	2021	71%	62%	47%	-	47%	-	-	-	-	-	10%	-	48%	*	45%	44%
	2019	81%	84%	84%	-	84%	-	-	-	-	-	61%	-	84%	83%	83%	80%
At Meets Grade Level or Above	2021	44%	31%	13%	-	13%	-	-	-	-	-	10%	-	12%	*	13%	9%
	2019	54%	55%	53%	-	53%	-	-	-	-	-	22%	-	54%	42%	50%	47%

Texas Education Agency
2020-21 STAAR Performance
AIKEN EL (031901133) - BROWNSVILLE ISD

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	School Year	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	2021	20%	10%	2%	-	2%	-	-	-	-	-	0%	-	2%	*	3%	3%
	2019	25%	21%	25%	-	25%	-	-	-	-	-	6%	-	26%	17%	23%	20%
STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above																	
3rd Graders																	
Reading and Mathematics	2021	24%	10%	11%	-	11%	-	-	-	-	-	8%	-	7%	60%	8%	10%
	2019	35%	38%	34%	-	34%	-	-	-	-	-	0%	-	36%	20%	33%	29%
Reading and Mathematics Including EOC	2021	24%	10%	11%	-	11%	-	-	-	-	-	8%	-	7%	60%	8%	10%
	2019	35%	38%	34%	-	34%	-	-	-	-	-	0%	-	36%	20%	33%	29%
Reading Including EOC	2021	38%	21%	23%	-	23%	-	-	-	-	-	17%	-	19%	60%	19%	22%
	2019	45%	46%	41%	-	41%	-	-	-	-	-	0%	-	43%	20%	38%	38%
Math Including EOC	2021	31%	13%	15%	-	15%	-	-	-	-	-	8%	-	11%	60%	12%	10%
	2019	49%	56%	53%	-	53%	-	-	-	-	-	7%	-	53%	50%	51%	47%
4th Graders																	
Reading and Mathematics	2021	26%	13%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	4%	5%
	2019	35%	38%	32%	-	32%	-	-	-	-	-	0%	-	34%	17%	32%	32%
Reading and Mathematics Including EOC	2021	26%	13%	4%	-	4%	-	-	-	-	-	0%	*	4%	0%	4%	5%
	2019	35%	38%	32%	-	32%	-	-	-	-	-	0%	-	34%	17%	32%	32%
Reading Including EOC	2021	36%	27%	18%	-	18%	-	-	-	-	-	14%	*	19%	13%	19%	16%
	2019	44%	51%	40%	-	40%	-	-	-	-	-	5%	-	41%	33%	40%	42%
Math Including EOC	2021	36%	17%	8%	-	8%	-	-	-	-	-	0%	*	7%	14%	6%	10%
	2019	48%	53%	48%	-	48%	-	-	-	-	-	0%	-	47%	50%	48%	48%
5th Graders																	
Reading and Mathematics	2021	34%	24%	20%	-	20%	-	-	-	-	-	0%	-	21%	*	17%	14%
	2019	44%	48%	35%	-	35%	-	-	-	-	-	6%	-	36%	33%	34%	28%
Reading and Mathematics Including EOC	2021	34%	24%	20%	-	20%	-	-	-	-	-	0%	-	21%	*	17%	14%
	2019	44%	48%	35%	-	35%	-	-	-	-	-	6%	-	36%	33%	34%	28%
Reading Including EOC	2021	46%	39%	35%	-	35%	-	-	-	-	-	0%	-	37%	*	29%	31%
	2019	54%	56%	45%	-	45%	-	-	-	-	-	11%	-	47%	33%	44%	41%
Math Including EOC	2021	44%	32%	26%	-	26%	-	-	-	-	-	0%	-	28%	*	24%	23%
	2019	58%	71%	60%	-	60%	-	-	-	-	-	28%	-	59%	67%	58%	48%
3rd - 8th Graders																	

Texas Education Agency
2020-21 STAAR Performance
AIKEN EL (031901133) - BROWNSVILLE ISD

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Reading and Mathematics	2021	26%	14%	11%	-	11%	-	-	-	-	-	3%	*	10%	20%	9%	9%
	2019	36%	35%	34%	-	34%	-	-	-	-	-	2%	-	35%	24%	33%	29%
Reading and Mathematics Including EOC	2021	28%	15%	11%	-	11%	-	-	-	-	-	3%	*	10%	20%	9%	9%
	2019	38%	38%	34%	-	34%	-	-	-	-	-	2%	-	35%	24%	33%	29%
Reading Including EOC	2021	41%	31%	25%	-	25%	-	-	-	-	-	11%	*	24%	25%	21%	22%
	2019	47%	47%	42%	-	42%	-	-	-	-	-	6%	-	44%	29%	41%	40%
Math Including EOC	2021	37%	20%	16%	-	16%	-	-	-	-	-	3%	*	14%	27%	13%	13%
	2019	52%	55%	54%	-	54%	-	-	-	-	-	12%	-	53%	56%	52%	48%

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

- Indicates there are no students in the group.

+ Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR in 2018-19 school year. Only first administration is available starting from 2020-21 school year.

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Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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

Policy

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

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

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

Internet Posting

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

**Prevention and
Mediation**

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

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

Education Code 37.0832