

Brady Independent School District

Brady Elementary School

2023-2024 Improvement Plan



Mission Statement

BES Mission is to build and empower students to succeed.

Vision

Vision/Value: Brady Elementary School strives to build strong learners, empower students to achieve excellence, and prepare to succeed in life.

Value Statement

Beliefs:

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

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Comprehensive Needs Assessment

Needs Assessment Overview

Needs Assessment Overview Summary

Campus needs Assessment/ Summary of Findings:

Staff Retention Needs	Staff Retention Strengths
New teacher training/ support throughout the year Deeper training on curriculum resources	37% of teachers have 11-20 yrs. experience Numerous opportunities for professional development Our school has a caring culture/ community Resources that are aligned to TRS
Parent Involvement Needs	Parent Involvement Strengths
Outreach to address generational poverty More parent participation in academics and PTO More parent volunteer opportunities in classes	Parents attend school functions such as class parties, conferences, field day, music programs, and Open House
Family & Community Communication Needs	Family & Community Communication Strengths
Offer training/ support for parents trying to help their children with homework Adult Ed. and/or ESL classes	Time allotted in campus calendar for parent conferences Multiple events for parents and community members to be involved in.
Technology Needs	Technology Strengths

Staff Retention Needs	Staff Retention Strengths
<p>Teacher training on how to access and use programs</p> <p>Adequate supply of headphones available throughout the year</p> <p>Continue to upgrade technology on campus in a 3 year rotation.</p> <p>Stated expectations for technology integration in the classroom (district or campus)</p>	<p>Technology carts K-5th grade classes</p> <p>Variety of technology based programs</p> <p>Library and computer class are supportive of technology based projects</p> <p>Technology based programs provide valuable data to teachers</p>

Demographics

Demographics Summary

Brady Elementary School is a Head Start, Prekindergarten, and Kindergarten through 5th grade campus serving 476 students. Based on 2022-23 MOY PEIMS data, the campus is composed of 63% White, 33% Hispanic, 2% EB, 74% Economically Disadvantaged, and 15% Special Education.

The campus is served by two administrators, one counselor, one nurse, 33 certified teachers, and 13 paraprofessionals.

Demographics Strengths

The campus reaches out to meet the specific needs of our students in a variety of areas, such as: our ACE after-school program, Bulldog tutoring, Odyssey of the Mind, Accelerated Reading Program, Positive Intervention Behavior System. Additional extracurricular opportunities such as UIL Academics, and student council (STUCO) are available for all students. The PTO has grown in membership and increased parent involvement in school activities. We continue to provide Literacy Nights, STEM projects with parents and the BES Broadcast Team to improve student success.

Problem Statements Identifying Demographics Needs

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

Problem Statement 2: Closing the gaps in an efficient time-frame for students that are at least 2 plus years behind. **Root Cause:** An increase of mobility students on campus that have not been in school.

Student Achievement

Student Achievement Summary

Our K-2nd grade teachers are targeting 1 or 2 skills for progress monitored bi-weekly with Amplify and enforcing skills with daily Really Great Reading phonics program. Kindergarten's overall on grade level and above performance were 64%, 1st grade at 68% and 2nd grade at 53%. The impact of our targeted skills bi-weekly resulted in an overall performance of 2% better than last year. We must address the deficits which impact our outcomes with action coaching of personnel in areas of growth, professional development to target better tier 1 instruction. We as a district expect our students to meet the grade level milestones so that our STAAR tested grade levels are not having to meet rigorous standards but shoring up gaps too..

Our 3rd -5 th grade teachers are tracking longitudinal data through Aware with data sources from CBA's and "At Bats" interim assessments from November and February to measure grade level and individual progress. Our goals are set at 90% Approaches, 60% Meets and 30% Masters on any assessment for this year. Since the Spring 2023 STAAR data will not be available till fall, then the spring Interim reading results and CBA assessments will be used as reference data. Summary of 3 rd -5 th grade spring reading results are 80% Approaches, 49% Meets, and 25% Masters. The impact on our campus is our teachers are closing the gaps on deficits areas in these grade levels. We had a 9% point overall rating improvement last year. Our cumulative data shows our students are outperforming last year's measures by an average of 12%. Having students track their own progress and set reading goals has played a major role in success for student outcomes.

Student Achievement Strengths

The following measures are needed for next school year. We are revamping our intervention schedule to align with 95 Percent Group. Based upon Grades K-5 MCLASS data source and CBA 6-weeks data. We will plan our time by grade level (all students will be divided among the classroom teachers, 2 paras, Intervention/G/T & dyslexia teachers) to maximize impact and create a fluid flow/adjustment of groupings throughout the year. This will be done daily for 45 minutes and evaluated each six weeks to better serve all students. We will be sending our teachers to the Reading by Design, Zero level. Using multi-sensory approach to concepts and repetitive practice in different formats to understand new learning. An emphasis on handwriting skills by using Play Therapy to help develop better fine motor skills. We will continue using our reading coach and admin to monitor these new systems and provide support.

Our 3 rd -5 th grade student data revealed our students must build skills in writing conventions and become better critical readers. Many of our students struggle to comprehend what they are reading therefore do not have the stamina to complete lengthy reading assignments. Teachers have received professional development on signposts from Notice and Notes for fiction and nonfiction. Teachers will receive further training in August on how these reading strategies can improve our student's ability to take notes to decipher longer text. Grade level meetings will discuss the impact of these measures after each CBA and be discussed through our PLC's bi-weekly. We will evaluate the success of this training based upon students' EOY data.

We continue to focus on best practices and multi-sensory approach to math skills. We send teachers each year to the CAMT conference, Math Reading Academy, and are using proven strategies from the book Number Talks. Teachers have given positive feedback on our computation program and students are improving on retaining the learning. Additional supplements like Go Math for kindergarten grade level and using Think up! by Mentoring Minds have given our students additional practice at a higher level of BLOOM's.

Problem Statements Identifying Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

We participated in the Effective Schools Framework program provided by Region 15 for the 2022-23 school year. Our campus has re-designed and updated our Mission, Vision, and Value statements. This was a year long endeavor and focused on the attributes of highly effective schools. Brady Elementary School will continue providing an atmosphere that promotes a positive, exciting and safe learning environment. There are new systems that have been developed and our campus will be trained upon during the 2023-24 In-Service. This has been a collaborative endeavor from all stakeholders. We will follow-up during the 2023 fall semester with a culture and climate survey.

School Culture and Climate Strengths

Campus instructional leaders provide training and ongoing support so that teachers implement best practices for establishing and maintaining a strong classroom culture, including setting behavioral expectations, establishing routines and procedures that maximize instructional time, and building strong relationships.

Campus instructional leaders provide training and ongoing support so that teachers effectively use high-quality instructional materials and research-based teaching practices that promote critical-thinking.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: Parent involvement and parent communication are difficult to maintain. The parent liaison is being used on a daily basis to reach out to parents who will not respond to the teacher. The Parent Square app has been effective this school year with communicating needs and a dialog between home and school. It will continue to be used this year. **Root Cause:** Poverty is a factor because parents change phone numbers, job locations, and housing arrangements frequently.

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Key Practices Implementation Level Evidence, Recruit, select, assign, induct, and retain a full staff of highly qualified educators.

The campus implements ongoing and proactive recruitment strategies that include many sources for high-quality candidates. Clear selection criteria, protocols, hiring and induction processes are in place and align with the school's vision, mission, values, and goals. Campus leaders implement targeted and personalized strategies to support and retain staff, particularly high-performing staff. Teacher placements are strategic based on student need and teacher strengths. Grade-level and content-area teams have strong, supported teacher leaders trained in adult learning facilitation and team dynamics. Preferred substitutes are recruited.

We have all certified teachers except for three that are working towards their certification expectations by December 2023. We are having success with finding local applicants interested in getting their alternative certification to teach and encouraging our paraprofessionals to go back to school for their degree. We will reach out to area universities for student teachers and to attend the job fairs on their campus. The district pay scale, insurance and the flex days have been a positive impact on hiring this summer.

Staff Quality, Recruitment, and Retention Strengths

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

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

Campus instructional leaders review disaggregated data to track and monitor the progress of all students and provide evidence-based feedback to teachers. Teachers use a corrective instruction action planning process, individually and in PLCs to analyze student work, identify trends in student misconceptions, determine the root cause as to why students may not have learned the concept, and create plans for instructional adjustments. Teachers (with content and grade-level teams whenever possible) have protected time built into the master schedule to meet frequently and regularly for in-depth conversations about formative and interim student data, effective instructional strategies, and possible adjustments to instructional delivery focused on meeting the needs of both struggling learners and learners needing acceleration. Student progress toward measurable goals (e.g., % of class and individual student mastering of objectives, individual student fluency progress, etc.) is visible in each and every classroom and throughout the school to foster student ownership and goal setting.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

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

Parent and Community Engagement

Parent and Community Engagement Summary

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

Parent and Community Engagement Strengths

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

Problem Statements Identifying Parent and Community Engagement Needs

Problem Statement 1 (Prioritized): Brady Elementary eco/dis population is 74% therefore our students are not reading on grade level. **Root Cause:** Educational awareness, language barriers, lack of engaged reading

School Context and Organization

School Context and Organization Summary

The elementary campus personnel meets to maximize instructional learning outcomes by discussing strengths and areas of improvement through the campus. We meet through our campus site-based team, faculty meetings, and conduct surveys from stakeholders to continue to improve the learning environment for all students.

School Context and Organization Strengths

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

Technology

Technology Summary

Our district expects technology to be used as a supplemental resource to support classroom instruction. Brady ISD updates computers and laptops on a 2-5 year rotation. We are a 1-1 campus. Each teacher has their own issued COW and our campus teachers and admin have received new laptop computers for the 2020-1 school year. We will need to purchase TV panels for our Pre-K-2nd grade classrooms. Our 3rd-5th grade classrooms and our Head Start teachers have TV panels. We also need additional technology accessories such as headphones, microphones, and keyboards to ensure that students can adequately interact with the programs. IXL, an instructional supplemental program, our science adoption, and the leveled readers K-5 are accessed by students through technology. The staff receives technology training through Region 15 Service Center, the instructional online programs, webinars, and staff from the technology department. Students will be trained to take CBA's online to prepare for online STAAR testing. This past year, we have used Cambium for preparation for STAAR exams, provided training through Google classroom and CANVA to prep for the 2026 technology expectations. In addition, we want to expand our students' exposure to more STEM activities, provide robotics classes, and have more interaction with software that enhances the learning experience.

Technology Strengths

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

Priority Problem Statements

Problem Statement 1: Brady Elementary eco/dis population is 74% therefore our students are not reading on grade level.

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

Problem Statement 1 Areas: Parent and Community Engagement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data

Student Data: Assessments

- State and federally required assessment information
- STAAR current and longitudinal results, including all versions
- STAAR released test questions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation
- Study of best practices

Goals

Goal 1: The percentage of students in grades K-2 who are reading at or above grade level on multiple measures will increase from 60% to 80% by the end of the school year 2023.

Performance Objective 1: 80% of All students in grades PK-2 will meet or exceed grade level goals in the area of reading as measured by MCLASS, IXL, Universal Screener, and all assessment measures.

High Priority

HB3 Goal

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Correct/daily use Reading Incentive Program (RIP) in each classroom (K-1st graders as soon as able to read) -RIP is used as a supplemental reading program with goals and incentives to improve reading fluency and comprehension at each student's independent reading level.</p> <p>Strategy's Expected Result/Impact: 1. Impact evidence: ; CBA results at all grade Supplemental Reading Program 2. Implementation evidence: RIP Goals, Goals/Certificate levels, Grades, CBA's Benchmarks, AR Program, Literacy Lab updated, Classroom Libraries</p> <p>Staff Responsible for Monitoring: Leader: Principal, Assistant Principal, Classroom Teachers, Campus Site-Based Team</p> <p>Others involved: Intervention Teacher, AR Committee</p> <p>Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction</p> <p>Funding Sources: teaching supplies - Local Funds - 19911639900101411000 - \$25.62, head start supplies - Title I, Part A - 205116399001014240HS - \$946.74, head start supplies - Title I, Part A - 205116399001014240HS - \$79.58, head start supplies fire safety - Title I, Part A - 20551629900101424000 - \$75, ESGI license - Local Funds - 19911639900101411000 - \$1,170, head start 2024 building testing safety - Title I, Part A - 20551624900101424000 - \$500, head start supplies - Title I, Part A - 205116399001014240HS - \$110.36, HEAD START SUPPLIES - Title I, Part A - 205116399001014240HS - \$89.99, head start supplies - Title I, Part A - 205116399001014240HS - \$226.35, head start supplies - Title I, Part A - 205116399001014240HS - \$249.20, head start supplies - Title I, Part A - 205116399001014240HS - \$289.46, head start supplies - Title I, Part A - 20511639900101420HS - \$266.70, head start supplies - Title I, Part A - 205116399001014240HS - \$380.70, head start supplies - Title I, Part A - 205116399001014240HS - \$72.36</p>	Formative			Summative
	Oct	Mar	May	June





Strategy 2 Details	Reviews			
Strategy 2: Instructional strategies/methods will emphasize higher order thinking skills, reading for comprehension and real life applications (Cueing Systems, Bloom's Taxonomy, Reading Academy, 21st Century Life Skills and Lexia) Strategy's Expected Result/Impact: 1. Impact evidence: IXL, Amplify, CLI Engage, Accelerated Reader Program, Really Great Reading, Stem Fluency Activities/Skills 2. Implementation evidence: On-going Assessment, Grades, Benchmarks, Lesson Plans, Unit Tests, AR point system, Classroom Libraries Staff Responsible for Monitoring: Leader: Principal, Intervention teachers, Classroom teachers, Campus Site Base Team Others involved: G/T Teacher Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Offer activities that enrich/motivate student learning (ex. GT), Independent Study, UIL, Reading Incentive Celebrations, STEM, School Broadcast Team, Literacy Nights, Reading Buddies, Retired Teachers Tutoring, PALS. Strategy's Expected Result/Impact: 1. Impact evidence: IXL, TCEA, STEM Day Schedule 2. Implementation evidence: Program Schedules, On-going Assessment, Sign in Sheets, AR goals, Monthly School Calendar Staff Responsible for Monitoring: Leader: Principal, Asst Principal, Title I Counselor, Librarian, Classroom teachers, UIL Coaches Others involved: Intervention teachers Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Goal 1: The percentage of students in grades K-2 who are reading at or above grade level on multiple measures will increase from 60% to 80% by the end of the school year 2023.

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Provide training addressing use and documentation of modifications/ accommodations in all learning environments; use of IXL, Writer's Workshop, Amplify, CLI Engage, Running Records, and RIP data to drive instruction, and intervention strategies for the general education classroom. Strategy's Expected Result/Impact: 1. Evidence of Impact: IXL CLI Engage, RIP Data, Glows/Grows Data Sheet, Amplify, Frontline, Lesson Plans 2. Evidence of Implementation: PM, Training Sign-up Sheet, Documentation of Modifications Chart Staff Responsible for Monitoring: Leader: Principal, Diagnostician Others Involved: Intervention teachers, Classroom teachers, Counselor Title I: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

Goal 2: Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2023-24 school year.

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

High Priority

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

Strategy 1 Details	Reviews			
Strategy 1: Provide ongoing professional development to assist with data collection/analysis, differentiation, instructional best practices, etc. Strategy's Expected Result/Impact: 1. Impact evidence: Training Schedule, Instructional Walks Feedback 2. Implementation evidence: STAAR, IXL, Acadience, PLC sign-in sheets, CBAs Staff Responsible for Monitoring: Leader: Principal and Assistant Principal Others involved: Classroom teachers, Intervention teachers, Campus Site-Based Team, Curriculum Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 4: High-Quality Instructional Materials and Assessments, Lever 5: Effective Instruction Funding Sources: student incentives - Local Funds - 199236649900101499000 - \$32.78	Formative			Summative
	Oct	Mar	May	June

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

Strategy 4 Details	Reviews			
Strategy 4: Teachers will use Instructional: Think Up! UPSC Problem Solving Model, Reflex Math, and IXL. Strategy's Expected Result/Impact: 1. Impact evidence: Grades, Benchmark, CBAs 2. Implementation evidence: Lesson Plans, Student Data (IXL), Reflex Math, Acadience, Lone Star Learning 3. Glows and Grows Data Sheets Staff Responsible for Monitoring: Leader: Principal, Assistant Principal, and Teachers Others involved: Intervention teacher and Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Provide daily intervention period for all students who need additional assistance (Tier 2 and 3) HB 4545. Monitor progress with MCLASS and Acadience, Reflex Math and adjust instruction based on student's progress. Strategy's Expected Result/Impact: 1. Impact evidence: PM, Grades, Benchmark Scores, IXL 2. Implementation evidence: Schedules and Student folder on HB4545 Staff Responsible for Monitoring: Leader: Principal, Asst Principal, Classroom teachers Others involved: Intervention teacher, Instructional Coach Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 2: Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2023-24 school year.

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

High Priority

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

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

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





Goal 2: Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2023-24 school year.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide high quality and ongoing staff development based on student and campus needs. Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR, IXL, Amplify, Acadience, CLI Engage 2. Evidence of Implementation: Calendar, Sign-in Sheet, PM, IXL reports Staff Responsible for Monitoring: Leader: Principal, Asst Principal Others Involved: Intervention Teachers, Counselor Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Increase number of teachers with ESL certification to better meet the needs of ELL students. Strategy's Expected Result/Impact: 1. Evidence of Impact: ELL improvement on STAAR 2. Evidence of Implementation: Certificates, TELPAS Calibration Staff Responsible for Monitoring: Leader: ESL Coordinator, Principal Others Involved: Asst Principal Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June

Strategy 3 Details		Reviews			
Strategy 3: Hire and retain high quality professionals with strategies including district incentives, instructional coaching, and campus level support for personalized professional development (PLC's). Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR, Mentor Program 2. Evidence of Implementation: Certified Staff Staff Responsible for Monitoring: Leader: Principal, Assistant Principal and Interview Committee Others Involved: Campus Site-Based Team Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Mar	May	June
Strategy 4 Details		Reviews			
Strategy 4: Ensure that paraprofessionals meet the ESSA requirements and have completed at least 2 yrs. of study at higher ed. institution or obtained an associates' degree or demonstrate knowledge of reading, writing, and math on an academic assessment for the 23-24 school year. Strategy's Expected Result/Impact: 1. Evidence of Impact: Highly Qualified Staff 2. Evidence of Implementation: Certificates Staff Responsible for Monitoring: Leader: Principal Others Involved: Asst Principal Title I: 2.4 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction		Formative			Summative
		Oct	Mar	May	June

Strategy 5 Details	Reviews			
Strategy 5: Provide ongoing needs-based training for paraprofessionals Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR, IXL, Amplify, Acadience, Really Great Reading 2. Evidence of Implementation: Calendar of workshop training, Paraprofessional training Staff Responsible for Monitoring: Leader: Principal Others Involved: Asst Principal Title I: 2.4 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Goal 2: Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2023-24 school year.

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

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

Strategy 1 Details	Reviews			
<p>Strategy 1: Continue to enhance our MTSS to ensure that students receive appropriate services in a timely manner. Follow through with timely and effective procedures in identification, assessment, progress monitoring, state testing to include accommodations to meet the needs of ALL students.</p> <p>Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR, Amplify, Acadience, IXL 2. Evidence of Implementation: PM, RTI Chart, IXL, Schedules, SAC Documents</p> <p>Staff Responsible for Monitoring: Leader: Principal, Asst Principal, Counselor</p> <p>Others Involved: Classroom teachers, Intervention teachers</p> <p>Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction</p> <p>Funding Sources: math teaching supplies - Local Funds - 19911639900101411000 - \$159.96, Guided Math Bundle - State Compensatory Education - QUO0171424 - \$5,099.94</p>	Formative			Summative
	Oct	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Continue and enhance use of progress monitoring tool (Amplify, IXL, and Reading, Acadience, Running Records, CLI Engage) Tier 2 & Tier 3-bimonthly Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR, IXL, Acadience, Amplify, Running Records, CLI Engage 2. Evidence of Implementation: Acadience and IXL, Lesson Plans, Program Usage Reports Staff Responsible for Monitoring: Leader: Principal Others Involved: Assistant Principal Title I: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing training addressing topics appropriate for special education, dyslexia, 504, and RTI. Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR 2. Evidence of Implementation: PM, Training Sign-up Sheet, documentation of modifications chart Staff Responsible for Monitoring: Leader: Principal, Diagnostician Others Involved: Intervention teachers, Classroom teachers, Counselor Title I: 2.4, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				





Goal 2: Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2023-24 school year.

Performance Objective 5: 85% of ALL 5th grade students will meet or exceed the 2023-24 goals for the science exam on STAAR, and 85% of ALL students in grades PK-4 will meet or exceed grade level CBAs.

High Priority

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





Strategy 1 Details	Reviews			
Strategy 1: Review and analyze data from performance assessments, CBAs (1-5), IXL reports, and benchmark tests to determine instructional strategies to meet students' needs. Strategy's Expected Result/Impact: Students should increase and retain knowledge through the CBAs, IXL and performance assessments. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers Title I: 2.4, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Teachers will follow the TRS IFD and have daily collaborative planning time to plan aligned instruction. All supplemental materials will use science process skills and be aligned to TRS including supplemental material: Think Up, and IXL. A Science lab will offer extended problem- based activities to meet a minimum of 60% of the science curriculum, this will also include activities that promote problem- based thinking like field trips, Caine's Arcade, Science Showdown (Science Fair or similar activity), and Science Camp. Strategy's Expected Result/Impact: Improved STAAR scores through the use of CBAs, benchmarks, formative assessments, and problem-based activities that apply content. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers; Inclusion Paraprofessionals Title I: 2.4, 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Provide ongoing professional development for all teachers in science. Strategy's Expected Result/Impact: Improved STAAR scores; continue to improve on the preparation of teachers' science skills in being an immersed science campus. Further training on the SAMR model. Staff Responsible for Monitoring: Principal, Assistant Principal, Classroom Teachers, Inclusive Paraprofessionals Title I: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 4 Details	Reviews			
Strategy 4: Teachers will work on integrating and supplementing the science curriculum with STEM based activities to deepen the thinking of students. Independent and project based problems will be used to enrich and extend curriculum concepts. Strategy's Expected Result/Impact: Improvement in Science STAAR scores and better prepared thinkers moving into middle and high school. Staff Responsible for Monitoring: Teachers, Administration, Instructional Aides. Title I: 2.4, 2.5, 2.6 - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: All 3rd-5th grade students will meet a minimum of 60% on meets in the Closing the Gap in all sub-pop groups. Strategy's Expected Result/Impact: Cut points for Pre-K-5th on universal screeners in math and reading, aligned assessments, use of Quintile reports for CBA's, Lead4ward-student learning reports Staff Responsible for Monitoring: Admin, Campus Site-Based Team Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Targeted Support Strategy	Formative			Summative
	Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 2: Each grade level will meet EOY milestones in math and reading. Each six weeks, CBAs will be given to correlate with expectations to measure growth and standards. All students 3-5 will meet grade level expectations by reaching 90% approaches, 60% meets, and 30% masters on all 3rd-5th grade STAAR assessments in the 2023-24 school year.

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

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

Strategy 1 Details	Reviews			
Strategy 1: Kinder-2nd grade will use the Pattern of Powers to design instruction through a Writer's Workshop design. Strategy's Expected Result/Impact: Students leave Kinder-2nd being able to compose a sentence(s). Staff Responsible for Monitoring: Admin, Teachers and Paraprofessionals Title I: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 1: By May 2024, technology needs will be assessed and evaluated. Equipment and software will be continually examined for purchasing and training.

Evaluation Data Sources: Technology Inventory/Budget





Strategy 1 Details		Reviews			
Strategy 1: Integrate core subject area TEKS with technology TEKS to enhance student skills such as: keyboarding, publishing, presentation programs, Google Classroom, integrate online assessment training Strategy's Expected Result/Impact: Evidence of Impact: Assessments Evidence of Implementation: Lesson Plans Staff Responsible for Monitoring: Leader: Principal, Asst Principal Others Involved: Classroom Teachers, Technology Para, Librarian Title I: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math, Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction		Formative			Summative
		Oct	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>					

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Provide opportunities for career path awareness that promote continuing education culture. Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR, Robotics, ACE Program, UIL results, STUCO, Odyssey of the Mind 2. Evidence of Implementation: Career Day feedback, Parent Surveys, Student Surveys. Staff Responsible for Monitoring: Leader: Principal, Assistant Principal, Counselor Others Involved: All teachers Title I: 2.4, 2.5, 4.1 - TEA Priorities: Connect high school to career and college, Improve low-performing schools - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: odyssey of the mind-membership - Local Funds - 19936641201101421000 - \$290	Formative			Summative
	Oct	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Conduct interest inventory for all students in 4th and 5th grade. Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR 2. Evidence of Implementation: Campus Calendars, District Monitoring Data Staff Responsible for Monitoring: Leaders Involved: Principals, Assist. Principal, Counselors Title I: 2.5 - TEA Priorities: Connect high school to career and college - ESF Levers: Lever 3: Positive School Culture, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: BISD will guide teachers through professional development in developing, integrating, and improving critical thinking skills to improve the overall performance of all students Strategy's Expected Result/Impact: 2 goals (Communication, Critical Thinking) will have interim measures to ensure progress towards higher STEM Fluency Skills. Staff Responsible for Monitoring: Administration, ALL Teachers Title I: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2025





Performance Objective 1: By May 2024, 100% of all students' parents/family members will participate in opportunities to increase parental knowledge of, support for, involvement in, and contributions to the school program.

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

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

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

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





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

Goal 4: The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2025

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus Site Base team committee will meet each six weeks to review/update policies, procedures, programs, instructional practices and specific campus needs. Strategy's Expected Result/Impact: 1. Evidence of Impact: Student Growth/Performance 2. Evidence of Implementation: In-Service Sign-In Sheet Staff Responsible for Monitoring: Leader: Principal, Assistant Principal, Counselor Others Involved: Leader of Learners Title I: 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture Funding Sources: resources for PD - Local Funds - 19911639900101411000 - \$21.67, teach rhymes for beach - Local Funds - 19913641100101411000 - \$710, office supplies - Local Funds - 19923639900101499000 - \$119.71, Texas dyslexia conference - Local Funds - 19913641100101437000 - \$450, CAST CONFERENCE - ESSER III - 28213641101101111020 - \$675	Formative			Summative
	Oct	Mar	May	June

Strategy 2 Details	Reviews			
Strategy 2: Hire and retain high quality professionals by providing instructional support from Campus Site Base team and periodic New Teachers Chat. Strategy's Expected Result/Impact: 1. Evidence of Impact: STAAR and decrease in staff turnover 2. Evidence of Implementation: Certified Staff, PLC's, Staff Responsible for Monitoring: Leader: Principal, Asst Principal, Interview Committee Others Involved: LOL Team Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture, Lever 5: Effective Instruction Funding Sources: counselor membership dues - Local Funds - 19931649500101499000 - \$159, counselor registration - Local Funds - 19931649500101499000 - \$225	Formative			Summative
	Oct	Mar	May	June
<div> <div>  No Progress <div>  Accomplished <div>  Continue/Modify <div>  Discontinue </div> </div> </div> </div> </div>				

Goal 4: The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2025

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

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

Strategy 1 Details	Reviews			
Strategy 1: The Sunshine Committee provides snacks each six weeks and recognition for the campus. Strategy's Expected Result/Impact: Teachers will feel appreciated and build relationships among one another. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 3: Positive School Culture Funding Sources: counselor supplies - Local Funds - 19931639900101499000 - \$90	Formative			Summative
	Oct	Mar	May	June
<div><div><div>0%</div>No Progress</div><div><div>100%</div>Accomplished</div><div><div>→</div>Continue/Modify</div><div><div>✗</div>Discontinue</div></div>				

Goal 4: The percentage of staff/teachers'/administrators' retention rate will increase from 75% to 80% by 2025

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

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





Strategy 1 Details	Reviews			
Strategy 1: Administration will ensure timely instructional feedback to teachers. Strategy's Expected Result/Impact: Evidence: Improved instructional practices, Improved student performance Evidence of Implementation: Walk-through documentation, calendars Staff Responsible for Monitoring: Administrative team and Campus Site-Base Team Title I: 2.5 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 5: Effective Instruction	Formative			Summative
	Oct	Mar	May	June
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campus will hold regular meetings with campus SRP team. Strategy's Expected Result/Impact: Improved communication, alternate plans, suggestions to improve safety, key coded badges Staff Responsible for Monitoring: Administrators, SRO, SRP Committee ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: The campus will hold monthly safety drills to reinforce procedures and improve overall communication. Strategy's Expected Result/Impact: Improved safety, security, and communication Staff Responsible for Monitoring: Administrators, SRO, Teachers ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
Strategy 3 Details	Reviews			
Strategy 3: Brady Elementary will strive to decrease the percentage rate of sped students in an alternate educational arrangement from a PL of 2 to a PL of 1. Strategy's Expected Result/Impact: Educational programs, PBIS practices & Positive reinforcement/improved school culture Staff Responsible for Monitoring: Administration, Teachers, & Counselor Title I: 2.5 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June





Strategy 4 Details	Reviews			
Strategy 4: Brady Elementary will expand and improve the PBIS systems for the campus. Strategy's Expected Result/Impact: Students who understand and show proper respect and behaviors in and out of school. Staff Responsible for Monitoring: Teachers, Administrators, Counselor Title I: 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
Strategy 5 Details	Reviews			
Strategy 5: Improving overall student health will be assessed through the Fitnessgram assessment each school year. The data results will be used to evaluate the effectiveness of each student's health. Strategy's Expected Result/Impact: Improved attendance, health of student body, fight child obesity, and build healthy habits Staff Responsible for Monitoring: P.E. Coach, Admin, SHAC committee	Formative			Summative
	Oct	Mar	May	June
Strategy 6 Details	Reviews			
Strategy 6: The BES Counselor teaches lessons that provide intervention tools to help assist a student with conflicts with others. Coping with Conflict and the Character Education strategies help students with preventative measures that could lead to more violence or bully situations. Strategy's Expected Result/Impact: Coping with Conflict, Character education, Resolving issues Staff Responsible for Monitoring: Counselor, Teachers and admin ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The school will make daily contact with the parent or guardian when a student is absent. Strategy's Expected Result/Impact: Increased attendance, improved communication Staff Responsible for Monitoring: Administrators, Attendance Committee, SRO, PEIMS Clerk, Counselor TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture Funding Sources: counselor-addes - Local Funds - 19931639900101499000/19911639900101411000 - \$98	Formative			Summative
	Oct	Mar	May	June
Strategy 2 Details	Reviews			
Strategy 2: Reward each student with perfect attendance each six weeks. Strategy's Expected Result/Impact: Increased Attendance, Improved campus culture Staff Responsible for Monitoring: Administrators, Title I Counselor Attendance Committee, PEIMS Clerk, PBIS Committee TEA Priorities: Improve low-performing schools - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June

Strategy 3 Details	Reviews			
Strategy 3: Brady Elementary will organize a Pre-K/Kinder Round-Up to encourage early school education. Strategy's Expected Result/Impact: Promote enrollment for Brady Elementary, elevate school culture, community outreach, and promote parent involvement Staff Responsible for Monitoring: Administrators, Title I Counselor, Teachers, and Office Staff Title I: 2.6, 4.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 3: Positive School Culture	Formative			Summative
	Oct	Mar	May	June
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

State Compensatory

Budget for Brady Elementary School

Total SCE Funds: \$319,640.00

Total FTEs Funded by SCE: 10

Brief Description of SCE Services and/or Programs

Computer programs are used to offer supplemental education in skills and being able to practice them quickly and repeatedly. STEM supplies provide a critical thinking experience for students to apply skills learned in class through an interactive experience.

Personnel for Brady Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Amalia Wollard	Head-start Paraprofessional	1
Amanda Jolly	Head-start Paraprofessional	1
Carissa Holdren	Head-start Teacher	1
Chasity Craighead	Community Social Worker	1
Courtney Torres	2nd Grade Teacher (Math)	1
Janet Lubke	4th Grade Teacher (Math)	1
Kacy Renner	5th Grade Teacher (ELAR)	1
LaVonta Harper	2nd Grade Teacher (ELAR)	1
Summer Vargas	Head-start Teacher	1
Tracy Tipton	4th Grade Teacher (ELAR)	1

Title I Personnel

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

Campus Funding Summary

Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ESGI license	19911639900101411000	\$1,170.00
1	1	1	teaching supplies	19911639900101411000	\$25.62
2	1	1	student incentives	199236649900101499000	\$32.78
2	4	1	math teaching supplies	19911639900101411000	\$159.96
3	2	1	odyssey of the mind-membership	19936641201101421000	\$290.00
4	2	1	resources for PD	19911639900101411000	\$21.67
4	2	1	Texas dyslexia conference	19913641100101437000	\$450.00
4	2	1	teach rhymes for beach	19913641100101411000	\$710.00
4	2	1	office supplies	19923639900101499000	\$119.71
4	2	2	counselor registration	19931649500101499000	\$225.00
4	2	2	counselor membership dues	19931649500101499000	\$159.00
4	3	1	counselor supplies	19931639900101499000	\$90.00
5	2	1	counselor-addes	19931639900101499000/19911639900101411000	\$98.00
Sub-Total					\$3,551.74
Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	head start supplies fire safety	20551629900101424000	\$75.00
1	1	1	head start supplies	20511639900101420HS	\$266.70
1	1	1	head start 2024 building testing safety	20551624900101424000	\$500.00
1	1	1	head start supplies	205116399001014240HS	\$946.74
1	1	1	head start supplies	205116399001014240HS	\$226.35
1	1	1	head start supplies	205116399001014240HS	\$72.36
1	1	1	HEAD START SUPPLIES	205116399001014240HS	\$89.99
1	1	1	head start supplies	205116399001014240HS	\$79.58
1	1	1	head start supplies	205116399001014240HS	\$289.46
1	1	1	head start supplies	205116399001014240HS	\$249.20
1	1	1	head start supplies	205116399001014240HS	\$110.36

Title I, Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	head start supplies	205116399001014240HS	\$380.70
Sub-Total					\$3,286.44
State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	4	1	Guided Math Bundle	QUO0171424	\$5,099.94
Sub-Total					\$5,099.94
ESSER III					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
4	2	1	CAST CONFERENCE	28213641101101111020	\$675.00
Sub-Total					\$675.00

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited	The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.
Examples	Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.
Minimum Standards	In accordance with law, the Superintendent shall develop administrative procedures to ensure that minimum standards for bullying prevention are implemented.
Retaliation	The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.
Examples	Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.
False Claim	A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.
Timely Reporting	Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.
Reporting Procedures	To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.
Student Report	

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

Employee Report	Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.
Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Periodic Monitoring	The Superintendent shall periodically monitor the reported counts of bullying incidents, and that declines in the count may represent not only improvements in the campus culture because bullying declines but also declines in the campus culture because of a decline in openness to report incidents.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.

STUDENT WELFARE
FREEDOM FROM BULLYING

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(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

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

Policy

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

1. Prohibits the bullying of a student;
2. Prevents and mediates bullying incidents between students that:
 - a. Interfere with a student's educational opportunities; or
 - b. Substantially disrupt the orderly operation of a class-room, school, or school-sponsored or school-related activity;
3. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
4. Establishes a procedure for providing notice of an incident of bullying to:
 - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
 - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
5. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
6. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
7. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
8. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying;
9. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law,

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.); and

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

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

Note: [Minimum Standards for Bullying Prevention](#)¹ are available on TEA's website.

Internet Posting

The procedure for reporting bullying must be posted on a district's internet website to the extent practicable.

Education Code 37.0832

¹ TEA Minimum Standards for Bullying Prevention:
<https://tea.texas.gov/texas-schools/health-safety-discipline/student-discipline/minimum-standards-for-bullying-prevention>

MATH

TARGETS	ALL	Hisp	Whi	SE	CE	NCE	EcoDis	EL
Baseline 5th	52%	53%	51%	13%	52%	53%	46%	50%
Bridges	63%	60%	55%	50%				na
Collins	65%	50%	64%	na				na
Rangel	41%	71%	50%	na				100%
Growth 21-22	59%	60%	58%	21%	59%	60%	53%	57%
BOY 2021-22	66%	50%	69%	50%				100%
EOY 2021-22	64%	47%	74%	60%			51%	66%
EOY 22-23	66%	58%	69%					

on or above level currently