Brownsville Independent School District

Vermillion Elementary

2021-2022 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster

Mission Statement

The mission of Vermillion Elementary is to be an effective school through excellence in education with visionary, progressive, and technological learning opportunities which will prepare each student to function as a responsible member of our multicultural society, to achieve personal fulfillment, and to reach his or her maximum potential. This will be created through a combined effort of personnel, students, and parents, in order to establish an effective line of communication, allowing interaction to take place to maintain a campus where a strong positive attitude will prevail.

Vision

We envision a Vermillion Elementary School which produces responsible and respectful citizens. As a center for innovation, learning and up-to-date technology, Vermillion will be the connecting link between home and community. Vermillion students will realize that learning is a life-long commitment supported by dedicated staff and concerned parents, but only filled to its potential as the learners become responsible for the learning themselves.

Value Statement

Vermillion Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as U.I.L., Science Fair, Spelling Bee, Art contests, and in the annual Elementary Field Day.

School Namesake: **Vermillion Road Elementary**

School Colors: **Red and Black**

School Mascot: **Red Raider**

School Motto: **Achieve it!! – No Exceptions, No Excuses**

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Vermillion is committed to supporting the district focus for improved coordination of programs and services for students at risk of dropping out of school. Vermillion is a Title I Schoolwide Program campus and receives State Compensatory Funds (SCE). The attendance rate is 95.7% for all students. The attendance rate suffered a decrease due to a combination of face to face and virtual instruction. In addition, the retention rate is 6% for all students and 6% for At-Risk students.

The CIP formative review process was done in conjunction with the SBDM Committee and the budget planning for the current school year. Improvements have been made in the correlation of all campus funds to the goals and objectives of the CIP. Improvements are targeted to correlate and maximize revenue funds to expected CIP goals.

Each SBDM committee member reviews the information and data available with their grade level and/or department and recommends goals, objectivities, and activities as necessary. The SBDM Committee monitors and evaluates the effectiveness of the curriculum in order to ensure campus objectives are met. When appropriate the SBDM Committee jointly identifies new goals based on data and collaboratively designs new activities to be included in the campus improvement plan.

Procedures for Staff Quality, Recruitment and Retention included reviewing with SBDM staff quality, assessing the effect of recruitment and retention strategies on staffing. The following were some data sources reviewed:

- Teacher Certification/Qualification Data
- Paraprofessional and Other staff qualifications
- PDAS and EOY Evaluations

Professional Development Data

Procedures for Family and Community Involvement included reviewing with SBDM the family and community involvement and how they are invested and involved as partners in supporting the school community for the preservation of high expectations and high achievement for all students

The following sources provided valuable data for Family and Community Involvement in regards to the identification of needs:

- Parent Volunteer Information
- Parent Activity Evaluations and Feedback
- Parent and Community Partnership Data
- Parental Survey and Results

Demographics Strengths

1. Ethnic breakdowns are consistent with the previous year.

2. At-risk numbers and categories are consistent.

3. Vermillion Elementary has a strong Hispanic population of students and parents which enrich our learning community through appreciating its customs and culture.

4. Enrollement, Special Program participation, at-Risk by catergory are some of the demographics strengths.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to increase daily attendance. **Data Analysis/Root Cause:** PK 3, PK4, Headstart, Kinder students are always getting sick and are absent, thus affecting attendance daily.

Need Statement 2 (Prioritized): Need multiple learning opportunities and supplemental instructional materials to address student acheivment data and inidividual student needs. **Data Analysis/Root Cause:** To ensure a well rounded education.

Need Statement 3 (Prioritized): Need to increase parent/family engagement; the parent liaison will purchase supplies and light refreshments for parent meetings on various topics, as well as conduct home visits when necessary and/or needed. **Data Analysis/Root Cause:** Very few parents attend meetings even with a flexible scheduled that offered.

Student Learning

Student Learning Summary

As we receive current data for TPRI/Tejas Lee, Telpas, and STAAR, students are demonstrating needs in all areas such as reading, math, writing, and science. Our goal for 2021-22 will be to decrease the learning gaps and help students be on grade level.

In 2021, Vermillion Elementary was reopened for all students, however some students remained in virtual learning due to Covid-19. Though there will be instructional gaps for the 21-22 school year, we will work towards closing those gaps with interventions and tutoring.

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2020 Accountability Report Ca
All Grades: 2020- Due to COVID-19 Vermillion will be given "A state of Disaster" status for the 19-20 school year.
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A continued focus of providing engaging activities and building on critical thinking skills for all students with assist is supporting our goal of receiving Distinctions in all 6 areas.

1. The following sources provided valuable data for Student Achievement in regards to the identification of needs:

- TAPR Report
- STAAR Results
- STAAR Summary Report-Group Performance
- TELPAS and AMAO Results
- Eduphoria! Aware
- Tango Trends

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

Student Learning Strengths

Based upon the STAAR Tests results, as well as other district assessments throughout the school year, the following are areas of strength as identified by the Campus Data Team.

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2020 Accountability Report Card

All Grades: 2020
Although Vermillion was reopended, many students chose to continue with virtual learning. Teachers continued with rigourous lessons for both fac

Student Acheivement Needs:
Though, instruction continued through both face to face and distance Learning via varios online educational platforms, we know that there will s
Though Vermillion has had overall improvements, the needs would be to increase the amount of students who Meet, and Master the STAAR test along
Special Education population in all tested areas. Afterschool tutorials and enrichment programs will be offered to all students so as to ensure
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Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Small group interventions to address students not Approaching, Meeting and Mastering the STAAR test. **Data Analysis/Root Cause:** Percentages of students not enough on all 3 levels on STAAR.

Need Statement 2 (Prioritized): To increase student performance in core academic areas, software will be renewed yearly. **Data Analysis/Root Cause:** Percentages not high enough on all assessments from PK through 5th grade, including CPALLS, TPRI/TL, TELPAS, STAAR

Need Statement 3 (Prioritized): Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement. **Data Analysis/Root Cause:** Increase overall student achievement.

Need Statement 4 (Prioritized): Ipads/tablets, projector/elmos, Laptops, panels and desktop computers and printers will be purchased for the use of interactive and engaging lessons to increase student achievement. **Data Analysis/Root Cause:** Increase overall student achievement and one to one devices.

Need Statement 5 (Prioritized): Campus leadership will attend a yearly conference to bring back the newest and latest technology and resources to share with teachers and staff. **Data Analysis/Root Cause:** Close the achievement gap on all student populations.

Need Statement 6 (Prioritized): Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause:** Campus surveys for availability and access from 2019 and Spring 2020.

School Processes & Programs

School Processes & Programs Summary

1. The following sources provided valuable data for Curriculum, Instruction and Assessment in regards to the identification of needs:

- Standards-Based Curriculum Resources and Materials
- Scope and Sequence and Other Focus Documents
- Technology
- Instructional Design and Delivery
- Collaborative Horizontal and Vertical Alignment
- Classroom Materials
- Counselor Materials
- PE Materials

Vermillion Elementary teachers meet the needs of all students by differentiating instruction based on need and results. All decisions are data driven which foster rigorous instruction and higher order thinking. Collaborative approaches and best practices are what we do to ensure that we meet the needs of all students.

School Processes & Programs Strengths

Consistent monitoring of students progress. Data drives instruction. Collaboration between teachers and administration of desegregating data. Weekly meeting will grade level teachers to review data, assessments, fluency and make changes as needed. Data Wall updated for every major benchmark.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): To ensure the monitoring of student progress, walk-thrus must be conducted daily by all campus administration. **Data Analysis/Root Cause:** Minimal walk-throughs conducted, therefore, the consistent monitoring of students progress is unseen and can only be determined after a benchmark.

Need Statement 2 (Prioritized): Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause:** Additional state requirements and district student and employee data indicate need.

Need Statement 3 (Prioritized): Need Counselor and PE materials to support the students in all aspects of the educational program. **Data Analysis/Root Cause:** Create well rounded educated students.

Perceptions

Perceptions Summary

- Procedures for School Culture and Climate included reviewing with SBDM the schools values, beliefs, transitions, and customs that shape our schools personality and climate.

The SBDM Committee includes parents and community members as well as teachers and administrators. The SBDM operates throughout the year in an advisory capacity in addition to the work they do during the Comprehensive Needs Assessment process. This ongoing work includes discussion of culture and climate issues from expectations and values to a safe and disciplined environment for teaching and learning.

In 2020-21, the student CNA survey indicated that students feel: (1) they are learning about interesting and important things, (2) they feel that the work given to them by teachers is fair and is preparing them for the future, (3) their principal is engaged in their learning and demonstrates it by visiting their classrooms, (4) they are provided with sufficient supplies to help them succeed, (5) they can visit the counselor's office or virtual platform if they need their assistance, (6) they can go see the nurse if they have a medical emergency, (7) they believe the rules and consequences to be fair, and (8) they are safe in their school.

The staff CNA indicated the following: (1) the campus is safe and secure, (2) there aren't any drug, tobacco or weapons problems on our school, (3) maintaing discipline at our school is not a problem, (4) the counselors do an effective job of planning classes for students, counseling students with problems, providing students with career/vocational orientation through online or face-to-face workshops, presentations, or speakers, providing support to teachers with students in need of academic interventions or personal counseling, (4) there is support and mutual respect between the school's administration and the staff, (5) they are involved in the decision-making process of important educational issues at our campus, (6) the time given for teacher preparation is strictly used to for classroom/instructional preparation purposes, (7) our code of conduct is applied consistently and fairly among students, and (8) the anti-violence, anti-bullying, anti-drug, and mental health and wellness programs at our school are effective.

A total of 73 parents responded to our 2020-2021 CNA survey and indicated that: (1) principal is available when needed, (2) there are different programs and services provided by this school, (3) they areinvolved in decision-making at my child's school, (4) the quality of instruction in my child's school and online is good and their children are taught the appropriate subjects at school, (5) their child's teacher works with them to improve the educational experience of my child, materials and supplies are available for their children, and the regular education program does a good job of educating their children, two-thirds of parents indicated that the special education, bilingual and migrant programs do a good job of educating students, (6) they are satisfied with the fine arts activities and technological resources available at the school, (7) their child looks forward to coming to or logging in to school each day, (8) they feel encouraged to be involved, and are involved and welcomed at the school, and (9) teacher communicates with me regarding my child's academic progress, the campus reaches out to them through home visits, phone calls or video calls, and that the campus provides meaningful two way communication. Parents indicated that they would like more cooperation between the school and home because they know that a good educations starts at home.

- **Procedures for School Context and Organization included reviewing with SBDM the processes, structures, decision-making, and overall leadership of the organization and the impacts they have on teaching and learning.**

The following sources provided valuable data for School Context and Organization in regards to the identification of needs:

- Leadership: Formal and Informal
- Decision-Making Processes
- Schedule for Student Support Services
- Program Support Services, e.g. extracurricular activities.
- Supervision Structure
- Duty Rosters
- School Nurse
- Extended day program

Perceptions Strengths

The climate of Vermillion Elementary is that of a safe and welcoming one. The norms, values and expectations that support all students, staff and parents are feeling socially, emotionally and physically safe. Everyone is engaged and respected for who they are. Both students and teachers work together to develop, live and contribute to the shared school vision. All staff members model and nurture attitudes that emphasize the benefits and satisfaction gained from learning. We all contribute to the operations of the school and the care of the physical environment.

Master schedules include mandated 90 min reading block

SBDM meets once every 6 weeks

Counseling on campus to meet individualized student needs

Grade-level meetings every Tuesday to discuss weekly assessment, instruction and performance goals.

Students attend 21st Century community learning Centers at Rivera High school on Saturday's throughout the year.

Formal Leadship

Decision Making processes

Supervision structures

Duty Rosters

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Extended day program will be offered to all students. **Data Analysis/Root Cause:** Provide extra-curricular activities after-school.

Need Statement 2 (Prioritized): Need nurse and custodial supplies to provide students with self-care and sanitation. In addition, general supplies for office staff and administration will be purchased. **Data Analysis/Root Cause:** Self-care and sanitation of school and students.

Priority Need Statements

Need Statement 1: Small group interventions to address students not Approaching, Meeting and Mastering the STAAR test.
Data Analysis/Root Cause 1: Percentages of students not enough on all 3 levels on STAAR.
Need Statement 1 Areas: Student Learning

Need Statement 2: Need to increase daily attendance.
Data Analysis/Root Cause 2: PK 3, PK4, Headstart, Kinder students are always getting sick and are absent, thus affecting attendance daily.
Need Statement 2 Areas: Demographics

Need Statement 3: To increase student performance in core academic areas, software will be renewed yearly.
Data Analysis/Root Cause 3: Percentages not high enough on all assessments from PK through 5th grade, including CPALLS, TPRI/TL, TELPAS, STAAR
Need Statement 3 Areas: Student Learning

Need Statement 4: To ensure the monitoring of student progress, walk-thrus must be conducted daily by all campus administration.
Data Analysis/Root Cause 4: Minimal walk-throughs conducted, therefore, the consistent monitoring of students progress is unseen and can only be determined after a benchmark.
Need Statement 4 Areas: School Processes & Programs

Need Statement 5: Need multiple learning opportunities and supplemental instructional materials to address student acheivment data and inidividual student needs.
Data Analysis/Root Cause 5: To ensure a well rounded education.
Need Statement 5 Areas: Demographics

Need Statement 6: Need to increase availability of quality technology, software, and internet access for students, faculty and staff.
Data Analysis/Root Cause 6: Campus surveys for availability and access from 2019 and Spring 2020.
Need Statement 6 Areas: Student Learning

Need Statement 7: Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement.
Data Analysis/Root Cause 7: Increase overall student achievement.
Need Statement 7 Areas: Student Learning

Need Statement 8: Need to increase parent/family engagement; the parent liaison will purchase supplies and light refreshments for parent meetings on various topics, as well as conduct home visits when necessary and/or needed.

Data Analysis/Root Cause 8: Very few parents attend meetings even with a flexible scheduled that offered.

Need Statement 8 Areas: Demographics

Need Statement 9: Need Counselor and PE materials to support the students in all aspects of the educational program.

Data Analysis/Root Cause 9: Create well rounded educated students.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Campus leadership will attend a yearly conference to bring back the newest and latest technology and resources to share with teachers and staff.

Data Analysis/Root Cause 10: Close the achievement gap on all student populations.

Need Statement 10 Areas: Student Learning

Need Statement 11: Ipads/tablets, projector/elmos, Laptops, panels and desktop computers and printers will be purchased for the use of interactive and engaging lessons to increase student achievement.

Data Analysis/Root Cause 11: Increase overall student achievement and one to one devices.

Need Statement 11 Areas: Student Learning

Need Statement 12: Need nurse and custodial supplies to provide students with self-care and sanitation. In addition, general supplies for office staff and administration will be purchased.

Data Analysis/Root Cause 12: Self-care and sanitation of school and students.

Need Statement 12 Areas: Perceptions

Need Statement 13: Extended day program will be offered to all students.

Data Analysis/Root Cause 13: Provide extra-curricular activities after-school.

Need Statement 13 Areas: Perceptions

Need Statement 14: Need to increase supports for student and family access to physical and mental health as well as nutritional supports.

Data Analysis/Root Cause 14: Additional state requirements and district student and employee data indicate need.

Need Statement 14 Areas: School Processes & Programs

Goals

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

Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad /carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 1: All Vermillion students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 2 percentage points.

Todos los estudiantes de Vermillion, todos los grados, todas las materias superaran el porcentaje de STAAR de 2019 que cumple con el nivel de grado y el rendimiento de nivel de grado de STAAR Masters en lectura, escritura, matematicas, y ciencias en 2 puntos porcentuales.

> **Targeted or ESF High Priority**

> **Evaluation Data Sources:** STAAR Results, TPRI and Tejas Lee EOY Results perfprmance reports

Strategy 1 Details	Reviews			
Strategy 1: All teachers will attend STAAR Professional Development in the core content areas to prepare for the rigors of the test and to prepare for the implementation of a comprehensive instructional program. Todos los maestros asistiran al desarrollo profesional STAAR en las areas de contenido basico para prepararse para los rigores de la prueba y para prepararse para la implementacion de un programa de instruccion integral. New Pearson ELA Textbook adoption, New ELAR TEKS trainings. PK Guidelines: OWL & CIRCLE. RTI CCRS STAAR (3-5) TELPAS Ensenando la Lectura- PK Vocabulary development Fluency & Accuracy Sequencing & Pacing Writing Across the Curriculum Comprehension Strategies Effective Research Based teaching practices Classroom Management -eSchools. Pearson Realize Envision Math Science	**Formative**			**Summative**
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: F: Administrative Walk-throughs, Lesson Plans, Grade Books, student progress reports.
      S:STAAR/
      TELPAS, AMAO 1, 2, & 3, PBMAS, Pre-LAS, LAS
      Staff Responsible for Monitoring: Assistant Principal, Dean, C & I Specialists
      Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction - **Targeted Support Strategy** - **Additional Targeted Support Strategy** - **Population:** All students - **Start Date:** August 5, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			

Strategy 2: Teachers will utilize the district's core curriculum for ELAR, Math, Science, and Social Studies along with other supplemental resources such as Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, KAMICO, Step up to the TEKS, GPS Math, Forde-Ferrier, Measuring Up, Math Warm-ups,SRA, Empowering Writer's, IXL Software, STAAR Sucess, Lonestar learning, dictionaries, andi instructional supplies to better prepare students for the rigors of the STAAR test at the EOY.
 	
Los maestros utilizaran el plan de estudios basico del distrito para ELAR, matematicas, ciencias y estudios sociales junto con otros recursos complementarios como Mentoring Minds, STAAR Ready, STAAR Buckledown, STAAR Master, KAMICO, Step up to the TEKS, GPS Math, Forde-Ferrier , Measuring Up, Math Warm-ups, SRA, Empowering Writer's, IXL Software, STAAR Sucess, Lonestar learning, diccionarios y materiales instructivos para preparar mejor a los estudiantes para los rigores del examen STAAR.
 	
SA 1
    Milestone's/Strategy's Expected Results/Impact: F: PDS Transcript, Teacher Observations, Lesson Plans, student progress reports, Benchmark scores
    S: STAAR
    Staff Responsible for Monitoring: Administration, , Administrator for SCE
    Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** All students; At Risk students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022
    Need Statements: Demographics 2 - Student Learning 1, 3
    Funding Sources: SUPPLEMENTAL RESOURCES - 199 Local funds - 199-11-63-6399-00-126-Y-11-000-Y - $7,246, SUPPLEMENTAL RESOURCES - 163 State Bilingual - 163-11-6399-00-126-Y-25-000-Y - $8,550				

	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			

Strategy 3: Support balanced literacy program with relevance to cultural/traditions validation and use of leveled readers, guided reading groups, small group instruction, and incorporating the writing workshop.
 	
Apoyar un programa de alfabetizacion equilibrado con relevancia para la validacion cultural / tradicional y el uso de lectores de nivel, grupos de lectura guiada, instruccion en grupos pequenos e incorporacion del taller de escritura.
    Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks
    Summative: STAAR/STAAR TEST, TPRI/Tejas Lee scores, NRT Assessments, TELPAS, AMAO 1, 2, & 3, PBMAS,
    Staff Responsible for Monitoring: Teachers, Administration
    Title I Schoolwide Elements: 2.5 - **TEA Priorities:** Build a foundation of reading and math - **Population:** All students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022				

	Formative			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details		Reviews			
Strategy 4: RTI Tier Model interventions will be provided to support student success: TIER I-120 minutes ELAR core instruction, TIER II- additional 30 minutes a day in small group instruction, and TIER III- additional 30 minutes or individualized small group instruction per day in addition to TIER I and II. Se proporcionaran intervenciones del modelo de nivel RTI para apoyar el exito del estudiante: NIVEL I-120 minutos de instruccion basica ELAR, NIVEL II- 30 minutos adicionales al dia en instruccion en grupos pequenos y NIVEL III- 30 minutos adicionales o instruccion individualizada en grupos pequenos por dia ademas al NIVEL I y II. **Universal screening, SBRR interventions, documentation of interventions and progress, use of data to identity areas of need, monitor progress of struggling student, adjust instruction/interventions, review student outcome data to evaluate instruction, eSchools, Tango and Trends.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: TRPI/TL, CPALLS, Benchmark Results, STAAR, TELPAS, AMAOs, PBMAS **Staff Responsible for Monitoring:** Teachers, RTI Specialist, RTI Coordinator, Dean **Population:** All students - **Start Date:** September 1, 2020 - **End Date:** May 26, 2021					
Strategy 5 Details		Reviews			
Strategy 5: Implement an integrated challenging, standards-based inquiry-centered math curriculum in K-5 as demonstrated through Pearson so that students will increase their conceptual knowledge at their appropriate grade level. Implementar un curriculo de matematicas integrado, desafiante y basado en estandares, centrado en la investigacion en K-5, como se demuestra a traves de Pearson, para que los estudiantes aumenten su conocimiento conceptual en el nivel de grado apropiado.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Student Assessments, Classroom observations, Lesson Plans, Benchmark Results, PDAS, STAAR **Staff Responsible for Monitoring:** Teachers, Special Programs Teachers, Dean, Principal **Title I Schoolwide Elements:** 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** All students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022					
Strategy 6 Details		Reviews			
Strategy 6: Ensure that eligible students receive Title I, Dyslexia, BIL/ESL/GT/504, Migrant, and Special Education services and/or accommodations so that they are successful in meeting academic goals. Asegurar que los estudiantes elegibles reciban servicios y / o adaptaciones de Titulo I, Dislexia, BIL / ESL / GT / 504, Migrante y Educacion Especial para que tengan exito en el cumplimiento de las metas academicas.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: PEIMS Snapshot Report **Staff Responsible for Monitoring:** Administration, General Ed, Special Ed Teachers **Population:** All students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022					

Strategy 7 Details	Reviews			
Strategy 7: Teachers will administer benchmark assessments (Checkpoints) in English Language Arts & Reading, Math & Science in an effort to diagnose and prescribe academic target areas for student improvement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Los maestros administraran evaluaciones comparativas (puntos de control) en artes del lenguaje ingles y lectura, matematicas y ciencias en un esfuerzo por diagnosticar y prescribir areas academicas objetivo para la mejora de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmarks, CBA's, DBA's, progress monitoring assessments, student progress reports Summative: eschools, Tango-Trends, Eduphoria, STAAR **Staff Responsible for Monitoring:** Administration, Teachers, Curriculum Specialists **TEA Priorities:** Build a foundation of reading and math - **Population:** All students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022				

Strategy 8 Details	Reviews			
Strategy 8: Special Education teachers will be provided with supplies needed in their classroom to improve overall student achievement.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Los maestros de educacion especial recibiran los materiales necesarios en su salon de clases para mejorar el rendimiento general de los estudiantes. SA 1 **Milestone's/Strategy's Expected Results/Impact:** Formative: TPRI results, previous STAAR, TELPAS results. Summative: STAAR, TELPAS **Staff Responsible for Monitoring:** Administration, Special Education teachers **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** Special Education - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022 **Need Statements:** Demographics 2 - Student Learning 1, 3 **Funding Sources:** Gloves and Velcro - 166 State Special Ed. - 166-11-6399-00-126-Y-23-0B0-Y - $905, Supplies - 166 State Special Ed. - 166-11-6399-00-126-Y-23-000-Y - $1,200				

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Teachers will be provided with ink, card stock, duplicating paper, and general instructional supplies (Reading Material) for students to print out and access for reports and projects. Electronic equipment may be purchased for student use. In addition, composition books, chart tablets for anchor charts and the writing process pocket folders will be purchased to support a well balanced literacy program with the implementation of the Writer's Workshop.	Oct	Jan	Mar	June

Los maestros recibiran tinta, cartulina, papel para duplicar y suministros de instruccion generales (material de lectura) para que los estudiantes los impriman y accedan a informes y proyectos. Se pueden comprar equipos electronicos para uso de los estudiantes. Ademas, se compraran libros de composicion, tabletas graficas para graficos ancla y carpetas de bolsillo para el proceso de escritura para apoyar un programa de alfabetizacion bien equilibrado con la implementacion del Taller de Escritores.

SA 1

Milestone's/Strategy's Expected Results/Impact: Formative: Student work, Lesson Plans

Summative: STAAR Test, TPRI/Tejas Lee scores, TELPAS, AMAO 1,2,3, & PBMAS

Staff Responsible for Monitoring: Classroom Teachers, Principal

Population: All students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022

Need Statements: Demographics 2 - Student Learning 1, 3

Funding Sources: Ink - 166 State Special Ed. - 166-11-6399-62-126-Y-23-000-Y - $1,380, Ink - 162 State Compensatory - 162-11-6399-62-126-Y-30-000-Y - $1,524, Toner - 199 Local funds - $2,000, Copy Paper - 199 Local funds - 199-11-6396-00-126-Y-11-000-Y - $1,000, GENERAL SUPPLIES - 211 Title I-A - 211-11-6399-00-126-Y-30-0F2-Y - $3,809, COPY PAPER - 211 Title I-A - 211-11-6398-00-126-Y-30-0F2-Y - $1,000, COPY PAPER - 162 State Compensatory - 162-11-6396-00-126-Y-30-000-Y - $1,064, ELECTRONIC EQUIPMENT - 199 Local funds - 199-11-6398-00-126-Y-11-000-Y - $2,000

Strategy 10 Details	Reviews			
Strategy 10: Extended Day Program will be offered for all PK-5th grade students and is designed to assist parents with quality enrichment programs for all students. Classified and Certified personnel will provide academic intervention, tutoring, homework assistance, recreation, art, music, and academic activities. Se ofrecera un programa de jornada escolar prolongada para todos los estudiantes de PK a 5o grado y esta disenado para ayudar a los padres con programas de enriquecimiento de calidad para todos los estudiantes. El personal clasificado y certificado proporcionara intervencion academica, tutoria, ayuda con las tareas, recreacion, arte, musica y actividades academicas. . SA 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: teacher observation, student work, lesson plans, attendance sheets Summative: CPALLS, TPRI/TL, STAAR, TELPAS, AMAOS **Staff Responsible for Monitoring:** Administration, Teachers **TEA Priorities:** Connect high school to career and college - **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 **Need Statements:** Perceptions 1 **Funding Sources:** Extended Day Program - 199 Local funds - 199-11-6121-51-126-Y-11-000-y - $100, EXTENDED DAY PROGRAM - 211 Title I-A - 211-11-6118-00-126-Y-30-ASP-Y - $45,900, Extended Day Program - 199 Local funds - 199-23-6121-08-126-Y-99-000-Y - $50				

Strategy 11 Details	Reviews			
Strategy 11: IXL Learning, A-Z Learning & Galaxy Education, Mirroring 360, Spelling City , Starfall app and Summit K12 will be purchased to provide standards-based assessment, instruction, and test preparation through an e-learning program to support the campus mission and meet progress and overall student achievement on STAAR and TELPAS. XL Learning, AZ Learning & Galaxy Education, Mirroring 360, Spelling City, la aplicacion Starfall y Summit K12 se compraran para proporcionar evaluacion, instruccion y preparacion de examenes basada en estandares a traves de un programa de aprendizaje electronico para apoyar la mision del campus y cumplir con el progreso y rendimiento estudiantil general en STAAR y TELPAS. SA 1	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: reports, student work, lesson plans **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.5 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022 **Need Statements:** Student Learning 2, 3 **Funding Sources:** SOFTWARE - 211 Title I-A - 211-11-6395-62-126-Y-30-0F2-Y - $8,000, SOFTWARE - 162 State Compensatory - 162-11-6299-62-126-Y-30-000-Y - $12,000				

Strategy 12 Details	Reviews			
Strategy 12: Certified & experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non at-risk students, decrease retention rate on STAAR and improve overall students achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 12: Certified & experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non at-risk students, decrease retention rate on STAAR and improve overall students achievement.

Un maestro sustituto certificado y con experiencia ayudara a los estudiantes con intervenciones en grupos pequenos basadas en los datos para satisfacer sus necesidades y cerrar la brecha de aprendizaje entre los estudiantes en riesgo y los estudiantes que no estan en riesgo, disminuir la tasa de retencion en STAAR y mejorar el rendimiento general de los estudiantes.

DEMO 2

> **Milestone's/Strategy's Expected Results/Impact:** Formative: web based reports, TANGO Reports, data analysis, checkpoints review.
> Summative: STAAR, Retention rate.
>
> **Staff Responsible for Monitoring:** Campus Administration
>
> **TEA Priorities:** Build a foundation of reading and math - **Population:** At-Risk Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
>
> **Need Statements:** Student Learning 1
>
> **Funding Sources:** SUB TEACHER FOR INTERVENTIONS - 162 State Compensatory - 162-11-6112-00-126-Y-30-000-Y - $10,000

Strategy 13 Details	Reviews			
Strategy 13: Campus Administration will attend a conference throughout the year to keep abreast of the latest in Educational programs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 13: Campus Administration will attend a conference throughout the year to keep abreast of the latest in Educational programs.

La administracion del campus asistira a una conferencia durante todo el ano para mantenerse al tanto de lo ultimo en programas educativos.

SA 1

> **Staff Responsible for Monitoring:** Principal, Assistant Principal, Dean of Instruction
>
> **TEA Priorities:** Recruit, support, retain teachers and principals, Improve low-performing schools - **ESF Levers:** Lever 1: Strong School Leadership and Planning - **Population:** Campus Administration - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022
>
> **Need Statements:** Student Learning 5
>
> **Funding Sources:** Travel - 199 Local funds - 199-23-6411-23-126-Y-99-000-Y - $4,000

Strategy 14 Details	Reviews			

Strategy 14: Counselor materials and supplies will be purchased to address the needs of our students.
 	
Se compraran materiales y suministros para consejeros para atender las necesidades de nuestros estudiantes.
    Staff Responsible for Monitoring: Principal, Counselors
    Population: All students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022
    Need Statements: School Processes & Programs 3
    Funding Sources: Media Printing - 199 Local funds - 199-11-6399-16-126-Y-11-000-Y - $2,000, Counselor Supplies - 199 Local funds - 199-31-6399-00-126-Y-99-000-Y - $300
	Formative			**Summative**

	Oct	Jan	Mar	June

Strategy 15 Details	Reviews			

Strategy 15: The campus will purchase general supplies for the office staff, administration and teachers.
 	
El campus comprara suministros generales para el personal de la oficina, la administracion y los maestros.
    Milestone's/Strategy's Expected Results/Impact: Improve office management
    Staff Responsible for Monitoring: Principal
    ESF Levers: Lever 1: Strong School Leadership and Planning - **Population:** All students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022
    Need Statements: Demographics 2 - Student Learning 3
    Funding Sources: General supplies - 211 Title I-A - 211-23-6399-00-126-Y-30-OF2-Y - $2,000, General supplies - 166 State Special Ed. - 166-11-6399-00-126-Y-23-OP2-Y - $1,000, General supplies - 199 Local funds - 199-23-6399-45-126-Y-99-000-Y - $1,000, General supplies - 162 State Compensatory - 162-11-6399-00-126-Y-30-000-Y - $10,148
	Formative			**Summative**

	Oct	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need multiple learning opportunities and supplemental instructional materials to address student acheivment data and inidividual student needs. **Data Analysis/Root Cause**: To ensure a well rounded education.

Student Learning
Need Statement 1: Small group interventions to address students not Approaching, Meeting and Mastering the STAAR test. **Data Analysis/Root Cause**: Percentages of students not enough on all 3 levels on STAAR.
Need Statement 2: To increase student performance in core academic areas, software will be renewed yearly. **Data Analysis/Root Cause**: Percentages not high enough on all assessments from PK through 5th grade, including CPALLS, TPRI/TL, TELPAS, STAAR

Student Learning

Need Statement 3: Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement. **Data Analysis/Root Cause**: Increase overall student achievement.

Need Statement 5: Campus leadership will attend a yearly conference to bring back the newest and latest technology and resources to share with teachers and staff. **Data Analysis/Root Cause**: Close the achievement gap on all student populations.

School Processes & Programs

Need Statement 3: Need Counselor and PE materials to support the students in all aspects of the educational program. **Data Analysis/Root Cause**: Create well rounded educated students.

Perceptions

Need Statement 1: Extended day program will be offered to all students. **Data Analysis/Root Cause**: Provide extra-curricular activities after-school.

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

Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad /carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 2: Vermillion early childhood performance will increase by 5 percentage points over end-of-year 2020 results.

El rendimiento de Vermillion en la primera infancia aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2020.

Evaluation Data Sources: TPRI, Tejas Lee, CPALLS, and OWL.

Strategy 1 Details		Reviews			
Strategy 1: CPALLS assessment will be used to assess PK students in the areas of Reading, Math, Science and Social cognitive development as well as TPRI/Tejas Lee for students in Kinder through 3rd grade.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
La evaluacion CPALLS se utilizara para evaluar a los estudiantes de PK en las areas de lectura, matematicas, ciencias y desarrollo cognitivo social, asi como TPRI / Tejas Lee para estudiantes de Kinder a 3er grado. **Milestone's/Strategy's Expected Results/Impact:** CPALLS EOY Data TPRI/TL EOY DATA **Staff Responsible for Monitoring:** Teachers, Administration **Title I Schoolwide Elements:** 2.5 - **Population:** PK 3 and PK 4 students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022					
Strategy 2 Details		Reviews			
Strategy 2: School will provide activities to ease transition of student from home, to school, such as early registration with tours of the school, and the coordination with Head Start.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
La escuela proporcionara actividades para facilitar la transicion del estudiante desde el hogar a la escuela, como el registro temprano con recorridos por la escuela y la coordinacion con Head Start. **Milestone's/Strategy's Expected Results/Impact:** Pre-registration Logs, eSchools, Head Start Roster and enrollment. **Staff Responsible for Monitoring:** Administration, Teachers **Title I Schoolwide Elements:** 2.4 - **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022					
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Los estudiantes de BISD recibiran oportunidades educativas que produciran graduados completos que estan preparados para el futuro, estan listos para la universidad /carrera y son ciudadanos responsables e independientes. (Meta # 1 de la Mesa Directiva y Objetivos 2, 4, 5, 7 y 11 de TEA Cap. 4).

Performance Objective 3: Vermillion will increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts, and CTE programs by 5% over 2020-2021 participation.

Vermillion aumentara el numero de estudiantes en el avance cocurricular y extracurricular en matematicas, ciencias, estudios sociales, ELA, bellas artes y programas CTE en un 5% con respecto a la participacion de 2020-2021.

Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: NUMBER SENSE, ORAL READING, READY WRITING (UIL). UIL supplies will be purchased to assist students prepare for UIL Competition.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: student progress, sign- in sheets Summative: UIL Competition **Staff Responsible for Monitoring:** Administration Teachers **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Elementary students will compete in UIL Music Memory and Art as a means of developing aural listening skills and expose them to art history.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Lesson Plans, Performance ratings **Staff Responsible for Monitoring:** UIL Coordinator, Teachers **Population:** Elementary students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Fine arts teachers will attend professional development opportunities that will ensure student success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: needs assessments, evaluations **Staff Responsible for Monitoring:** Department of Fine Arts, Fine arts teachers **Population:** Fine Arts teachers - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Students will participate in end of year activities allowing them to explore various places on what they have studied in class.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Los estudiantes participaran en actividades de fin de ano que les permitiran explorar varios lugares sobre lo que han estudiado en clase.
 	
    Milestone's/Strategy's Expected Results/Impact: Overall learning experience for all students.
    Staff Responsible for Monitoring: Teachers, Principal, Dean, Counselors
    Title I Schoolwide Elements: 2.4 - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
    Funding Sources: Local Travel - 199 Local funds - $3,000				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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Campus #031-901-126
June 15, 2021 9:30 AM

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: All staff members at Vermillion Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy plan.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative: monthly comparison energy usage. Summative: annual comparison of energy usage. **Staff Responsible for Monitoring:** Campus Administration Custodial staff **Population:** All classrooms - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/upgrade/improvement of facilities to include prioritizing based on safety and needs of the campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Survey results from campuses and departments will indicate prioritzation of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data. **Staff Responsible for Monitoring:** Campus Administration Custodial staff **Population:** All classrooms - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details		Reviews			
Strategy 3: Custodial supplies and materials will be purchased so that the school is maintained in an orderly and clean manner.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: clean and orderly campus					
Staff Responsible for Monitoring: Principal, Custodial staff					
Start Date: July 22, 2021 - **End Date:** June 3, 2022					
Need Statements: Perceptions 2					
Funding Sources: Custodial OT - 199 Local funds - $50, CUSTODIAL SUPPLIES FOR MAINTENANCE/OPERATIONS - 211 Title I-A - 211-51-6315-00-126-Y-30-0F2-Y - $5,000, CUSTODIAL MAINTENANCE/ OPERATIONS - 199 Local funds - 199-51-6319-00-126-Y-99-000-Y - $1,000, SUPPLIES FOR MAINTENANCE/OPERATION-CUST - 199 Local funds - 199-51-6315-00-126-Y-99-000-Y - $5,000					
0% No Progress	100% Accomplished		Continue/Modify	✖ Discontinue	

Performance Objective 1 Need Statements:

Perceptions
Need Statement 2: Need nurse and custodial supplies to provide students with self-care and sanitation. In addition, general supplies for office staff and administration will be purchased. **Data Analysis/Root Cause**: Self-care and sanitation of school and students.

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

Performance Objective 1: Vermillion Elementary will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3)

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessment.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports Summative: End of year reports **Staff Responsible for Monitoring:** Principal, SBDM committee members **Start Date:** July 22, 2021 - **End Date:** June 3, 2022	**Oct**	**Jan**	**Mar**	**June**
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 2: Vermillion 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 school will provide Pan Dulce on Fridays to increase with the campus morale/climate.	Formative			Summative
Milestone's/Strategy's Expected Results/Impact: Increased school climate and teacher morale.	Oct	Jan	Mar	June
Staff Responsible for Monitoring: Campus Principal				
Population: All staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 1: Vermillion Elementary will provide the BISD Public Information Office with feature articles, student recognition's, co-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 weekly through the website and media venues.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Weekly news articles will indicate new activities each week. **Staff Responsible for Monitoring:** PIO Campus Administrations **Population:** Vermillion Students and Staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Vermillion will designate a PIO contact to provided feature articles, current students/parents/staff recognitions, co-/extra curricular activities, and parent/community events.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Regular features **Staff Responsible for Monitoring:** PIO Campus Administration **Population:** Vermillion Students, Staff, and Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

Performance Objective 1: Discipline referrals (office referrals, OSS) will decrease by 5%.

Evaluation Data Sources: Attendance
Roster, Professional
Development
Evaluation, PEIMS Discipline Reports

Strategy 1 Details	Reviews			
Strategy 1: Provide training for administrators and new teachers:	**Formative**			**Summative**
(a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;	**Oct**	**Jan**	**Mar**	**June**
(b) assure students rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.				
Milestone's/Strategy's Expected Results/Impact: Agenda Sign-in sheets				
Staff Responsible for Monitoring: Principals Assistant Principals Counselors Professional Development				
Population: Campus Administrators and New Teachers - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details		Reviews		
Strategy 2: Provide professional development based on level of expertise and need in the following areas:		**Formative**		**Summative**
Bullying Prevention		**Oct**	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Provide professional development based on level of expertise and need in the following areas: Bullying Prevention Violence/conflict resolution Recent drug use trends Resiliency/Developmental Assets Dating Violence Signs of Child Abuse Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. **Milestone's/Strategy's Expected Results/Impact:** Attendance Roster, Professional Development Evaluation, PEIMS Discipline Reports **Staff Responsible for Monitoring:** Administrators, Principals, Aps, Counselors, Professional Development, Behavioral Specialists RtI Specialist **Population:** Administrators, Campus Staff and Faculty - **Start Date:** June 1, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Nurse supplies will be ordered to maintain a safe environment for students and staff. **Staff Responsible for Monitoring:** Nurse, Principal **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Need Statements:** Perceptions 2 **Funding Sources:** NURSE SUPLLIES - 199 Local funds - $300, NURSE SUPPLIES - 211 Title I-A - 211-33-6399-00-126-Y-30-OF2-Y - $500	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Need Statements:

Perceptions
Need Statement 2: Need nurse and custodial supplies to provide students with self-care and sanitation. In addition, general supplies for office staff and administration will be purchased. **Data Analysis/Root Cause**: Self-care and sanitation of school and students.

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan.	Formative			Summative
	Oct	Jan	Mar	June

Plan must be multi-hazard in nature
Must be reviewed and updated annually by the campus safety and security committee.
The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation.
In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.
 	
    Milestone's/Strategy's Expected Results/Impact: After Action Reviews, Sign-In Sheets, Evaluations, Audits
 	
    Staff Responsible for Monitoring: Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security
 	
    Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Campuses must have an identification security system.	Formative			Summative
All faculty must obtain and display an Identification Card while on school grounds All students must obtain and display an Identification Card while on school grounds	Oct	Jan	Mar	June

Visitors must present an identification at Sign-In and
Escorted at all times.
 	
    Milestone's/Strategy's Expected Results/Impact: Audits, Evaluation Sheets
 	
    Staff Responsible for Monitoring: Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police Security
 	
    Population: Administrators, Campus Staff and Faculty, Guidance and Counseling, Administration, Students and Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details		Reviews			
Strategy 3: Campus based Law Enforcement:		**Formative**			**Summative**
Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. In addition, a Police Officer will be stationed at each High School.		**Oct**	**Jan**	**Mar**	**June**

Campus Officers when possible will address current trends with Students, Parents, Campus Faculty and Staff
Gang Awareness
Bullying
Dating Violence
Internet Safety
Drug, Alcohol and Tobacco Awareness
Gun Safety
Teen Community Emergency Response Team (CERT)
Truancy
Emergency Operations Plan (EOP)-Safety Procedures
As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.
 	
    Milestone's/Strategy's Expected Results/Impact: Evaluations, Sign-In Sheets, PEIMS Discipline Reports
 	
    Staff Responsible for Monitoring: Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.
 	
    Population: Administrators, Campus Faculty and Staff, Guidance and Counseling, Administration, Students and parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022					

0% No Progress	100% Accomplished	Continue/Modify		Discontinue	

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

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

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

Habra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus / distrito desde 2020-2021 hasta 2021-2022.

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			
	Formative			**Summative**
Strategy 1: Vermillion will continue to fund a Parent Liaison for the purpose of educating parents with current	**Oct**	**Jan**	**Mar**	**June**

Strategy 1: Vermillion will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.
* Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.
* Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance.
* Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.

Vermillion continuara financiando un enlace de padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.
* Realizar contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.
* Los enlaces de padres estableceran una estacion para padres con un toldo facilmente identificable para obtener las firmas de los padres en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la participacion o asistencia de los padres y la familia.
* Cargar y almacenar la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la caja del Titulo I.

    Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
    Summative: Increase % parent participation
    Increase % student attendance
    Increase student STAAR scores
    Staff Responsible for Monitoring: Principal
    Title I Schoolwide Elements: 3.2 - **Population:** Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

Strategy 2 Details	Reviews			
Strategy 2: Vermillion will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Vermillion will conduct a parent/teacher conference to review the S-P-S Compact. Vermillion desarrollara y difundira la Politica de Participacion de los Padres y la Familia y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y lo publicara en el sitio web del campus en ingles y espanol. Vermillion llevara a cabo una conferencia de padres / maestros para revisar el Pacto S-P-S. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy *School-Parent-Student Compact *Campus Improvement Plan (Goal 6) Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: * Politica de participacion de los padres y la familia * Acuerdo entre la escuela, los padres y los estudiantes * Plan de mejora del campus (meta 6) **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign-In Sheets Minutes Summative: Composite End of Year Survey; Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents, students, school - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: 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.	Oct	Jan	Mar	June

Create partnerships through a campus volunteer program.

Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.

Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo asociaciones comunitarias solidas.

Cree asociaciones a traves de un programa de voluntariado en el campus.

Reconocer a los socios de la comunidad y los padres voluntarios por sus esfuerzos en apoyar las metas del distrito / campus para aumentar el exito de los estudiantes.

> **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
>
> Summative:Increase % parent participation
> Increase % student attendance
> Increase student STAAR scores
>
> **Staff Responsible for Monitoring:** Principal, Parent Liaisons
>
> **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:	**Oct**	**Jan**	**Mar**	**June**

Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:
* Building Capacity through training using appropriate equipment and materials for parent and community access to resources
* College Readiness
* Community agencies and organizations resources
* Drop-out and Violence Prevention
* Early Childhood Literacy Strategies
* Effective teaching strategies in content areas
* Health and Wellness Education
* Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life
* Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc.

Proporcionar horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres para abordar las necesidades y / o inquietudes, pero no se limitan a las siguientes areas:
* Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales adecuados para el acceso de los padres y la comunidad a los recursos
* Preparacion para la universidad
* Recursos de agencias y organizaciones comunitarias
* Prevencion de la desercion y la violencia
* Estrategias de alfabetizacion en la primera infancia
* Estrategias de ensenanza efectivas en areas de contenido.
* Educacion sobre salud y bienestar
* Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.
* Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G.T., migrantes y en riesgo, etc.

    Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus

    Summative: Increase % parent participation
    Increase % student attendance
    Increase student STAAR scores

    Staff Responsible for Monitoring: Principals
    Parent Liaisons

    Population: Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

Strategy 6 Details		Reviews		
Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El enlace con los padres y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para expandir su conocimiento de las ultimas practicas cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi un conocimiento mas completo apoyo complementario a estudiantes y familias. **Milestone's/Strategy's Expected Results/Impact:** Formative: sign in sheets, registrations, monthly calendar Summative: **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 7 Details		Reviews		
Strategy 7: Host a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities Organice un dia de orientacion para padres para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito. Codigo de Conducta Estudiantil Pacto entre estudiantes, padres y escuela Politica de participacion de los padres Procedimientos de operacion de emergencia Pautas y oportunidades para voluntarios **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Sign-In sheets MOUs Summative: Increased Partnerships, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referra **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2021	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 8 Details	Reviews			
Strategy 8: Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Educar a los administradores y maestros del campus durante las reuniones de la facultad y el nivel de grado sobre los beneficios academicos y no academicos de una solida asociacion entre padres y escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative :Emails, newsletters Summative: Composite of EOY survey, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals **Staff Responsible for Monitoring:** Teachers Administration **Population:** All staff members - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 9 Details	Reviews			
	Formative			**Summative**
Strategy 9: Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:	**Oct**	**Jan**	**Mar**	**June**

Strategy 9: Provide ample Parent Education opportunities through parent conferences and parent training sessions at each campus Parent Center to disseminate information, services and/or referrals to agencies that address the needs in the following areas:
Early Childhood Reading Strategies
Effective teaching strategies
Health Education-Families in Training
Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education)
Librarian Presentation & Awareness
Building Capacity:

Proporcionar amplias oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres en cada centro de padres de la escuela para difundir informacion, servicios y / o referencias a agencias que abordan las necesidades en las siguientes areas:
Estrategias de lectura para la primera infancia
Estrategias de ensenanza efectivas
Educacion para la salud: familias en formacion
Poblaciones especiales (bilingue, dislexia, G.T., migrante, educacion especial)
Presentacion y sensibilizacion del bibliotecario
Capacidad para construir:

Milestone's/Strategy's Expected Results/Impact: Formative:
Parent Conference
Fliers
Sign-In Sheets
Conference Agendas
Meeting Agendas
Conference
Evaluations

Summative:
STAAR, EOC results
Composite of evaluation results, Title I Parental Involvement Compliance Checklist, STAAR Results,
Attendance rate, Discipline Referrals
Staff Responsible for Monitoring: Program Administrators
Curriculum and Instruction Specialists
Campus Instructional Tech. Teacher
Parent Liaisons
21st Century Site Coordinator/Liaisons
Population: Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

Strategy 10 Details	Reviews			
Strategy 10: Parent liaison will be provided with funds to carry out visits to parents home soliciting their support for their children and the school in order to improve student academic success	**Formative**			**Summative**
	Oct	Jan	Mar	June
El enlace de padres recibira fondos para realizar visitas al hogar de los padres solicitando su apoyo para sus hijos y la escuela con el fin de mejorar el exito academico de los estudiantes. DEMO 2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, mileage log, home visit requests. Summative: Increased teacher and student community involvement; contact log, Title I Parental Involvement Compliance Checklist, STAAR Results, Attendance rate, Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Need Statements:** Demographics 3 **Funding Sources:** TRAVEL/HOME VISITS - 211 Title I-A - 211-61-6411-00-126-Y-30-0F2-Y - $900				

Strategy 11 Details	Reviews			
Strategy 11: Parent Liaison will be purchase supplies for the parents to utilize in the schools parent center.	**Formative**			**Summative**
	Oct	Jan	Mar	June
El enlace de padres comprara suministros para que los padres los utilicen en el centro de padres de la escuela. DEMO 8 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, inventory supply list Summative: Purchase orders **Staff Responsible for Monitoring:** Parent Liaison Principal **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Need Statements:** Demographics 3 **Funding Sources:** GENERAL SUPPLIES - 211 Title I-A - 211-61-6399-00-126-Y-30-0F2-Y - $500				

Strategy 12 Details	Reviews			
Strategy 12: Parent Liaison will be purchase Light refreshments for parents when conducting parent meetings. El enlace de padres comprara refrigerios ligeros para los padres cuando realicen reuniones de padres. DEMO 2 **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign-in sheets, agendas Summative: Purchase orders **Staff Responsible for Monitoring:** Parent Liaison Principal **Population:** Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Need Statements:** Demographics 3 **Funding Sources:** FOOD/LIGHT REFRESMENTS - 211 Title I-A - 211-61-6499-53-126-Y-30-0F2-Y - $900	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 3: Need to increase parent/family engagement; the parent liaison will purchase supplies and light refreshments for parent meetings on various topics, as well as conduct home visits when necessary and/or needed. **Data Analysis/Root Cause**: Very few parents attend meetings even with a flexible scheduled that offered.

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

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

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

Strategy 1 Details		Reviews			
Strategy 1: Teachers will attend in-district and out-district conferences and professional development the district and school has to offer.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Teacher effectiveness **Staff Responsible for Monitoring:** Campus Administration **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Need Statements:** Demographics 2 - Student Learning 3 **Funding Sources:** Professional Development - 211 Title I-A - 211-11-6112-18-126-Y-30-AYP-Y - $2,000					
Strategy 2 Details		Reviews			
Strategy 2: At least one grade level representative will attend the content area Maintenance trainings that the Curriculum and Instruction department schedules thoughout the school year.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: sign in sheets, professional development report Summative: end of year reports **Staff Responsible for Monitoring:** Dean, principal **Population:** All teachers - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022					
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue					

Performance Objective 1 Need Statements:

Demographics
Need Statement 2: Need multiple learning opportunities and supplemental instructional materials to address student acheivment data and inidividual student needs. **Data Analysis/Root Cause**: To ensure a well rounded education.
Student Learning
Need Statement 3: Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement. **Data Analysis/Root Cause**: Increase overall student achievement.

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

Performance Objective 2: All district and campus staff will participate in required on-going trainings related to trauma informed care and safe and supportive schools.

    Evaluation Data Sources: Professional development record and evaluation reports.

Strategy 1 Details	Reviews			
Strategy 1: All teachers, principals and counselors will complete trauma-informed care training from a state approved program	**Formative**			**Summative**
to increase awareness and implement best practices to support students' well-being and apply interventions for academic and emotional support. (Policy FFBA) draft	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff
 Summative: end of year reports
    Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders
    Population: Faculty and staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Campus will have a trained Threat Assessment Team that will develop a safe and supportive school program	**Formative**			**Summative**
in compliance with TEA. The team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multihazard emergency operations plan. (Policy FFB)	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting from staff
 Summative: end of year reports
    Staff Responsible for Monitoring: Campus Threat Assessment Team Leader
    Population: Faculty and staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Campus will train designated staff on child sexual abuse, sex-trafficking, and other maltreatment of children.	**Formative**			**Summative**
Each campus shall provide a child abuse anti-victimization program that includes presentations to students and campus	Oct	Jan	Mar	June

staff. (Policy FFG)

Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six week reporting of presentations
Summative: end of year reports trainings

Staff Responsible for Monitoring: Campus Threat Assessment Team Leaders

Population: Faculty and staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

| 0% No Progress | 100% 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 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

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

Strategy 1 Details	Reviews			
Strategy 1: HATCH computers are available for all Pre-K 3 and Pre-K-4 students to use as a tool for developing skills to enhance their learning in the areas of Reading, Math and Science. Licenses and Warranties will be purchased at the campus level so that to ensure that the computers continue working properly for all students entering the early childhood program. **Milestone's/Strategy's Expected Results/Impact:** F: usage reports S: CPALLS, OWL **Staff Responsible for Monitoring:** Principal, Dean **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** PK 3, PK 4, and SRI students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2: Classroom computer stations and campus Computer Labs will be available for students in PK-5th grade to use as a tool for developing skills in the content areas through instructional software and other internet resource sites. **Milestone's/Strategy's Expected Results/Impact:** F: Computer Lab Reports, usage S: STAAR, TELPAS, PBMAS **Staff Responsible for Monitoring:** Principal, Teachers, TST, Lab managers **Population:** All students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022	Formative			Summative
	Oct	Jan	Mar	June

0% No Progress	100% 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 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 2020-2021, 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: Vermillion will provide students in 1:1 classrooms the opportunity to take a device home to extend learning beyond the classroom.	**Formative**			**Summative**
	Oct	Jan	Mar	June
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:** Campus Administration, TST **Population:** All Students - **Start Date:** July 26, 2021 - **End Date:** June 30, 2022				
0% No Progress 100% 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 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

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: Vermillion will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Proposed policy and guideline revisions Survey reports Summative Results: Security reports Updated Policies **Staff Responsible for Monitoring:** Campus Administration, TST **Population:** All students - **Start Date:** July 26, 2021 - **End Date:** June 30, 2022				
0% No Progress 100% 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: Parents will have access to the eSchool Home Access Center to check on students academic progress.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: F: Application requests S: Parental access, parent conferences	**Oct**	**Jan**	**Mar**	**June**
Staff Responsible for Monitoring: Teachers Administration Parent Liaison				
Population: All parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% 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 Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers and school leaders will participate in a minimum of 12 hours of face to face	**Formative**			**Summative**
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.	**Oct**	**Jan**	**Mar**	**June**
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:** Campus Administration **Population:** Teachers and staff - **Start Date:** June 1, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Vermillion will allow the Dean and Technology Support Teacher (TST) adequate time daily to support their	**Formative**			**Summative**
campus in the integration of technology into instruction.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey of staff Summative Results: Survey EOY report **Staff Responsible for Monitoring:** Principal and Dean **Population:** Dean and TST - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Vermillion will provide technology resources and professional development activities to support	**Formative**			**Summative**
personalized, flexible, blended learning across all content areas.	**Oct**	**Jan**	**Mar**	**June**
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: Dean
Population: Teachers - **Start Date:** June 1, 2021 - **End Date:** June 3, 2022

0% No Progress   100% 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 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.

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

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

    Evaluation Data Sources: BISD Future Ready Framework survey results

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

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

Performance Objective 1: Vermillion will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Vermillion desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

Evaluation Data Sources: STAAR, Retention Rate, and At-Risk Student Attendance Rate

Strategy 1 Details	Reviews			
Strategy 1: As per BISD policy, we will implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

De acuerdo con la politica de BISD, implementaremos tutorias y estrategias de remediacion en materias de areas basicas para estudiantes de bajo rendimiento con el fin de disminuir la tasa de retencion y mejorar el rendimiento estudiantil.
 	
SA 1
    Milestone's/Strategy's Expected Results/Impact: F: eSchool plus generated tutorial schedule, attendance report, tutorial lesson plans, tutorial teacher observations, benchmark scores, and student progress reports. S: STAAR, Retention rate
    Staff Responsible for Monitoring: Principal, Dean, Assistant Area Superintendent, Administrator for Special Programs, Administrator for SCE
    Title I Schoolwide Elements: 2.5 - **Population:** At-Risk Students - **Start Date:** July 26, 2021 - **End Date:** June 3, 2022
    Need Statements: Student Learning 1
    Funding Sources: AT-RISK TUTORIALS - 162 State Compensatory - 162-11-6118-00-126-Y-30-000-Y - $50,000, SSI TUTORIALS - 162 State Compensatory - 162-11-6118-00-126-Y-24-SSI-Y - $7,294, Lower Grade Tutorials - 211 Title I-A - 211-11-6118-00-126-Y-30-0F2-Y - $20,000				

Strategy 2 Details	Reviews			
Strategy 2: Identify homeless students and ensure support services are provided to students classified as homeless are done by the following process: 1. If students do not have a proof of address or verbally state they do not have a permanent home: 2. Get referred to Homeless Youth Department, and: 3. Are coded as being "Homeless" in PEIMS; 4. A form is then sent form the Homeless Youth Department stating they are homeless, and: 5. The form is placed in the students PRC. Identificar a los estudiantes sin hogar y asegurarse de que se brinden servicios de apoyo a los estudiantes clasificados como sin hogar mediante el siguiente proceso: 1. Si los estudiantes no tienen un comprobante de domicilio o declaran verbalmente que no tienen un hogar permanente: 2. Obtenga una derivacion al Departamento de Jovenes sin Hogar y: 3. Estan codificados como "Sin hogar" en PEIMS; 4. Luego se envia un formulario del Departamento de Jovenes sin Hogar que indica que no tienen hogar y: 5. El formulario se coloca en el PRC de estudiantes. **Milestone's/Strategy's Expected Results/Impact:** F:Monthly eSchoolPlus At-Risk reports will be generated and the Homeless Youth Project will work with the At-Risk campus contact to ensure support services are provided to students classified as homeless and Student Progress Reports. S: STAAR, Attendance Rate, and Retention Rate **Staff Responsible for Monitoring:** Registrar, Data Entry, Homeless Liaison, Principal **Population:** Homeless Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: The Dean of Instruction will provide research-based professional development opportunities and support for all teachers to assist in closing the gap of At-Risk students. El Decano de Instruccion proporcionara oportunidades de desarrollo profesional basadas en la investigacion y apoyo para todos los maestros para ayudar a cerrar la brecha de estudiantes en riesgo. **Milestone's/Strategy's Expected Results/Impact:** F: PDS Session Evaluation Report, Walkthroughs, student progress reports, benchmark scores S: STAAR **Staff Responsible for Monitoring:** Principal, Administrator for SCE **Title I Schoolwide Elements:** 2.6 - **Population:** At-Risk Students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			

Strategy 4: Supplement the Pre-K Program to provide foundational learning experiences in order to better prepare at-risk students academically.
 	
Complementar el programa de prekinder para brindar experiencias de aprendizaje fundamentales con el fin de preparar mejor academicamente a los estudiantes en riesgo.
 	
    Milestone's/Strategy's Expected Results/Impact: F: eSchoolPLUS Master schedule, teacher lesson plans, classroom observations, benchmark scores, student progress reports, CPALLS (BOY & MOY)
S: CPALLS (EOY)
    Staff Responsible for Monitoring: Campus Administration, Administrator for SCE, Administrator for Special Programs
    Title I Schoolwide Elements: 2.6 - **Population:** Elementary AR and LEP students who meet the Pre-K criteria - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: 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.
 	
Se implementara una despensa de alimentos y un armario de ropa para proporcionar a los jovenes identificados en riesgo, sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para mejorar el rendimiento, la asistencia, la tasa de graduacion y la tasa de finalizacion de los estudiantes en riesgo. y disminuir la tasa de retencion y la tasa de abandono.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports
Summative: STAAR, Attendance Rate, Retention Rate, Dropout Rate, Graduation Rate, Completion Rate
    Staff Responsible for Monitoring: Campus Administration, Homeless Youth Coordinator, Administrator for State Compensatory Education, Administrator for Special Programs
    Population: Elementary AR Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Ipads/tablets, projector/elmos, laptops, Chromebook, desk top computers, software, printers, scanners and panels will be purchased for the use of online web based programs to better serve the needs of students, teachers and administration to close the achievement gap between at risk and non-at risk students.	**Oct**	**Jan**	**Mar**	**June**

Se compraran Ipads / tabletas, proyectores / elmos, laptops, Chromebook, computadoras de escritorio, software, impresoras, escaneres y paneles para el uso de programas en linea basados en la web para atender mejor las necesidades de los estudiantes, maestros y administracion para cerrar la brecha de rendimiento. entre estudiantes en riesgo y no en riesgo.

SA 2

> **Milestone's/Strategy's Expected Results/Impact:** Formative: Web based program reports, TANGO reports, computer distribution log.
> Summative: STAAR results
>
> **Staff Responsible for Monitoring:** Campus Administration, Administrator for State Compensatory Education
>
> **Population:** students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022
>
> **Need Statements:** Student Learning 3, 4, 6
>
> **Funding Sources:** Equipment Under 5,000 - 199 Local funds - 199-23-6398-65-126-Y-99-000-Y - $2,000, SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS) - 162 State Compensatory - 162-11-6398-62-126-Y-30-000-Y - $50,724, SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS) - 263 Title III-A Bilingual - $5,472

Strategy 7 Details	Reviews			
Strategy 7: Certified & experienced substitute teacher will assist students with small group interventions based on the data to meet their needs and close the learning gap between at-risk students and non-at risk students, decrease retention rate on STAAR and improve overall student achievement. Un maestro sustituto certificado y con experiencia ayudara a los estudiantes con intervenciones en grupos pequenos basadas en los datos para satisfacer sus necesidades y cerrar la brecha de aprendizaje entre los estudiantes en riesgo y los estudiantes que no estan en riesgo, disminuir la tasa de retencion en STAAR y mejorar el rendimiento general de los estudiantes. DEMO 2 **Milestone's/Strategy's Expected Results/Impact:** Formative: web based reports, TANGO reports, data analysis, Missed SEs, Summative: STAAR, Retention rate **Staff Responsible for Monitoring:** Campus Administration **Title I Schoolwide Elements:** 2.6 - **Results Driven Accountability - Population:** At-Risk Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 **Need Statements:** Student Learning 1, 3 **Funding Sources:** SUB TEACHERS FOR INTERVENTIONS - 199 Local funds - 199-11-6126-00-126-Y-11-000-Y - $1,350	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Small group interventions to address students not Approaching, Meeting and Mastering the STAAR test. **Data Analysis/Root Cause**: Percentages of students not enough on all 3 levels on STAAR.
Need Statement 3: Areas of improvement will be addressed with all teachers to implement STAAR interventions and strategies will be reviewed and discussed. In addition, supplemental student and teacher resource books, materials and software will be purchased to practice the rigors of the STAAR test and to support the tutorial program and fully implement remediation strategies in order to decrease retention rate and improve overall student achievement. **Data Analysis/Root Cause**: Increase overall student achievement.
Need Statement 4: Ipads/tablets, projector/elmos, Laptops, panels and desktop computers and printers will be purchased for the use of interactive and engaging lessons to increase student achievement. **Data Analysis/Root Cause**: Increase overall student achievement and one to one devices.
Need Statement 6: Need to increase availability of quality technology, software, and internet access for students, faculty and staff. **Data Analysis/Root Cause**: Campus surveys for availability and access from 2019 and Spring 2020.

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

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

Performance Objective 2: Raise attendance rate to 97% by increasing student awareness of career paths (CCMRS) and the importance of education.

Aumentar la tasa de asistencia al 97% aumentando la conciencia de los estudiantes sobre las trayectorias profesionales (CCMRS) y la importancia de la educacion.

Evaluation Data Sources: Weekly review of campus attendance rates
Monitor campus Attendance Management plans as needed by campus visitations by attendance office

Strategy 1 Details	Reviews			
Strategy 1: Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for Monitoring / management Included in campus Improvement Plan. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal por escrito para Monitoreo / administracion Incluido en el Plan de mejora del campus. Asegurarse de que la asistencia de los estudiantes del campus cumpla con las tasas del Distrito y del Estado para que los estudiantes alcancen su maximo potencial educativo. **Milestone's/Strategy's Expected Results/Impact:** Weekly review of campus attendance rates Monitor campus Attendance Management plans as needed by campus visitations by attendance office **Staff Responsible for Monitoring:** Principal Asst. Principals PEIMS Supervisor Attendance Clerks Attendance Liaisons Attendance Office Data Entry Clerk **Population:** Campus Staff Attendance Personnel - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details		Reviews			
Strategy 2: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year utilizing the KUMBA tickets. Campus recognition of students for Perfect Attendance Achievement that increase learning performance. Reconozca y otorgue incentivos a los estudiantes con asistencia perfecta cada seis semanas y al final del ano utilizando los boletos de KUMBA. Reconocimiento del campus a los estudiantes por logros de asistencia perfecta que aumentan el rendimiento del aprendizaje. **Milestone's/Strategy's Expected Results/Impact:** Campus Documentation **Staff Responsible for Monitoring:** Principal PEIMS Supervisor Data Entry Clerk Student Accounting **Population:** PK-5th grade students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Awards and incentives - 199 Local funds - 199-11-6498-00-126-Y--11-000-Y - $4,000, Awards and incentives - 166 State Special Ed. - 166-11-6498-00-126-Y-23-OP2-Y - $1,575		**Formative**			**Summative**
		Oct	Jan	Mar	June

Strategy 3 Details		Reviews			
Strategy 3: Attendance goals will be enforced to show that attendance is key to better prepare all students for college, career and military readiness (CCMRS). Se aplicaran las metas de asistencia para demostrar que la asistencia es clave para preparar mejor a todos los estudiantes para la preparacion universitaria, profesional y militar (CCMRS). **Milestone's/Strategy's Expected Results/Impact:** Formative: attendance sheets, eSchool Summative: end of year reports **Staff Responsible for Monitoring:** Principal PEIMS Supervisor Data Entry Clerk Student Accounting **Population:** PK-5th grade students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022		**Formative**			**Summative**
		Oct	Jan	Mar	June

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: To promote and ensure physical fitness, students in grade PK-5 will be provided with moderate to vigorous physical activity 3 times a week in physical education for at least 30 minutes a day or a minimum of 135 minutes a week, so that everyone will be in compliance with Senate Bill 530.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Para promover y garantizar la aptitud fisica, a los estudiantes de PK-5 se les proporcionara actividad fisica de moderada a vigorosa 3 veces por semana en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana, para que todos esten de conformidad con el Proyecto de Ley del Senado 530.				
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom observations, PE student attendance, updated district policy Summative: School Health Index, Physical Fitness assessment				
Staff Responsible for Monitoring: Administration, PE Teachers				
Population: All students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				
Need Statements: School Processes & Programs 2, 3				
Funding Sources: PE SUPPLIES - 199 Local funds - $1,000				

Strategy 2 Details	Reviews			
Strategy 2: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Evaluar el estado fisico de los estudiantes anualmente en los grados 3-5 para mejorar la salud y el bienestar de todos los estudiantes y cumplir con los requisitos del Proyecto de Ley del Senado 530. **Milestone's/Strategy's Expected Results/Impact:** Formative: Updated district policy, classroom observations Summative: TEA required report for Fitness assessment results & student follow-up **Staff Responsible for Monitoring:** PE teacher, campus administrators, school nurse, CATCH team members **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Update CIP to include necessary improvements indicated by the School Health Index Assessment Tool in order to comply with legislative updates as they pertain to the Health and Physical education and Senate Bill 892.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Actualizar el CIP para incluir las mejoras necesarias indicadas por la herramienta de evaluacion del indice de salud escolar para cumplir con las actualizaciones legislativas en lo que respecta a la salud y educacion fisica y el proyecto de ley del Senado 892. **Milestone's/Strategy's Expected Results/Impact:** Formative: CIP Review Summative: School Health Index Documentation, CIP **Staff Responsible for Monitoring:** Dean, Campus CATCH Members **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by the School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892. Mantener y mejorar los Equipos de Enfoque Coordinado para la Salud Infantil (CATCH) que implementan el Programa Coordinado de Salud Escolar K-5 mediante el desarrollo de metas y objetivos basados en datos de evaluacion de aptitud, rendimiento academico, tasas de asistencia, desventajas academicas y el uso del exito de cualquier metodo para asegurar que los estudiantes esten alcanzando la actividad fisica requerida de moderada a vigorosa (MVPA), y cualquier otro indicador recomendado por el Consejo Asesor de Salud Escolar (SHAC) para cumplir con el Proyecto de Ley del Senado 19 y el Proyecto de Ley del Senado 892.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Implementation documentation, lesson plans, fitness assessment observation, student grades, attendance rates, SHAC Recommendations, CATCH activities, CATCH visitation reports, School Health Index **Staff Responsible for Monitoring:** CATCH TEAMS, MEMBERS, CHAMPIONS, SHAC **Population:** All students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				
0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

Performance Objective 3 Need Statements:

School Processes & Programs
Need Statement 2: Need to increase supports for student and family access to physical and mental health as well as nutritional supports. **Data Analysis/Root Cause**: Additional state requirements and district student and employee data indicate need.
Need Statement 3: Need Counselor and PE materials to support the students in all aspects of the educational program. **Data Analysis/Root Cause**: Create well rounded educated students.

State Compensatory

Personnel for Vermillion Elementary

Name	Position	Program	FTE
Ada Fernandez	Dean of Instruction	At-Risk	1.0
Eduardo Reyes	Pre-Kinder Teacher	PRE-KINDER	.5
Nora Quezada	Pre-Kinder Teacher	PRE-KINDER	.5
Teacher	Pre-Kinder Teacher	PRE-KINDER	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Site- Based Decision Making (SBDM) Committee conducted a comprehensive needs assessment (pg. 20-29) and met on April 29, 2021 to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the review, the committee decided to concentrate on improving the passing rate of all students and student groups including, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 50 percent of all students and all student groups passing at the 'MEETS" level on all parts of state mandated assessments for the 2019-2020 school year.. G1/S1-15

The CNA is comprised of the strengths and needs using Multiple Measures of data. The list of data sources are as follows:

District and Campus Goals

TEA Accountability Report TAPR

STAAR, TELPAS, TPRI/TL, Campus and District Benchmarks

CNA completed by staff, students, and parents.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus Improvement Plan is developed in collaboration with parents, community members, teachers, administrators, and other individuals deemed appropriate by the campus to create a well thought out plan to address the needs of the campus in all areas. Names and roles can be found at the end of the plan. The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with 199, 162, 163, 166, 211, 212, 255, 263 funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

2.2: Regular monitoring and revision

The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. All teachers and paraprofessionals will meet state and federal guidelines for certification. All teachers will receive professional development based on identified needs for the campus or individual. Professional development activities will include: subject/grade level training; behavior management; technology integration; disaggregation of test scores; harassment/ bullying prevention; emergency procedures; CPI; BIL/ESL; and instructional strategies for special populations with use of state adopted textbooks/materials and resources. G1S7, G1S9

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

The Campus Improvement Plan is a live and on-going document. It's implementation shall be monitored regularly and revised as needed based on the students and campus needs to ensure that all students are provided oppotunities to meet the academic standards set forth by the state. The CIP is reviewed on a quarterly basis and is updated as goals and strategies are met. Parents will also participate in the review and/or revision (DPAC) to address any concerns and to review the School-Parent-Student compact, The Parent and Family Engagement Policy, and the Campus Improvement Plan.

2.4: Opportunities for all children to meet State standards

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

G1S2, G1S7, G1S10, G9S1

2.5: Increased learning time and well-rounded education

All students will have multiple opportunities for increased learning time through targeted tutorials and extended day. Various extra curricular and co-curricular activities will be provided so that students have the opportunity to be successful in the academic area as well as the non-academic area thus providing a well rounded education for all. Accelerated instruction in the foundational curriculum will be offered and provided during our after-school tutorials and extended day programs, in order to improve At-Risk students acheviement on all campus, district and state assessments. The Extended day program will provide enrichment and reinforcement activities for students in PK to 5th grade.

G1S2, G1S7, G3S1, G3S3, G1S10, G9S1

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

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the NRT aessments, TELPAS, TPRI.TL, CPALLS and campus and district benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance such as Tutorials, and pull outs with Support Staff during the instructional day. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Pull out assistance programs will be implemented throughout the year.

G3S1, G1S10, G9S1

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Vermillion Elementary distributes the Parent and Family Engagement Policy during it's annual Meet the Teachers Night. If parents fail to attend the annual event, it is distributed along with all the other forms needed for the beginning of the year on the first day of school. The Parent and Family Engagement Policy is provided in both English and Spanish and can be provided in other languages upon request.

G6S1-13

3.2: Offer flexible number of parent involvement meetings

The Parent Liaison will conduct Weekly Parent meetings so that parents have the opportunity to be informed on various topics. Parent trainings consist of various topics such as parenting skills, ESL classes, discipline management, RTI & Dyslexias services, Special Education Services, STAAR, Campus Benchmarks, TEKS, and any other parent trainings that the campus feels they need to be good parents with education in mind. New assessment requirements, reading readiness, and ensuring parental involvement participation. At least 1 parent meeting will be offered a month after the school day has ended to increase parent participation.

G6S4, G6S9

Title I Personnel

Name	Position	Program	FTE
Aide	FP AIDE		1.0
ESMERALDA DEVEN	NURSE		.40
JOSEFA DE LA HUERTA	FP AIDE		1.0
MARIBEL ROMO	PARENT LIAISON		1.0
NATALIE SANCHEZ	LIBRARY AIDE		1.0

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	SUPPLEMENTAL RESOURCES	199-11-63-6399-00-126-Y-11-000-Y	$7,246.00
1	1	9	Toner		$2,000.00
1	1	9	Copy Paper	199-11-6396-00-126-Y-11-000-Y	$1,000.00
1	1	9	ELECTRONIC EQUIPMENT	199-11-6398-00-126-Y-11-000-Y	$2,000.00
1	1	10	Extended Day Program	199-11-6121-51-126-Y-11-000-y	$100.00
1	1	10	Extended Day Program	199-23-6121-08-126-Y-99-000-Y	$50.00
1	1	13	Travel	199-23-6411-23-126-Y-99-000-Y	$4,000.00
1	1	14	Media Printing	199-11-6399-16-126-Y-11-000-Y	$2,000.00
1	1	14	Counselor Supplies	199-31-6399-00-126-Y-99-000-Y	$300.00
1	1	15	General supplies	199-23-6399-45-126-Y-99-000-Y	$1,000.00
1	3	4	Local Travel		$3,000.00
2	1	3	Custodial OT		$50.00
2	1	3	CUSTODIAL MAINTENANCE/ OPERATIONS	199-51-6319-00-126-Y-99-000-Y	$1,000.00
2	1	3	SUPPLIES FOR MAINTENANCE/OPERATION-CUST	199-51-6315-00-126-Y-99-000-Y	$5,000.00
5	1	3	NURSE SUPLLIES		$300.00
9	1	6	Equipment Under 5,000	199-23-6398-65-126-Y-99-000-Y	$2,000.00
9	1	7	SUB TEACHERS FOR INTERVENTIONS	199-11-6126-00-126-Y-11-000-Y	$1,350.00
9	2	2	Awards and incentives	199-11-6498-00-126-Y--11-000-Y	$4,000.00
9	3	1	PE SUPPLIES		$1,000.00
				Sub-Total	$37,396.00
				Budgeted Fund Source Amount	$37,396.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	9	Ink	162-11-6399-62-126-Y-30-000-Y	$1,524.00
1	1	9	COPY PAPER	162-11-6396-00-126-Y-30-000-Y	$1,064.00
1	1	11	SOFTWARE	162-11-6299-62-126-Y-30-000-Y	$12,000.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	12	SUB TEACHER FOR INTERVENTIONS	162-11-6112-00-126-Y-30-000-Y	$10,000.00
1	1	15	General supplies	162-11-6399-00-126-Y-30-000-Y	$10,148.00
9	1	1	AT-RISK TUTORIALS	162-11-6118-00-126-Y-30-000-Y	$50,000.00
9	1	1	SSI TUTORIALS	162-11-6118-00-126-Y-24-SSI-Y	$7,294.00
9	1	6	SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS)	162-11-6398-62-126-Y-30-000-Y	$50,724.00
				Sub-Total	$142,754.00
				Budgeted Fund Source Amount	$142,754.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	SUPPLEMENTAL RESOURCES	163-11-6399-00-126-Y-25-000-Y	$8,550.00
				Sub-Total	$8,550.00
				Budgeted Fund Source Amount	$8,550.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	Gloves and Velcro	166-11-6399-00-126-Y-23-0B0-Y	$905.00
1	1	8	Supplies	166-11-6399-00-126-Y-23-000-Y	$1,200.00
1	1	9	Ink	166-11-6399-62-126-Y-23-000-Y	$1,380.00
1	1	15	General supplies	166-11-6399-00-126-Y-23-OP2-Y	$1,000.00
9	2	2	Awards and incentives	166-11-6498-00-126-Y-23-OP2-Y	$1,575.00
				Sub-Total	$6,060.00
				Budgeted Fund Source Amount	$6,060.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	9	GENERAL SUPPLIES	211-11-6399-00-126-Y-30-0F2-Y	$3,809.00
1	1	9	COPY PAPER	211-11-6398-00-126-Y-30-0F2-Y	$1,000.00
1	1	10	EXTENDED DAY PROGRAM	211-11-6118-00-126-Y-30-ASP-Y	$45,900.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	11	SOFTWARE	211-11-6395-62-126-Y-30-0F2-Y	$8,000.00
1	1	15	General supplies	211-23-6399-00-126-Y-30-OF2-Y	$2,000.00
2	1	3	CUSTODIAL SUPPLIES FOR MAINTENANCE/OPERATIONS	211-51-6315-00-126-Y-30-0F2-Y	$5,000.00
5	1	3	NURSE SUPPLIES	211-33-6399-00-126-Y-30-OF2-Y	$500.00
6	1	10	TRAVEL/HOME VISITS	211-61-6411-00-126-Y-30-0F2-Y	$900.00
6	1	11	GENERAL SUPPLIES	211-61-6399-00-126-Y-30-0F2-Y	$500.00
6	1	12	FOOD/LIGHT REFRESMENTS	211-61-6499-53-126-Y-30-0F2-Y	$900.00
7	1	1	Professional Development	211-11-6112-18-126-Y-30-AYP-Y	$2,000.00
9	1	1	Lower Grade Tutorials	211-11-6118-00-126-Y-30-0F2-Y	$20,000.00
				Sub-Total	$90,509.00
				Budgeted Fund Source Amount	$90,509.00
				+/- Difference	$0.00
263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	1	6	SUPPLIES & MATERIALS- LCL DEFI (COMPUTERS/LAPTOPS)		$5,472.00
				Sub-Total	$5,472.00
				Budgeted Fund Source Amount	$5,472.00
				+/- Difference	$0.00
				Grand Total	$290,741.00

Addendums

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **VERMILLION ROAD EL**

Campus Number: **031901126**

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

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District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading
At Approaches Grade Level or Above

		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)
	2019	76%	80%	**66%**	-	66%	-	-	-	-	-	27%	*	66%	67%	67%	67%
	2018	77%	80%	**73%**	-	73%	-	-	-	-	-	55%	-	72%	88%	73%	71%
At Meets Grade Level or Above	2019	45%	46%	**27%**	-	27%	-	-	-	-	-	9%	*	26%	50%	30%	27%
	2018	43%	42%	**31%**	-	31%	-	-	-	-	-	0%	-	29%	50%	31%	29%
At Masters Grade Level	2019	27%	26%	**10%**	-	10%	-	-	-	-	-	0%	*	10%	17%	11%	10%
	2018	25%	22%	**17%**	-	17%	-	-	-	-	-	0%	-	15%	38%	17%	12%

Grade 3 Mathematics
At Approaches Grade Level or Above

		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)
	2019	79%	85%	**74%**	-	74%	-	-	-	-	-	27%	*	73%	83%	73%	75%
	2018	78%	86%	**85%**	-	85%	-	-	-	-	-	55%	-	85%	88%	85%	85%
At Meets Grade Level or Above	2019	49%	56%	**40%**	-	40%	-	-	-	-	-	9%	*	38%	67%	42%	40%
	2018	47%	54%	**37%**	-	37%	-	-	-	-	-	9%	-	35%	50%	37%	35%
At Masters Grade Level	2019	25%	27%	**12%**	-	12%	-	-	-	-	-	0%	*	12%	17%	12%	10%
	2018	23%	27%	**18%**	-	18%	-	-	-	-	-	0%	-	18%	25%	18%	15%

Grade 4 Reading
At Approaches Grade Level or Above

		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)
	2019	75%	83%	**86%**	-	86%	-	-	-	-	-	53%	-	86%	85%	86%	83%
	2018	73%	79%	**70%**	-	70%	-	-	-	-	-	7%	-	72%	54%	70%	65%
At Meets Grade Level or Above	2019	44%	51%	**39%**	-	39%	-	-	-	-	-	0%	-	38%	46%	36%	28%
	2018	46%	49%	**37%**	-	37%	-	-	-	-	-	7%	-	38%	31%	37%	36%
At Masters Grade Level	2019	22%	23%	**15%**	-	15%	-	-	-	-	-	0%	-	15%	15%	12%	10%
	2018	24%	23%	**15%**	-	15%	-	-	-	-	-	0%	-	15%	15%	15%	12%

Grade 4 Mathematics
At Approaches Grade Level or Above

		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)
	2019	75%	82%	**84%**	-	84%	-	-	-	-	-	47%	-	84%	85%	83%	79%
	2018	78%	86%	**84%**	-	84%	-	-	-	-	-	27%	-	86%	69%	84%	85%
At Meets Grade Level or Above	2019	48%	53%	**51%**	-	51%	-	-	-	-	-	12%	-	51%	54%	49%	48%
	2018	49%	56%	**58%**	-	58%	-	-	-	-	-	13%	-	59%	54%	58%	57%
At Masters Grade Level	2019	28%	30%	**22%**	-	22%	-	-	-	-	-	0%	-	22%	23%	20%	24%
	2018	27%	30%	**30%**	-	30%	-	-	-	-	-	7%	-	32%	8%	30%	31%

Grade 4 Writing
At Approaches Grade Level or Above

		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)
	2019	67%	78%	**75%**	-	75%	-	-	-	-	-	24%	-	75%	71%	74%	71%
	2018	63%	74%	**67%**	-	67%	-	-	-	-	-	13%	-	69%	54%	67%	68%
At Meets Grade Level or Above	2019	35%	44%	**42%**	-	42%	-	-	-	-	-	6%	-	39%	64%	41%	37%
	2018	39%	48%	**38%**	-	38%	-	-	-	-	-	7%	-	39%	31%	38%	38%
At Masters Grade Level	2019	11%	14%	**6%**	-	6%	-	-	-	-	-	0%	-	7%	0%	5%	3%
	2018	11%	14%	**3%**	-	3%	-	-	-	-	-	0%	-	3%	0%	3%	3%

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																
At Approaches Grade Level or Above	2019	86%	91%	**86%**	-	86%	-	-	-	-	-	18%	-	85%	87%	85%	85%
	2018	84%	90%	**89%**	-	89%	-	-	-	-	-	50%	*	91%	76%	89%	87%
At Meets Grade Level or Above	2019	54%	56%	**52%**	-	52%	-	-	-	-	-	0%	-	50%	67%	52%	48%
	2018	54%	59%	**62%**	-	62%	-	-	-	-	-	21%	*	62%	59%	62%	54%
At Masters Grade Level	2019	29%	28%	**23%**	-	23%	-	-	-	-	-	0%	-	22%	27%	23%	23%
	2018	26%	28%	**33%**	-	33%	-	-	-	-	-	14%	*	34%	24%	33%	26%
Grade 5 Mathematics^																
At Approaches Grade Level or Above	2019	90%	96%	**86%**	-	86%	-	-	-	-	-	35%	-	86%	87%	85%	89%
	2018	91%	97%	**96%**	-	96%	-	-	-	-	-	79%	*	97%	88%	96%	96%
At Meets Grade Level or Above	2019	58%	70%	**69%**	-	69%	-	-	-	-	-	12%	-	68%	73%	68%	73%
	2018	58%	74%	**74%**	-	74%	-	-	-	-	-	36%	*	74%	71%	74%	69%
At Masters Grade Level	2019	36%	46%	**42%**	-	42%	-	-	-	-	-	6%	-	41%	53%	42%	40%
	2018	30%	43%	**47%**	-	47%	-	-	-	-	-	14%	*	49%	35%	47%	44%
Grade 5 Science																
At Approaches Grade Level or Above	2019	75%	84%	**77%**	-	77%	-	-	-	-	-	18%	-	76%	80%	76%	77%
	2018	76%	85%	**85%**	-	85%	-	-	-	-	-	43%	*	87%	71%	85%	84%
At Meets Grade Level or Above	2019	49%	60%	**47%**	-	47%	-	-	-	-	-	6%	-	46%	53%	45%	51%
	2018	41%	51%	**46%**	-	46%	-	-	-	-	-	21%	*	48%	35%	46%	41%
At Masters Grade Level	2019	24%	28%	**25%**	-	25%	-	-	-	-	-	0%	-	22%	47%	24%	23%
	2018	17%	20%	**13%**	-	13%	-	-	-	-	-	0%	*	14%	6%	13%	12%
All Grades All Subjects																
At Approaches Grade Level or Above	2019	78%	81%	**79%**	-	79%	-	-	-	-	-	31%	75%	79%	81%	79%	78%
	2018	77%	78%	**81%**	-	81%	-	-	-	-	-	39%	*	83%	73%	81%	81%
At Meets Grade Level or Above	2019	50%	52%	**46%**	-	46%	-	-	-	-	-	6%	0%	44%	60%	46%	44%
	2018	48%	49%	**49%**	-	49%	-	-	-	-	-	15%	*	49%	48%	49%	46%
At Masters Grade Level	2019	24%	23%	**20%**	-	20%	-	-	-	-	-	1%	0%	19%	27%	19%	18%
	2018	22%	21%	**22%**	-	22%	-	-	-	-	-	5%	*	23%	18%	22%	20%
All Grades ELA/Reading																
At Approaches Grade Level or Above	2019	75%	76%	**79%**	-	79%	-	-	-	-	-	33%	*	79%	82%	79%	78%
	2018	74%	74%	**78%**	-	78%	-	-	-	-	-	35%	*	79%	71%	78%	75%
At Meets Grade Level or Above	2019	48%	47%	**40%**	-	40%	-	-	-	-	-	2%	*	38%	56%	40%	35%
	2018	46%	44%	**45%**	-	45%	-	-	-	-	-	10%	*	44%	47%	45%	42%
At Masters Grade Level	2019	21%	18%	**16%**	-	16%	-	-	-	-	-	0%	*	16%	21%	16%	14%
	2018	19%	17%	**22%**	-	22%	-	-	-	-	-	5%	*	22%	24%	22%	18%
All Grades Mathematics																
At Approaches Grade Level or Above	2019	82%	86%	**81%**	-	81%	-	-	-	-	-	38%	*	81%	85%	81%	81%
	2018	81%	85%	**89%**	-	89%	-	-	-	-	-	53%	*	90%	82%	89%	90%
At Meets Grade Level or Above	2019	52%	57%	**54%**	-	54%	-	-	-	-	-	11%	*	52%	65%	53%	54%

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

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 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)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	55%	**58%**	-	58%	-	-	-	-	-	20%	*	58%	61%	58%	56%
At Masters Grade Level	2019	26%	31%	**26%**	-	26%	-	-	-	-	-	2%	*	25%	35%	25%	24%
	2018	24%	28%	**33%**	-	33%	-	-	-	-	-	8%	*	34%	24%	33%	32%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**75%**	-	75%	-	-	-	-	-	24%	-	75%	71%	74%	71%
	2018	66%	71%	**67%**	-	67%	-	-	-	-	-	13%	-	69%	54%	67%	68%
At Meets Grade Level or Above	2019	38%	44%	**42%**	-	42%	-	-	-	-	-	6%	-	39%	64%	41%	37%
	2018	41%	45%	**38%**	-	38%	-	-	-	-	-	7%	-	39%	31%	38%	38%
At Masters Grade Level	2019	14%	15%	**6%**	-	6%	-	-	-	-	-	0%	-	7%	0%	5%	3%
	2018	13%	13%	**3%**	-	3%	-	-	-	-	-	0%	-	3%	0%	3%	3%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**77%**	-	77%	-	-	-	-	-	18%	-	76%	80%	76%	77%
	2018	80%	82%	**85%**	-	85%	-	-	-	-	-	43%	*	87%	71%	85%	84%
At Meets Grade Level or Above	2019	54%	55%	**47%**	-	47%	-	-	-	-	-	6%	-	46%	53%	45%	51%
	2018	51%	51%	**46%**	-	46%	-	-	-	-	-	21%	*	48%	35%	46%	41%
At Masters Grade Level	2019	25%	21%	**25%**	-	25%	-	-	-	-	-	0%	-	22%	47%	24%	23%
	2018	23%	19%	**13%**	-	13%	-	-	-	-	-	0%	*	14%	6%	13%	12%

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 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

		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 4 ELA/Reading	2019	61	69	**73**	-	73	-	-	-	-	-	59	-	73	78	72	67
	2018	63	65	**63**	-	63	-	-	-	-	-	71	-	64	56	63	63
Grade 4 Mathematics	2019	65	64	**72**	-	72	-	-	-	-	-	76	-	72	70	71	70
	2018	65	66	**81**	-	81	-	-	-	-	-	75	-	82	75	81	83
Grade 5 ELA/Reading	2019	81	78	**74**	-	74	-	-	-	-	-	47	-	73	83	72	75
	2018	80	81	**83**	-	83	-	-	-	-	-	93	*	82	88	83	82
Grade 5 Mathematics	2019	83	88	**80**	-	80	-	-	-	-	-	81	-	79	92	78	82
	2018	81	87	**82**	-	82	-	-	-	-	-	96	*	81	88	82	82
All Grades Both Subjects	2019	69	69	**75**	-	75	-	-	-	-	-	66	-	74	82	73	74
	2018	69	71	**78**	-	78	-	-	-	-	-	84	*	77	79	78	78
All Grades ELA/Reading	2019	68	67	**74**	-	74	-	-	-	-	-	53	-	73	81	72	71
	2018	69	69	**73**	-	73	-	-	-	-	-	82	*	73	75	73	73
All Grades Mathematics	2019	70	71	**77**	-	77	-	-	-	-	-	79	-	76	83	75	77
	2018	70	72	**82**	-	82	-	-	-	-	-	86	*	81	83	82	82

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 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%	**60%**	-	60%	-	-	-	-	-	31%	59%	61%
	2018	38%	44%	**41%**	-	41%	-	-	-	-	-	*	41%	34%
Mathematics	2019	45%	57%	**34%**	-	34%	-	-	-	-	-	27%	36%	44%
	2018	47%	57%	**53%**	-	53%	-	-	-	-	-	37%	53%	54%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**77%**	-	78%	*	-	-	-	-	6%	79%	65%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**23%**	-	22%	*	-	-	-	-	94%	21%	35%
STAAR Cumulative Met Standard														
	2019	86%	91%	**86%**	-	86%	-	-	-	-	-	18%	86%	80%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**83%**	-	83%	*	-	-	-	-	28%	82%	81%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**18%**	-	17%	*	-	-	-	-	72%	18%	19%
STAAR Cumulative Met Standard														
	2019	90%	96%	**87%**	-	87%	-	-	-	-	-	35%	86%	86%

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
(Current EL Students)

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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%	**79%**	77%	77%	-	-	-	26%	-	26%	*	73%	74%
	2018	77%	78%	**81%**	75%	75%	-	-	-	-	-	-	*	75%	75%
At Meets Grade Level or Above	2019	50%	52%	**46%**	36%	36%	-	-	-	9%	-	9%	*	34%	34%
	2018	48%	49%	**49%**	38%	38%	-	-	-	-	-	-	*	38%	38%
At Masters Grade Level	2019	24%	23%	**20%**	9%	9%	-	-	-	0%	-	0%	*	9%	9%
	2018	22%	21%	**22%**	16%	16%	-	-	-	-	-	-	*	16%	16%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**79%**	75%	75%	-	-	-	33%	-	33%	*	72%	73%
	2018	74%	74%	**78%**	68%	68%	-	-	-	-	-	-	*	68%	67%
At Meets Grade Level or Above	2019	48%	47%	**40%**	24%	24%	-	-	-	11%	-	11%	*	23%	23%
	2018	46%	44%	**45%**	31%	31%	-	-	-	-	-	-	*	31%	31%
At Masters Grade Level	2019	21%	18%	**16%**	5%	5%	-	-	-	0%	-	0%	*	4%	4%
	2018	19%	17%	**22%**	13%	13%	-	-	-	-	-	-	*	13%	13%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**81%**	81%	81%	-	-	-	33%	-	33%	*	78%	78%
	2018	81%	85%	**89%**	87%	87%	-	-	-	-	-	-	*	87%	87%
At Meets Grade Level or Above	2019	52%	57%	**54%**	45%	45%	-	-	-	11%	-	11%	*	43%	43%
	2018	50%	55%	**58%**	50%	50%	-	-	-	-	-	-	*	50%	49%
At Masters Grade Level	2019	26%	31%	**26%**	13%	13%	-	-	-	0%	-	0%	*	12%	12%
	2018	24%	28%	**33%**	27%	27%	-	-	-	-	-	-	*	27%	27%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**75%**	76%	76%	-	-	-	*	-	*	-	68%	68%
	2018	66%	71%	**67%**	57%	57%	-	-	-	-	-	-	-	57%	57%
At Meets Grade Level or Above	2019	38%	44%	**42%**	38%	38%	-	-	-	*	-	*	-	34%	34%
	2018	41%	45%	**38%**	20%	20%	-	-	-	-	-	-	-	20%	20%
At Masters Grade Level	2019	14%	15%	**6%**	3%	3%	-	-	-	*	-	*	-	3%	3%
	2018	13%	13%	**3%**	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**77%**	68%	68%	-	-	-	*	-	*	-	67%	67%
	2018	80%	82%	**85%**	80%	80%	-	-	-	-	-	-	*	80%	79%
At Meets Grade Level or Above	2019	54%	55%	**47%**	41%	41%	-	-	-	*	-	*	-	40%	40%
	2018	51%	51%	**46%**	41%	41%	-	-	-	-	-	-	*	41%	40%
At Masters Grade Level	2019	25%	21%	**25%**	20%	20%	-	-	-	*	-	*	-	19%	19%
	2018	23%	19%	**13%**	8%	8%	-	-	-	-	-	-	*	8%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**75%**	72%	72%	-	-	-	67%	-	67%	-	71%	71%
	2018	69%	71%	**78%**	79%	79%	-	-	-	-	-	-	*	79%	79%
All Grades ELA/Reading	2019	68%	67%	**74%**	75%	75%	-	-	-	*	-	*	-	75%	75%
	2018	69%	69%	**73%**	73%	73%	-	-	-	-	-	-	*	73%	74%
All Grades Mathematics	2019	70%	71%	**77%**	69%	69%	-	-	-	60%	-	60%	-	68%	68%
	2018	70%	72%	**82%**	85%	85%	-	-	-	-	-	-	*	85%	85%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**60%**	67%	67%	-	-	-	*	-	*	-	61%	61%
	2018	38%	44%	**41%**	35%	35%	-	-	-	-	-	-	*	35%	34%
Mathematics	2019	45%	57%	**34%**	46%	46%	-	-	-	*	-	*	-	44%	44%
	2018	47%	57%	**53%**	57%	57%	-	-	-	-	-	-	*	57%	54%

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
2019-20 Campus STAAR Participation
Total Students: 778

Campus Name: VERMILLION ROAD EL
Grade Span: EE - 05

Campus Number: 031901126
School Type: Elementary

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**93%**	-	93%	-	-	-	-	-	95%	93%	92%
Not Included in Accountability													
Mobile	4%	2%	**6%**	-	6%	-	-	-	-	-	5%	6%	6%
Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**94%**	-	94%	-	-	-	-	-	86%	94%	93%
Not Included in Accountability													
Mobile	4%	3%	**6%**	-	6%	-	-	-	-	-	14%	6%	7%
Other Exclusions	1%	2%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
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%

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 759

Campus Name: VERMILLION ROAD EL
2019-20 Campus Attendance, Graduation, and Dropout Rates
Grade Span: EE - 05

Campus Number: 031901126
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%	*	-	-	-	*	94.8%	96.0%	95.9%
2017-18	95.4%	95.4%	**96.8%**	-	96.8%	*	-	-	-	-	96.2%	96.8%	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%	-	-	-	-	-	-	-	-	-	-	-

Texas Education Agency

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

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 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)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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: VERMILLION ROAD EL

Campus Number: 031901126

Texas Academic Performance Report

2019-20 Campus Graduation Profile

Total Students: 759

Grade Span: EE - 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

Texas Education Agency
District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 759
Campus Name: VERMILLION ROAD EL
2019-20 Campus College, Career, and Military Readiness (CCMR)
Grade Span: EE - 05
Campus Number: 031901126
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

Texas Academic Performance Report

Total Students: 759

Campus Name: VERMILLION ROAD EL

2019-20 Campus College, Career, and Military Readiness (CCMR)

Grade Span: EE - 05

Campus Number: 031901126

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: VERMILLION ROAD EL

Campus Number: 031901126

Total Students: 759

Grade Span: EE - 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: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 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	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates)
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts and Writing

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates)
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a

English Language Arts

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a

Mathematics

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a

Science

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 759

Campus Name: VERMILLION ROAD EL

2019-20 Campus Other Postsecondary Indicators

Grade Span: EE - 05

Campus Number: 031901126

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: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

| Student Information | ----------------------- Membership ----------------------- | | | | ----------------------- Enrollment ----------------------- | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
	Count	Percent	District	State	Count	Percent	District	State
Total Students	759	100.0%	42,989	5,479,173	760	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	7	0.9%	0.1%	0.3%	8	1.1%	0.2%	0.5%
Pre-Kindergarten	129	17.0%	8.3%	4.5%	129	17.0%	8.3%	4.5%
Kindergarten	93	12.3%	5.9%	7.0%	93	12.2%	5.9%	7.0%
Grade 1	96	12.6%	6.5%	7.1%	96	12.6%	6.5%	7.1%
Grade 2	99	13.0%	6.5%	7.1%	99	13.0%	6.4%	7.1%
Grade 3	109	14.4%	6.7%	7.1%	109	14.3%	6.7%	7.1%
Grade 4	114	15.0%	6.6%	7.3%	114	15.0%	6.6%	7.3%
Grade 5	112	14.8%	7.1%	7.6%	112	14.7%	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	756	99.6%	98.3%	52.8%	757	99.6%	98.3%	52.8%
White	3	0.4%	1.3%	27.0%	3	0.4%	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	379	49.9%	49.1%	48.8%	379	49.9%	49.1%	48.8%
Male	380	50.1%	50.9%	51.2%	381	50.1%	50.9%	51.2%
Economically Disadvantaged	735	96.8%	89.5%	60.3%	735	96.7%	89.5%	60.2%
Non-Educationally Disadvantaged	24	3.2%	10.5%	39.7%	25	3.3%	10.5%	39.8%
Section 504 Students	40	5.3%	8.6%	6.9%	40	5.3%	8.6%	6.9%
English Learners (EL)	399	52.6%	36.1%	20.3%	399	52.5%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	32	4.2%	5.9%	4.1%	32	4.2%	5.9%	4.1%
Foster Care	1	0.1%	0.4%	0.3%	1	0.1%	0.4%	0.3%
Homeless	42	5.5%	3.4%	1.4%	42	5.5%	3.4%	1.4%
Immigrant	9	1.2%	1.1%	2.3%	9	1.2%	1.1%	2.3%
Migrant	18	2.4%	1.4%	0.3%	18	2.4%	1.4%	0.3%
Title I	757	99.7%	98.5%	65.1%	758	99.7%	98.5%	65.1%
Military Connected	0	0.0%	0.5%	1.9%	0	0.0%	0.5%	1.9%
At-Risk	584	76.9%	67.8%	50.6%	584	76.8%	67.7%	50.5%

Texas Academic Performance Report
2019-20 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

Student Information	----------------------- Membership -----------------------				----------------------- Enrollment -----------------------			
	--------- Campus ---------		District	State	--------- Campus ---------		District	State
	Count	Percent	District	State	Count	Percent	District	State
Students by Instructional Program:								
Bilingual/ESL Education	398	52.4%	35.6%	20.6%	398	52.4%	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	32	4.2%	11.6%	8.1%	32	4.2%	11.6%	8.1%
Special Education	102	13.4%	13.3%	10.5%	102	13.4%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	102							
By Type of Primary Disability								
Students with Intellectual Disabilities	46	45.1%	54.6%	42.4%				
Students with Physical Disabilities	8	7.8%	11.7%	21.4%				
Students with Autism	13	12.7%	12.1%	13.8%				
Students with Behavioral Disabilities	26	25.5%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	9	8.8%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	93	14.8%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	92	14.6%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	1	0.2%						
Student Attrition (2018-19):								
Total Student Attrition	141	21.6%						

Student Information	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	1.3%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	14.3%	7.6%	2.9%	14.3%	15.7%	4.9%
Grade 2	4.8%	4.1%	1.6%	15.8%	4.6%	2.0%
Grade 3	9.9%	2.9%	0.9%	7.1%	2.2%	0.8%
Grade 4	1.2%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	1.0%	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%

Texas Education Agency

Texas Academic Performance Report
2019-20 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	22.5	19.0	19.0
Grade 1	15.8	16.9	18.9
Grade 2	16.5	17.9	18.8
Grade 3	18.4	22.2	19.0
Grade 4	19.3	23.3	19.2
Grade 5	20.2	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	70.4	100.0%	100.0%	100.0%
Professional Staff:	52.4	74.5%	56.7%	63.7%
Teachers	44.1	62.6%	44.1%	49.4%
Professional Support	5.3	7.6%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	4.3%	2.8%	3.0%
Educational Aides:	18.0	25.5%	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:	69.3	98.4%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	42.0	95.2%	89.8%	28.1%
White	1.1	2.5%	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	6.0	13.6%	31.5%	23.8%
Females	38.1	86.4%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	38.0	86.2%	79.4%	73.4%
Masters	6.1	13.8%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	4.5%	2.3%	7.4%
1-5 Years Experience	6.0	13.6%	13.3%	27.9%
6-10 Years Experience	4.0	9.1%	17.3%	19.4%
11-20 Years Experience	19.0	43.1%	40.1%	29.4%
Over 20 Years Experience	13.1	29.7%	27.1%	15.9%
Number of Students per Teacher	17.2	n/a	15.0	15.1

District Name: BROWNSVILLE ISD
Campus Name: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	11.0	9.6	6.2
Average Years Experience of Principals with District	11.0	9.1	5.3
Average Years Experience of Assistant Principals	11.0	9.1	5.3
Average Years Experience of Assistant Principals with District	11.0	8.9	4.7
Average Years Experience of Teachers:	15.6	15.4	11.1
Average Years Experience of Teachers with District:	14.7	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$45,750	$50,807	$49,868
1-5 Years Experience	$56,700	$51,636	$52,823
6-10 Years Experience	$51,195	$53,468	$55,756
11-20 Years Experience	$55,269	$58,689	$59,308
Over 20 Years Experience	$64,724	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$57,467	$58,957	$57,091
Professional Support	$60,836	$73,071	$67,352
Campus Administration (School Leadership)	$92,155	$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: VERMILLION ROAD EL
Campus Number: 031901126

Total Students: 759
Grade Span: EE - 05
School Type: Elementary

Program Information	--------------- Campus --------------- Count	Percent	District	State
Teachers by Program (population served):				
Bilingual/ESL Education	2.6	5.9%	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	36.7	83.3%	78.7%	70.9%
Special Education	4.8	10.8%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

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

Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report

Brownsville Independent School District

EARLY CHILDHOOD LITERACY (PK-3)

HB3 BOARD GOALS

Dr. René Gutiérrez
Superintendent of Schools

BOARD GOAL 1: THIRD GRADE READING
English & Spanish

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

BOARD GOAL 2: THIRD GRADE MATH
English & Spanish

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 25 or more students.

District: **BROWNSVILLE ISD**   Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 1   Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 74% to 79% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
75%	76%	77%	78%	79%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1   Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	90%	90%	82%
2021	91%	91%	83%
2022	92%	92%	84%
2023	93%	93%	85%
2024	94%	94%	86%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2　　　　　　　Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 95% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
96%	97%	98%	99%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	96%	96%	94%
2021	97%	97%	95%
2022	98%	98%	96%
2023	99%	99%	97%
2024	100%	100%	98%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2　　　　　　　Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 82% to 87% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
83%	84%	85%	86%	87%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	84%	83%	77%
2021	85%	84%	78%
2022	86%	85%	79%
2023	87%	86%	80%
2024	88%	87%	81%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: BROWNSVILLE ISD

Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade — Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 80% to 85% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
81%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	80%	78%	76%	24%
2021	81%	79%	77%	25%
2022	82%	80%	78%	26%
2023	83%	81%	79%	27%
2024	84%	82%	80%	28%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade   Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 18% to 23% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
19%	20%	21%	22%	23%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	20%	17%	14%
2021	21%	18%	15%
2022	22%	19%	16%
2023	23%	20%	17%
2024	24%	21%	18%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade   Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 57% to 62% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
58%	59%	60%	61%	62%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	59%	60%	57%	26%
2021	60%	61%	58%	27%
2022	61%	62%	59%	28%
2023	62%	63%	60%	29%
2024	63%	64%	61%	30%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade	Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 37% to 42% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	39%	40%	41%	42%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	37%	38%	30%	21%
2021	38%	39%	31%	22%
2022	39%	40%	32%	23%
2023	40%	41%	33%	24%
2024	41%	42%	34%	25%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 11% to 16% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
12%	13%	14%	15%	16%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	11%	12%	10%	1%
2021	12%	13%	11%	2%
2022	13%	14%	12%	3%
2023	14%	15%	13%	4%
2024	15%	16%	14%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade — Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 22% to 27% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
23%	24%	25%	26%	27%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	24%	24%	20%	9%
2021	25%	25%	21%	10%
2022	26%	26%	22%	11%
2023	27%	27%	23%	12%
2024	28%	28%	24%	13%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 22% to 27% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
23%	24%	25%	26%	27%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	24%	26%	24%	1%
2021	25%	27%	25%	2%
2022	26%	28%	26%	3%
2023	27%	29%	27%	4%
2024	28%	30%	28%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 32% to 37% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	34%	32%	30%	1%
2021	35%	33%	31%	2%
2022	36%	34%	32%	3%
2023	37%	35%	33%	4%
2024	38%	36%	34%	5%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **VERMILLION ROAD EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 27% to 32% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
28%	29%	30%	31%	32%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	28%	31%	28%	10%
2021	29%	32%	29%	11%
2022	30%	33%	30%	12%
2023	31%	34%	31%	13%
2024	32%	35%	32%	14%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 40% to 45% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	42%	43%	44%	45%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	41%	43%	41%	10%
2021	42%	44%	42%	11%
2022	43%	45%	43%	12%
2023	44%	46%	44%	13%
2024	45%	47%	45%	14%

Minimum size criteria set to 10 or more students.

Definitions		"Bullying":
Bullying	1.	Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

      a.   Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

      b.   Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

      c.   Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

      d.   Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

      a.   Interferes with a student's educational opportunities; or

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

Policy

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

1. Prohibits the bullying of a student;

2. 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