Brownsville Independent School District

Gallegos Elementary

2021-2022 Campus Improvement Plan

Mission Statement

The mission of Dr. Ruben Gallegos Elementary is to produce quality educational experiences in a safe and positive environment, in order to produce successful students who will become productive citizens.

Vision

Nestled deep on Avenida Rancho Viejo, is one of Brownsville ISD elementary schools, Dr. Ruben Gallegos Elementary. The school is formed by a team of professionals committed to meeting the myriad of instructional and emotional needs of all Gallegos students. Gallegos Elementary promotes numerous student organizations to enhance the educational experience of students. Students are involved in U.I.L., Chess, Science Fair, Running Club, Coding Club, Volleyball and Basketball teams. Trustworthiness, respect, responsibility, caring, fairness, and citizenship, are all a part of the everyday life for Gallegos students and faculty.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The SBDM met on April 7, 2021 (via Zoom) to discuss and address attendance and high student mobility at Gallegos Elementary. We reviewed the following resources to identify our demographics needs: Enrollment, Daily Attendance Reports and Tutorial Attendance reports.   We review our daily attendance and based on this information our teachers make phone calls home, set up parent conferences and our parent liaison makes home visits all in an effort to promote student attendance. Our teachers and parent liaison ensure that absences are excused and the proper documentation is in place. State Compensatory, Title I and Bilingual funds are used for our tutorials and extended day instruction in an effort to close the achievement gap and prevent failure. Attendance is also monitored during tutorials and extended day for our At-Risk, Bilingual, Migrant and students receiving Special Education services. Our At-Risk (71%), Bilingual (55.2%), Special Ed. (13.3%), Economically Disadvantaged (99.1%), and Migrant (2%) students need access to instructional materials and supplies in order to keep up with accelerated instruction. In an effort to improve student attendance, our SBDM met on September 23, 2019 to review our student attendance. Based on the information collected, students will be recognized each 6 weeks, receive incentives (certificates, ribbons, pencils...).

As per our CNA, we need to retain certified teachers because of the low socio-economic area that we're in so that our school & students can continue to be successful. Our hiring committee consists of Administrators, lead teachers, counselors and at least one paraprofessional. We document their responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Stategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

Demographics Strengths

Demographics Strengths:

- Attendance Reports
- Parent liaison documentation of attendance follow up
- Highly qualified teachers & certified teachers
- Teachers and paraprofessionals are involved in the hiring process
- Student achievement reflects staff effectiveness
- T-TESS reflects high quality instruction
- Special programs teachers are highly qualified and well trained to work with our population
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
- Extensive professional development for all faculty and staff.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): We need to improve our student attendance and ensure that it meets the state requirement of 97%. As a campus, we address attendance in different ways to motivate our students to come to school everyday. **Data Analysis/Root Cause:** There is a high mobility rate among our students and parents lack educational empathy. We must provide activities that will motivate students to attend school everyday.

Need Statement 2 (Prioritized): Our teachers need to continue attending high quality professional development based on our student needs. As a campus, we provide our new and veteran teachers with an effective induction program and continued support throughout the school year. **Data Analysis/Root Cause:** Our teachers must address student needs in a targeted and prescriptive way in order to have improved academic performance.

Student Learning

Student Learning Summary

The SBDM met on October 29, 2020 (via Zoom) to review students attending tutorial in person and virtual. We reviewed the BOY virtual assessment, checkpoint assessment, TPRI/Tejas Lee, CPALLS and Owl data (PK). We also reviewed campus assessment results through Tango and Eduphoria to determine the needs of our students and how to best improve their achievement. Through our assessment data analysis, we identify our strengths and areas that need improvement. Our assessment data is what drives our instruction. This data is used to determine intervention strategies for students and reduce the number of students on an RTI to determine areas of improvement. We conducted frequent grade level meetings to do data analysis and thus drive our instruction. Some of our teachers will be implementing differentiated Science activities that will have a direct impact on our 5th grade students as they complete their STAAR Science assessment. Our Dyslexia and Sped Ed. teachers will also differentiate instruction in an effort to improve their reading skills and thus improve student achievement. In order for our students to continue to make measureable gains in academic achievement, they will attend tutorials (3rd-5th students and extended day instruction for our PK-5th grade students. Their focus will be on Reading, Writing, Math and Science, but we will need instructional materials (Measuring Up/Think Up, Math GPS, Rise & Shine, ECS Reading resources...) that will assist our teachers in preparing our students for state testing. Our SBDM met on April 7, 2021(via Zoom) to review STAAR assessment procedures and campus priorities. Students are encouraged to participate in our AR program for which the librarian will present them with incentives including field trips, certificates, ribbons etc...

We did review the preliminary STAAR scores in May 2021 and we noticed a marked drop in our scores in the area of Reading, Math, Science and Language Arts. We do need for our students to return for in person instruction in an effort to have an impact on academic achievement. Our students will participate in the "Jumpstart" Program in which incoming 3rd-5th students attend school for accelerated instruction, prior to the start of the 2021-2022 school year (July 26-August 6, 2021)

3rd-5th Grade All Students STAAR 2018-2019 Summary:

Reading: 3rd Grade (85%/56.72%/34.33%) 4th Grade (87%/60.47%/26.74%) 5th Grade (93%/43%/22%) Overall Reading: (88%/53%/27.5%)

Writing: 4th Grade (75%/38%/13.9%)

Math: 3rd Grade (97%/64%/28%) 4th Grade (88%/53%/32%) 5th Grade (100%/68%/36%) Overall Math: (95%/61%/32%)

Science: 5th Grade (75%/40%/9.7%)

3rd-5th Grade All Students STAAR 2017-2018 Summary:

Reading: 3rd Grade (81%/42%/26%) 4th Grade (81%/37%/9%) 5th Grade (90%/55%/35%) Overall Reading: (84%/44.6%/23%)

Writing: 4th Grade (70%/37%/6%)

Math: 3rd Grade (85%54%/29%) 4th Grade (92%52%/23%) 5th Grade (97%/78%/43%) Overall Math: (91%/61%/31.6%)

Science: 5th Grade (87%/51%/23%)

The student performance scores were compared over a period of 2 years and they demonstrate that students are showing improvement from one year to the next.

Performance variation between all student groups:

3rd Reading: At-Risk (78%/46%/22%), Economic Disadvantage (85%/56%/33%), Hispanic (85%/57%/34%), Female (88%/64%/33%), Male (82%/50%/35%), Gifted and Talented (N/A), LEP (79%/45%/21%) Migrant (N/A) Special Ed. (75%/25%/0%)

4th Reading: At-Risk (78%/43%/16%), Economic Disadvantage (87%/57%/23%), Hispanic (87%/60%/27%), Female (93%/64%/22%), Male (80%/56%/32%), Gifted and Talented (100%/93%/47%), LEP (80%/43%/13%), Migrant (N/A%), Special Ed. (43%/14%/7%)

5th Reading: At-Risk (70%/18%/5%), Economic Disadvantage (79%/41%/19%), Hispanic (81%/43%/22%), Female (89%/41%/19%), Male (71%/46%/26%), Gifted and Talented (89%/78%/56%), LEP (65%/9%/0%), Migrant (N/A%), Special Ed. (63%)

Writing: At-Risk (63%/20%/2%), Economic Disadvantage (73%/32%/9%), Hispanic (76%/38%/14%), Female (78%/49%/11%), Male (73%/27%/17%), Gifted and Talented (100%/80%/40%), LEP (57%/7%/0%) Migrant (N/A%) Special Ed. (29%/7%/0%)

3rd Math: At-Risk (96%/59%/20%)), Economic Disadvantage (97%/64%/27%), Hispanic (97%/64%/28%), Female (97%/55%/18%), Male (97%/74%/38%), Gifted and Talented (N/A), LEP (95%/60%/19%) Migrant (N/A) Special Ed. (100%/38%/5.5%)

4th Math: At-Risk (80%/35%/6.4%), Economic Disadvantage (87%/48%/28%), Hispanic (88%/53%/33%), Female (98%/58%/27%), Male (78%/49%/39%), Gifted and Talented (100%/87%/67%), LEP (77%/37%/20%) Migrant (N/A%) Special Ed. (57%/14%/7%)

5th Math: At-Risk (93%/55%/23%), Economic Disadvantage (96%/68%/35%), Hispanic (96%/68%36%), Female (97%/76%/35%), Male (94%/60%/37%), Gifted and Talented (100%/89%/56%), LEP (96%/65%/26%) Migrant (N/A%) Special Ed. (100%/63%/13%)

Science: At-Risk (66%/27%/9%), Economic Disadvantage (74%/38%/9%), Hispanic (75%/40%/10%), Female (78%/35%/3%), Male (71%/46%/17%), Gifted and Talented (100%/78%/33%), LEP (65%/30%/4%) Migrant (N/A%) Special Ed. (38%/13%/0%)

3rd Reading: At-Risk (66%/25%/11%), Economic Disadvantage (80%/42%/25%), Hispanic (80%/42%/26%), Female (85%/44%/23%), Male (75%/41%/30%), Gifted and Talented (100%/79%/71%), LEP (63%/17%/3%) Migrant (N/A) Special Ed. (23/0%/0%%)

4th Reading: At-Risk (63%/13%/0%), Economic Disadvantage (79%/37%/9%), Hispanic (79%/37%/9%), Female (80%/35%/8%), Male (78%/39%/10%), Gifted and Talented (100%/75%/25%), LEP (63%/7%/0%), Migrant (N/A%), Special Ed. (57%/29%/14%)

5th Reading: At-Risk (76%/35%/11%), Economic Disadvantage (85%/55%/35%), Hispanic (85%56%/35%), Female (86%/51%/33%), Male (84%59%/38%), Gifted and Talented (100%/93%/80%), LEP (50%/7%/0%), Migrant (N/A%), Special Ed. (50%/20%/10%)

Writing: At-Risk (51%/15%/3%), Economic Disadvantage (69%/37%/6%), Hispanic (69%/37%/6%), Female (78%/43%/8%), Male (61%/32%/5%), Gifted and Talented (88%/38%/24%), LEP (42%/12%/0%) Migrant (N/A) Special Ed. (43%/14%/0%)

3rd Math: At-Risk (75%/38%/17%), Economic Disadvantage (84%/54%/29%), Hispanic (84%/54%/29%), Female (92%/54%/25%), Male (75%/55%/34%), Gifted and Talented (100%/100%/79%), LEP (71%/34%/9%) Migrant (N/A) Special Ed. (46%/0%/0%)

4th Math: At-Risk (83%/33%/18%), Economic Disadvantage (91%/52%/23%), Hispanic (91%/52%/23%), Female (88%/48%/18%), Male (95%/56%/29%), Gifted and Talented (100%/88%/63%), LEP (89%/30%/19%) Migrant (N/A%) Special Ed. (86%/14%/0%)

5th Math: At-Risk (94%/61%/25%), Economic Disadvantage (96%/78%/43%), Hispanic (96%/79%/44%), Female (98%/76%/33%), Male (95%/81%/54%), Gifted and

Talented (100%/100%/93%), LEP (85%/23%/15%) Migrant (N/A%) Special Ed. (80%/60%/20%)

Science: At-Risk (78%/11%/11%), Economic Disadvantage (87%/51%/23%), Hispanic (87%50%/23%), Female (88%/39%/7%), Male (87%/63%/39%), Gifted and Talented (100%100%/73%), LEP (53%13%/0%) Migrant (N/A%) Special Ed. (70%/0%/0%)

Student Learning Strengths

Student Academic Achievement Strengths:

- Improved overall STAAR scores in Reading, Math & Science
- Increase of G/T students/More students have been identified
- Improved TELPAS Reading Scores
- Teachers are able to use assessment data to inform their instruction
- Teachers use the assessment data to provide research based intervention strategies.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): We need to improve our STAAR scores for all of our student populations especially Special Ed., EL and Migrant students. We provide additional instruction (tutorials & extended day) for students to improve academically and close the performance gap. **Data Analysis/Root Cause:** Special Ed. students are performing 2 to 3 grade levels below. We need to improve our Tier I instruction for all student populations especially for Special Ed., EL and Migrant students. We need to provide extensive vocabulary development and comprehension instruction.

Need Statement 2 (Prioritized): We need to improve STAAR scores for our 3rd-5th grade students to ensure they improve 2% above 2019 STAAR scores. We use additional resources to improve our delivery of instruction including USB charging stations so students can charge their devices prior to face to face instruction. **Data Analysis/Root Cause:** We need to provide more explicit instruction in Reading, Math & Science, extensive vocabulary development and comprehension

Need Statement 3 (Prioritized): We need to improve student academic achievement and close the performance gap. Our students on an RTI need to be identified, for Special Ed. or Dyslexia, in a timely manner to ensure they receive the best intervention based on their needs. Our students on an are provided with scientifically research based interventions. We use different forms of assessment to monitor their progress and drive our instruction. **Data Analysis/Root Cause:** Based on assessment results and various data, our students are limited in language, vocabulary and experiences. They come to school with deficiencies and our teachers must provide them with explicit instruction and interventions that will enable them to catch up to their peers.

School Processes & Programs

School Processes & Programs Summary

In an effort to improve the delivery of instruction, the SBDM reviewed, on May 20, 2020 (via Zoom), different curriculum resources that our teachers need to be trained with in order to improve their delivery of instruction. We are in compliance with district initiatives. We prepare our students for state and district required assessments. Teachers attend professional development and are provided with instructional materials that will enable them to provide high quality instruction for our students. Our teachers use assessment data to drive their instruction. The Dean of Instruction will conduct walk-throughs and model lessons in order to help teachers with their delivery of instruction based on their needs and to provide instructional support. Our teachers use a plethora of instructional resources and materials to address the needs of our students. Teachers will also have access to markers, pens, paper, ink, labels, and tape in order to create instructional file folder games to be used in their classrooms. In order to identify our curriculum, instruction and assessment needs, we used the following resources: campus & district assessments/benchmarks (Eduphoria), STAAR scores, TELPAS & AMAO results, SSI information, TANGO Central and Trends reports. Based on low Writing District Benchmark scores, we determined that our students need more assistance with Writing. Our 3rd -5th grade teachers attended the 4th Grade Writing Academy training and they are expected to implement newly learned Writing strategies in their classrooms. Our focus will be on Reading, Writing and 2nd language acquisition. Based on our STAAR results, our special ed and ELL students performed low and show the most need of our school population. Our 3rd-5th grade students will have access to math dictionaries in an effort to increase their math concept internalization thus improving our math scores. Our PK-2nd grade students need access to bilingual picture dictionaries that will facilitate their 2nd language acquisition. Our PK-5th grade, and Special Ed. students have opportunities to attend field trips during the school year in an effort to build their background knowledge, vocabulary development and expand their experiences. Our PFS migrant & migrant students will receive supplemental support services, school supplies to enable them to complete their work at home and school, they'll attend summer school, tutorials, extended day and Tier II instructional time in order to close the achievement gap. Migrant, Special Ed. At-Risk and Bilingual students (PK-3rd) will be assessed with CPALLS or TPRI/Tejas Lee to identify students in need of intervention.

As per our CNA, we need to retain certified teachers because of the low socio-economic area that we're in so that our school & students can continue to be successful. Our hiring committee consists of Administrators, lead teachers, counselors and at least one paraprofessional. We document their responses and they are rated accordingly. New teachers are assigned a mentor and they go through a teacher induction program at our campus to ensure they will be successful. We used the Recruitment and Retention Stategies and other data to identify our staff quality, recruitment and retention needs. Our teachers need to attend professional development that targets specific academic areas: Writing, Reading, Math & Science. They also need access to professional development that targets specific STAAR assessment information, Sheltered Instruction, Bilingual updates etc...

The SBDM reviewed a district activity on assessing school safety at all schools. We determined through thorough discussion that we need to be more vigilant when it comes to visitors on campus. We need to review their identification and ensure that they have a school pass in order to access areas throughout the campus especially where there are children present. As a campus, it is of utmost importance to train our students on procedures they are to follow in case of a fire, lockdown, and severe inclement weather. Parents and community members are welcomed and encouraged to visit the campus, attend meetings and be more involved in their child's education. Our counselors will attend professional development to ensure they receive counseling updates to better serve our students. We are also required to implement effective procedures to identify and enroll homeless students in a timely manner. Our school nurse attends trainings for health updates that will have a direct impact on our students.

The SBDM reviewed the fixed assets report and technology equipment update calendar to determine the needs of our campus. Based on these findings, our technology infrastructure update was determined. Teachers need flash drives in order to save instructional lessons from Pearson/Envision Math, Pearson/Science, HMH Reading and other resources that are necessary for their classroom instruction. Our students need access to new computers, tablets and IPADS in order to access the following programs including: Edusmart (Science) and Study Island/Edmentum (Reading, Math, Science and Writing). Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition. We reviewed the following sources including: our fixed assets report, STAR survey, Tango-Central/Trends usage and technology professional development opportunities to assist us in identifying our technology needs.

We ensure that the campus is maintained in order to continue to provide an environment that is conducive to learning for our students. We monitor the upkeep of the facilities on a regular basis.

School Processes & Programs Strengths

School Processes & Program Strengths:

- Horizontal & vertical alignment
- Consistent implementation of district curriculum
- Fidelity to the instructional programs
- Differentiated/leveled instruction for students
- Effective delivery of instruction
- Effective technology programs that improve academic achievement
- Highly qualified teachers & certified teachers
- Teachers and paraprofessionals are involved in the hiring process
- Student achievement reflects staff effectiveness
- T-TESS reflects high quality instruction
- Special programs teachers are highly qualified and well trained to work with our population
- Effective campus teacher induction program including: professional development, co-teaching & modeling lessons by Dean of Instruction. The Dean of Instruction distributes instructional materials and provides immediate feedback by conducting class visits and walk-throughs.
- Extensive professional development for all faculty and staff
- Effective SBDM Committee
- Efficient mentor teachers
- Extensive communication between faculty, staff, students, parents and administration
- Unity amongst faculty, staff & administration
- Successful & dedicated leadership, guidance & direction
- Effective school safety
- Our counselors will attend professional development to ensure they receive counseling updates to better serve our students.
- Edusmart Science, Study Island/Edmentum (Writing, Math Reading & Science) k-5th in the computer lab/classrooms
- Technology Support Teacher available
- Increase of G/T students/more students have been identified
- eSchool is available to administration and parents to monitor student progress
- Improved TELPAS online Reading scores
- Students have access to computers in all classrooms and computer labs
- Students have access to tablets and IPADS for classroom/academic use
- Our students need access to new computers, tablets and IPADS in order to access the following programs including: Edusmart (Science) and Study Island/Edmentum (Reading, Math, Science and Writing).
- Students also need to access the Pearson website in order to take online practice tests so that they can excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition.
- We ensure to use all exhaustable budget funds to purchase necessary instructional items needed for our students and campus facilities.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Our teachers constantly need to adjust their delivery of instruction and they must be in full compliance/implementation of the district curriculum guidelines and initiatives. Our teachers will use different instructional & technology resources to improve delivery of instruction in an effort to create a measurable impact on students. **Data Analysis/Root Cause:** Our students need very direct and deliberate instruction and our teachers must fully implement our district curriculum guidelines.

Need Statement 2 (Prioritized): Our teachers need to continue attending high quality professional development based on student needs. As a campus, we provide extensive support for our new and veteran teachers in an effort to impact their instruction and ultimately improve student achievement. **Data Analysis/Root Cause:** Our students have many challenges and our teachers need to be prepared to address their needs through research based instruction and interventions.

Need Statement 3 (Prioritized): We need to continuously maintain a safe environment for our students, faculty, staff and parents. We will update our emergency operation plan based on our campus needs. **Data Analysis/Root Cause:** As a campus, we must keep procedures in place that will make our campus a safe environment for students, faculty, staff and parents.

Need Statement 4 (Prioritized): We need to continuously improve our technology infrastructure to provide our students with updated technology resources...for use during STAAR and TELPAS testing and online assessments. We need to prepare for remote online learning across all grade levels (PK-3-5th). **Data Analysis/Root Cause:** We do purchase technology items each year, based on availability of funds, in an effort to improve our technology infrastructure.

Need Statement 5 (Prioritized): Our teachers need to continue attending high quality professional development based on our student needs. As a campus, we provide our new and veteran teachers with an effective induction program and continued support throughout the school year. **Data Analysis/Root Cause:** Our teachers must address student needs in a targeted and prescriptive way in order to have improved academic performance.

Perceptions

Perceptions Summary

Our SBDM (via Zoom & Face to Face) met throughout the year (Oct. 29, 2020, January 25, 2021, March 4, 2021, April 7, 2021, May 11, 2021, May 18, 2021) to address our student needs. Parents completed a survey in which the SBDM identified areas that needed improvement. We're also trying to reduce student mobility and increase stability by providing parents with support from school and the community in order to keep their children enrolled in our campus. The parent liaison provides meetings and trainings for parents to attend and she retains appropriate documentation (Parent meeting dates are included in the addendum). Our Parent Liaison uses supplies for use with parents during meetings and training sessions. The Dean of Instruction and BISD curriculum specialists have met with parents on multiple occasions to discuss instructional strategies that they can do at home that will enable their children to improve academically. They have also met with them to discuss our instructional program on campus and assessment awareness. Prior to the Covid-19 Pandemic, parents have been motivated to attend parent luncheons with their child & school activities in an effort to promote parent involvement. We assign student planners & homework folders to our students to ensure that parents are aware of upcoming events besides homework requirements.

As part of our Campus Needs Assessment, we provide parents, teachers and students with surveys and questionnaires to enable them to provide us with feedback about how to better improve our school culture and climate. We had faculty, staff, students and parents participate in campus needs assessment, migrant and advanced academics surveys. We met as a committee to review the results identify strategies to improve and promote a positive school culture and climate. Our PK-5th grade students participated in our Music program as part of musical enrichment. Two groups of 4th & 5th grade students participted in a Coding Club in an effort to promote technology applications in everyday life. We did establish a fitness club, running club, volley ball and basketball teams in an effort to increase student participation and motivation in sports in an effort to promote a healthy lifestyle. We did establish a Nature Club and they were able to focus on Science objectives including the responsibilty for caring for plants and flowers. Our music teacher has a ukele club where students meet and learn contemporary music. They're able to perform during our school assemblys. A group of our students will participate in Destination Imagination for advanced academics. In an effort to facilitate a smooth transition between elementary and middle school, our 5th grade students go on a field trip to their zoned campus (Vela or Garcia Middle Schools) for orientation.

During this current school year (2020-2021), many of our activities were done virtually and others did not lend themselves for a virtual platform due to the Covid-19 Pandemic. Based on our return to in person instruction, for the 2021-2022 school, we will implement the above list activities as permitted due to Covid-19/CDC guidelines.

Perceptions Strengths

Perceptions Strengths:

- Parental involvement with the few parents that participate.
- Increased parental attendance during meetings and school activities
- Effective community relations
- Effective parent volunteers
- Frequent parent meetings & trainings
- Frequent meetings with Dean of Instruction & BISD curriculum specialists
- Seven opportunities to explore different career options

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): We need to improve parent participation and increase parental involvement. Our parents have an active role on our SBDM committee and we provide them with multiple opportunities to promote their involvement in school. Our parent Liaison will be provided with mileage reimbursement for home visits and miscellaneous supplies and provisions. for use during meetings. **Data Analysis/Root Cause:** Parents lack educational empathy. As a campus, we need to provide incentives for parents to attend meetings and increase parental involvement and participation.

Need Statement 2 (Prioritized): Our SBDM includes our school community stakeholders especially parents. We meet through a flexible schedule to accommodate parents and community stakeholders to ensure that we have all members are represented. We also have activities available for all stakeholders in an effort to promote school climate. **Data Analysis/Root Cause:** Our school community needs to incorporate all stakeholders during our SBDM meetings to ensure committee representation and valuable input.

Need Statement 3 (Prioritized): We need to increase student participation in different school activities including: school clubs, UIL, Destination Imagination in an effort to motivate them to be more active at school. Our students need resources in order to be active participants in different activities. **Data Analysis/Root Cause:** Students lack experiences, self confidence and motivation. As a campus we need to provide more activities to inspire our students to participate and thus receive a well rounded education.

Priority Need Statements

Need Statement 1: We need to improve student academic achievement and close the performance gap. Our students on an RTI need to be identified, for Special Ed. or Dyslexia, in a timely manner to ensure they receive the best intervention based on their needs. Our students on an are provided with scientifically research based interventions. We use different forms of assessment to monitor their progress and drive our instruction.

Data Analysis/Root Cause 1: Based on assessment results and various data, our students are limited in language, vocabulary and experiences. They come to school with deficiencies and our teachers must provide them with explicit instruction and interventions that will enable them to catch up to their peers.

Need Statement 1 Areas: Student Learning

Need Statement 2: We need to increase student participation in different school activities including: school clubs, UIL, Destination Imagination in an effort to motivate them to be more active at school. Our students need resources in order to be active participants in different activities.

Data Analysis/Root Cause 2: Students lack experiences, self confidence and motivation. As a campus we need to provide more activities to inspire our students to participate and thus receive a well rounded education.

Need Statement 2 Areas: Perceptions

Need Statement 3: We need to improve our student attendance and ensure that it meets the state requirement of 97%. As a campus, we address attendance in different ways to motivate our students to come to school everyday.

Data Analysis/Root Cause 3: There is a high mobility rate among our students and parents lack educational empathy. We must provide activities that will motivate students to attend school everyday.

Need Statement 3 Areas: Demographics

Need Statement 4: Our teachers need to continue attending high quality professional development based on our student needs. As a campus, we provide our new and veteran teachers with an effective induction program and continued support throughout the school year.

Data Analysis/Root Cause 4: Our teachers must address student needs in a targeted and prescriptive way in order to have improved academic performance.

Need Statement 4 Areas: Demographics - School Processes & Programs

Need Statement 5: Our teachers constantly need to adjust their delivery of instruction and they must be in full compliance/implementation of the district curriculum guidelines and initiatives. Our teachers will use different instructional & technology resources to improve delivery of instruction in an effort to create a measurable impact on students.

Data Analysis/Root Cause 5: Our students need very direct and deliberate instruction and our teachers must fully implement our district curriculum guidelines.

Need Statement 5 Areas: School Processes & Programs

Need Statement 6: We need to improve parent participation and increase parental involvement. Our parents have an active role on our SBDM committee and we provide them with multiple opportunities to promote their involvement in school. Our parent Liaison will be provided with mileage reimbursement for home visits and miscellaneous supplies and provisions. for use during meetings.

Data Analysis/Root Cause 6: Parents lack educational empathy. As a campus, we need to provide incentives for parents to attend meetings and increase parental involvement and participation.

Need Statement 6 Areas: Perceptions

Need Statement 7: Our SBDM includes our school community stakeholders especially parents. We meet through a flexible schedule to accommodate parents and community stakeholders to ensure that we have all members are represented. We also have activities available for all stakeholders in an effort to promote school climate.

Data Analysis/Root Cause 7: Our school community needs to incorporate all stakeholders during our SBDM meetings to ensure committee representation and valuable input.

Need Statement 7 Areas: Perceptions

Need Statement 8: Our teachers need to continue attending high quality professional development based on student needs. As a campus, we provide extensive support for our new and veteran teachers in an effort to impact their instruction and ultimately improve student achievement.

Data Analysis/Root Cause 8: Our students have many challenges and our teachers need to be prepared to address their needs through research based instruction and interventions.

Need Statement 8 Areas: School Processes & Programs

Need Statement 9: We need to continuously maintain a safe environment for our students, faculty, staff and parents. We will update our emergency operation plan based on our campus needs.

Data Analysis/Root Cause 9: As a campus, we must keep procedures in place that will make our campus a safe environment for students, faculty, staff and parents.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: We need to improve STAAR scores for our 3rd-5th grade students to ensure they improve 2% above 2019 STAAR scores. We use additional resources to improve our delivery of instruction including USB charging stations so students can charge their devices prior to face to face instruction.

Data Analysis/Root Cause 10: We need to provide more explicit instruction in Reading, Math & Science, extensive vocabulary development and comprehension

Need Statement 10 Areas: Student Learning

Need Statement 11: We need to improve our STAAR scores for all of our student populations especially Special Ed., EL and Migrant students. We provide additional instruction (tutorials & extended day) for students to improve academically and close the performance gap.

Data Analysis/Root Cause 11: Special Ed. students are performing 2 to 3 grade levels below. We need to improve our Tier I instruction for all student populations especially for Special Ed., EL and Migrant students. We need to provide extensive vocabulary development and comprehension instruction.

Need Statement 11 Areas: Student Learning

Need Statement 12: We need to continuously improve our technology infrastructure to provide our students with updated technology resources...for use during STAAR and TELPAS testing and online assessments. We need to prepare for remote online learning across all grade levels (PK-3-5th).

Data Analysis/Root Cause 12: We do purchase technology items each year, based on availability of funds, in an effort to improve our technology infrastructure.

Need Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR released test questions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

Employee Data

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

- Parent surveys and/or other feedback

Goals

Revised/Approved: May 17, 2021

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).

Performance Objective 1: Our 3rd-5th grade Gallegos Elementary students, will score 2% higher than 2019 STAAR Reading, Math, Science. Nuestros estudiantes de 3. deg a 5. deg grado de la primaria Gallegos obtendran un puntaje 2% mas alto que el 2019 STAAR en lectura, matematicas, ciencias.

Evaluation Data Sources: STAAR assessment ...progress evaluation based on district benchmarks and other assessments.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Reading/Language Arts Staff Development: Teachers will be provided with reading staff development that will enable them to provide high quality reading instruction including intervention activities for RTI. Teachers are required to attend SIOP training in order to service our bilingual students with current Sheltered Instruction strategies in an effort to facilitate student's 2nd language acquisition. Professional Development activities are included below. Teachers will be trained to improve the 5 components of reading (phonemic awareness, phonics, fluency, vocabulary and comprehension). Professional Development Our teachers will attend professional development for Reading, Writing, Math, Science and Social Studies Language Arts & grade level specific professional development for teachers to implement effective reading, math, writing and science. Campus Turn-Around Trainings, Cognitive Strategies Trainings are provided to faculty and staff to improve student achievement and increase our Campus Assessments, District benchmarks, STAAR reading and language arts and TPRI/Tejas Lee and TELPAS online reading scores. Reading, Writing, Math and Science Maintenance Meetings PK-5th grade teachers will attend monthly Reading, Writing, Math and Science Maintenance meetings to receive curriculum updates. Planners Teachers will use planners to keep track/document staff development. Campus Administrators will attend professional development in an effort to dissiminate information that is pertinent to STAAR. Our teachers will have an opportunity to attend the sessions listed below 1.New Teachers to the School Will be required to attend the New Teacher In-service Professional Development Days that scheduled at the beginning of the school year or at the start of the 2nd semester (January). 2. Response to Intervention Language Enrichment Esperanza Reading Readiness	**Oct**	**Jan**	**Mar**	**June**

Preparacion para la lectura
3-tier model
Ready Set Teach
21 days Centers
Effective Differentiated Instructional Practices
Pearson (SAVVAS)Core reading program
Reading Academies
3. Substitute Teacher Salary
A Substitute Teacher Salary will be provided for substitutes while teachers attend professional development.
4. Sheltered Instruction Professional Development
5. Study Island Professional Development/Consultant

Desarrollo del personal de lectura / artes del lenguaje: Los maestros recibiran desarrollo del personal de lectura que les permitira brindar instruccion de lectura de alta calidad, incluidas actividades de intervencian para RTI. Se requiere que los maestros asistan a la capacitacion SIOP con el fin de brindar servicios a nuestros estudiantes bilingues con las estrategias actuales de instruccion protegida en un esfuerzo por facilitar la adquisicion del segundo idioma por parte del estudiante. Las actividades de desarrollo profesional se incluyen a continuacion. Se capacitara a los maestros para mejorar los 5 componentes de la lectura (conciencia fonemica, fonetica, fluidez, vocabulario y comprension).
Desarrollo profesional
Nuestros maestros asistiran al desarrollo profesional de Lectura, Escritura, Matematicas, Ciencias y Estudios Sociales, Artes del Lenguaje y desarrollo profesional especifico a nivel de grado para que los maestros implementen lectura, matematicas, escritura y ciencias efectivas.
Capacitaciones de cambio de campus, capacitacion en estrategias cognitivas se brindan a la facultad y al personal para mejorar el rendimiento de los estudiantes y aumentar nuestras evaluaciones de campus, puntos de referencia del distrito, lectura y artes del lenguaje STAAR y puntajes de lectura en linea TPRI / Tejas Lee y TELPAS.
Reuniones de mantenimiento de lectura, escritura, matematicas y ciencias
Los maestros de PK a 5o grado asistiran a reuniones mensuales de mantenimiento de lectura, escritura, matematicas y ciencias para recibir actualizaciones del plan de estudios.
Planificadores
Los maestros usaran planificadores para realizar un seguimiento / documentar el desarrollo del personal.
Los administradores del campus asistiran al desarrollo profesional en un esfuerzo por disimular la informacion pertinente a STAAR.
Nuestros maestros tendran la oportunidad de asistir a las sesiones que se enumeran a continuacion.
1.Nuevos maestros en la escuela
Se requerira que asista a los Dias de Desarrollo Profesional en Servicio para Maestros Nuevos que se programaron al comienzo del ano escolar o al comienzo del segundo semestre (enero).
2. Respuesta a la intervencion
Enriquecimiento del lenguaje
Esperanza
Preparacion para la lectura
Preparacion para la lectura
Modelo de 3 niveles
Listo Establecer Ensenar
Centros 21 dias
Practicas de instruccion diferenciadas y efectivas

Programa de lectura basica de Pearson (SAVVAS)

Academias de lectura

3. Salario de maestro suplente

Se proporcionara un salario de maestro sustituto para los maestros sustitutos mientras los maestros asistan al desarrollo profesional.

4. Desarrollo profesional de instruccion protegida

5. Desarrollo profesional / consultor de Study Island

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly assessments, Campus Assessments
BOY & MOY CPALLS, TPRI/Tejas Lee, progress monitoring instrument
District Benchmarks
-Weekly schedules
-Walk-throughs
-Monitor curriculum implementation
Agendas, sign-in sheets & handouts, RTI plans and tutorials, RTI documentation and tutorials attendance sheets and lesson plans.
Summative: EOY CPALLS & TPRI/Tejas Lee Assessment
TELPAS Reading STAAR scores, STAAR-Alternate

Staff Responsible for Monitoring: -Campus Administration
-Dean of Instruction
-PK-3-5th grade teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Substitute Teachers - 162 State Compensatory - 162-11-6112-18-138-Y-30-000-Y - $2,000, Substitute Teachers - 263 Title III-A Bilingual - 263-13-6112-00-138-Y-25-000-Y, Substitute Teachers - 163 State Bilingual - 163-13-6112-00-138-Y-25-000-Y - $1,000, Substitute Teachers - 199 Local funds - 199-13-6112-00-138-Y-99-000-Y, Employee Travel/Campus Leadership - 199 Local funds - 199-23-6411-23-138-Y-99-000-Y - $5,050, Substitute Teachers - 211 Title I-A - 211-11-6112-00-138-Y-30-AYP-Y - $2,000, Employee Travel - 211 Title I-A - 211-61-6411-00-138-Y-30-0F2-Y, Substitute Teachers - 162 State Compensatory - 162-11-6112-00-138-Y-30-000-Y - $2,000

Strategy 2 Details	Reviews			
Strategy 2: Academic Vocabulary	**Formative**			**Summative**
Teachers will be trained on how to address the need to improve student use & comprehension of academic vocabulary by using Marzanos vocabulary instruction and Academic Vocabulary for English Language Learners in Texas. The use of these materials will enable students to show measureable improvement on PBMAS, SELP/SSLP, TELPAS Reading & Reading STAAR scores, TPRI & Tejas Lee scores. Our students need access to dictionaries/talking dictionaries to facilitate 2nd language acquisition and enable vocabulary development.	**Oct**	**Jan**	**Mar**	**June**

Vocabulario academico
Se capacitara a los maestros sobre como abordar la necesidad de mejorar el uso y la comprension del vocabulario academico por parte de los estudiantes mediante el uso de la instruccion de vocabulario de Marzanos y el vocabulario academico para estudiantes del idioma ingles en Texas. El uso de estos materiales permitira a los estudiantes mostrar una mejora apreciable en las puntuaciones de PBMAS, SELP / SSLP, TELPAS Reading & Reading STAAR, TPRI y Tejas Lee.
Nuestros estudiantes necesitan acceso a diccionarios / diccionarios parlantes para facilitar la adquisicion de un segundo idioma y permitir el desarrollo del vocabulario.

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly assessments, Campus Assessments
BOY & MOY TPRI/Tejas Lee, progress monitoring instrument
District Benchmarks
-Walk-throughs
-Monitor for implementation
BOY & MOY C-PM
Summative: EOY TPRI/Tejas Lee Assessment
EOY C-PM
TELPAS Reading & Reading STAAR scores

Staff Responsible for Monitoring: -Administration
-Dean of Instruction
-PK-3-5th grade teachers
-Spec. Ed. teachers

TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Dictionaries - 263 Title III-A Bilingual - 263-11-6399-00-138-Y-25-000-Y, Supplies - 199 Local funds - 199-12-6399-00-138-Y-99-000-Y

Strategy 3 Details	Reviews			
Strategy 3: Our 4th grade teachers will continue to implement writing strategies, in an effort to improve their students writing compositions and essays. K-2nd will use Write for Success to follow the writing process in an effort to produce effective writers. They will implement the writing strategies by using composition books/writing folders for every student (K-5th) to enable them to produce writing samples on a weekly basis for review. PK-3-5th grade teachers will turn in writing journals to Administration, for review, on a weekly basis. Nuestros maestros de 4to grado continuaran implementando estrategias de escritura, en un esfuerzo por mejorar la redaccion de composiciones y ensayos de sus estudiantes. K-2nd usara Write for Success para seguir el proceso de escritura en un esfuerzo por producir escritores efectivos. Implementaran las estrategias de escritura mediante el uso de libros de composicion / carpetas de escritura para cada estudiante (K-5o) para permitirles producir muestras de escritura semanalmente para su revision. Los maestros de PK-3-5th entregaran los diarios de escritura a la Administracion, para su revision, semanalmente.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: weekly and Campus Assessments, District Benchmarks -Walk-throughs -Monitor for Writing strategy implementation -Writing journals Summative: TELPAS writing component				
Staff Responsible for Monitoring: -Administration -Dean of Instruction				
TEA Priorities: Build a foundation of reading and math - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Funding Sources: Writing Composition Books - 211 Title I-A - 211-11-6399-00-138-Y-30-0F2-Y, Writing Folders - 211 Title I-A - 211-11-6399-00-138-Y-30-0F2-Y				

Strategy 4 Details	Reviews			
Strategy 4: Small group and Individualized Instruction Based on recent benchmark scores, campus administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs. Instruccion individualizada y en grupos pequenos Con base en los puntajes de referencia recientes, los administradores del campus realizaran mas recorridos y visitas al aula para garantizar que los maestros brinden instruccion individualizada y en grupos pequenos segun las necesidades de los estudiantes.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Walk-through documentation -Walk-throughs -Monitor for small group implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PALLS EOY test & Reading STAAR scores, TELPAS online Reading test, and STAAR-Alternate **Staff Responsible for Monitoring:** -Administration -Dean of Instruction **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: 5th Grade Class Size Reduction Teacher Teacher will facilitate grade level to provide small group instruction for At-Risk students by reducing class size. Maestro de reduccion del tamano de la clase de quinto grado El maestro facilitara el nivel de grado para proporcionar instruccion en grupos pequenos para estudiantes en riesgo al reducir el tamano de la clase.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Envision Unit Assessments and District Benchmarks -Class rosters -Position control Summative: STAAR scores **Staff Responsible for Monitoring:** -5th grade teacher -Administration **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Population:** 5th grade students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 6 Details	Reviews			
Strategy 6: Edusmart & STEMSCOPES for Science and Math Teachers will use the Edusmart Science and STEMSCOPES online platforms to facilitate delivery of instruction in science and math. In an effort to facilitate student learning. Edusmart y STEMSCOPES para ciencias y matematicas Los maestros utilizaran las plataformas en linea Edusmart Science y STEMSCOPES para facilitar la ensenanza de ciencias y matematicas. En un esfuerzo por facilitar el aprendizaje de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly tests, campus & district assessment/ benchmarks -Walk-throughs Summative: Math & Science STAAR scores **Staff Responsible for Monitoring:** -Administration -Dean of Instruction -1st -5th grade teachers **TEA Priorities:** Improve low-performing schools - **Population:** 1st-5th grade student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Field Trips	**Formative**			**Summative**
Students will attend field trips that focus on science in the community in order to build life experience and thus expand their background knowledge that will prove necessary for assessment purposes. Students who reach their yearly goal of 100 AR points will be rewarded with a field trip at the end of the school year. This promotes and fosters a passion for reading and learning.	**Oct**	**Jan**	**Mar**	**June**

Middle School Field Trip:
Students will visit Garcia & Vela M.S. for orientation and to learn about the different educational opportunities offered in middle school and the expectations and requirements upon entering 6th grade.

Viajes al campo
Los estudiantes asistiran a viajes de campo que se enfocan en la ciencia en la comunidad con el fin de construir una experiencia de vida y asi ampliar su conocimiento previo que resultara necesario para propositos de evaluacion. Los estudiantes que alcancen su meta anual de 100 puntos AR seran recompensados   con una excursion al final del ano escolar. Esto promueve y fomenta la pasion por la lectura y el aprendizaje.
Excursion a la escuela secundaria:
Los estudiantes visitaran Garcia & Vela M.S. para orientarse y conocer las diferentes oportunidades educativas que se ofrecen en la escuela intermedia y las expectativas y requisitos al ingresar al 6o grado.

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly tests, campus assessments, district benchmarks, AR scores
-Verification of students attending the field trip
-Classroom activity to tie in the learning experience
Survey
-Collaboration & coordination between Gallegos and Garcia MS to enable students to participate in the orientation
Summative: AR scores & Science STAAR scores, students will correctly identify middle school requirements & expectations

Staff Responsible for Monitoring: -Administration
-PK-5th grade teachers
-Special Education teachers
-Special Programs teachers
-Librarian

TEA Priorities: Improve low-performing schools - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Travel & Subsistence-Students - 199 Local funds - 199-11-6412-00-138-Y11-000-Y - $4,250, Transportation - 199 Local funds - 199-11-6494-00-138-Y-11-000-Y - $4,200

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).

Performance Objective 2: BISD early childhood performance will increase by 2 percentage points over end-of-year 2019 results.
El desempeno en la primera infancia de BISD aumentara en 2 puntos porcentuales con respecto a los resultados de fin de ano 2019.

    Evaluation Data Sources: Not available for TPRI, Tejas Lee, OWL & CPALLS assessment ...progress evaluation based on BOY and MOY assessments.

Strategy 1 Details	Reviews			
Strategy 1: Early Reading, Math & Science Intervention:	**Formative**			**Summative**

This program is based on CPALLS testing. CPALLS and PK SAVVAS assessment results drive instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the CPALLS and PK SAVVAS manual activities to assist students having difficulty in reading, math and science.
 	
Teachers will administer CPALLS and Kinder MCLASS, TPRI/Tejas Lee at the BOY, MOY and EOY and progress monitor in between based on the assessment timeline. We'll use the LION add ons for identification of students at risk for Dyslexia and Special Ed. services.
 	
Intervencion temprana en lectura, matematicas y ciencias:
Este programa se basa en las pruebas CPALLS. Los resultados de las evaluaciones CPALLS y PK SAVVAS impulsan la instruccion y permiten a los maestros brindar una intervencion individualizada para los estudiantes en riesgo. El maestro utilizara las actividades manuales de CPALLS y PK SAVVAS para ayudar a los estudiantes que tienen dificultades en lectura, matematicas y ciencias.
 	
Los maestros administraran CPALLS , Kinder MCLASS, TPRI / Tejas Lee en BOY, MOY y EOY y monitorearan el progreso en el medio segun el cronograma de evaluacion. Usaremos los complementos LION para identificar a los estudiantes en riesgo de dislexia y educacion especial. servicios.
    Milestone's/Strategy's Expected Results/Impact: Formative: C-PALLS, OWL, TPRI/Tejas Lee BOY & MOY assessment
Lion add on assessment
-Classroom schedules
-Walk-throughs
Summative: EOY CPALLS, OWL and TPRI/Tejas Lee assessment
    Staff Responsible for Monitoring: -Administration
-Dean of Instruction
-PK-5th teachers
    Title I Schoolwide Elements: 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Comprehensive Support Strategy - Additional Targeted Support Strategy - Population:** PK-2nd student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: System for Sustainability of TLI Strategies	**Formative**			**Summative**
PK will be available for all for the upcoming school year.	**Oct**	**Jan**	**Mar**	**June**
PK students will be assessed with the CPALLS during BOY, MOY and EOY. PK teachers will use the PK SAVVAS assessment to progress monitor students. K-2nd students will be assessed with Kinder MCLASS, TPRI/Tejas Lee at BOY, MOY and EOY. They will be progress monitored every 2 weeks. Data analysis will done after the assessment to drive instruction and track student performance. Our focus will be on vocabulary development and reading comprehension. Our teachers will use the Frayer Model and Marzano's academic vocabulary development strategies. Our students need access to dictionaries to facilitate vocabulary development and to find word mean in text. 1st-5th grade teachers will use a fluency tracker every week to document fluency for their students and they will provide the Dean of Instruction with a copy of the fluency tracker for review. Lesson Plans are turned in to Administration for review on a weekly basis to ensure that the district curriculum frameworks, scope & sequence and TEKS are being implemented. Sistema para la sostenibilidad de las estrategias de TLI PK estara disponible para todos durante el proximo ano escolar. Los estudiantes de PK seran evaluados con CPALLS durante BOY, MOY y EOY. Los maestros de PK usaran la evaluacion PK SAVVAS para monitorear el progreso de los estudiantes. Los estudiantes de K-2do seran evaluados con Kinder MCLASS, TPRI / Tejas Lee en BOY, MOY y EOY. Se controlara su progreso cada 2 semanas. El analisis de datos se realizara despues de la evaluacion para impulsar la instruccion y realizar un seguimiento del desempeno de los estudiantes. Nuestro enfoque estara en el desarrollo del vocabulario y la comprension de lectura. Nuestros maestros usaran el modelo Frayer y las estrategias de desarrollo de vocabulario academico de Marzano. Nuestros estudiantes necesitan acceso a diccionarios para facilitar el desarrollo del vocabulario y encontrar el significado de las palabras en el texto. Los maestros de 1o a 5o grado usaran un rastreador de fluidez cada semana para documentar la fluidez de sus estudiantes y le proporcionaran al Decano de Instruccion una copia del rastreador de fluidez para su revision. Los planes de lecciones se entregan a la administracion para que los revise semanalmente a fin de garantizar que se esten implementando los marcos, el alcance y la secuencia del plan de estudios del distrito y los TEKS. **Milestone's/Strategy's Expected Results/Impact:** Formative: BOY & MOY CPALLS, PK SAVVAS assessments, Kinder MCLASS, BOY & MOY TPRI/Tejas Lee assessments, campus assessments and district benchmarks, walk-throughs Summative: EOY CPALLS, PK SAVVAS assessments, Kinder MCLASS, EOY TPRI/Tejas Lee assessments, TELPAS Reading, STAAR Reading, Math and Science **Staff Responsible for Monitoring:** -Dean of Instruction -Administration -Curriculum Specialists -PK-3-5th grade teachers **Title I Schoolwide Elements:** 2.4 - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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).

Performance Objective 3: 80% of students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments. El 80% de los estudiantes estaran al nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado Approaches para todas las evaluaciones STAAR.

Evaluation Data Sources: Not available for STAAR assessment ...progress evaluation based on district benchmarks and other assessments.

Strategy 1 Details	Reviews			
Strategy 1: Reading Renaissance Learning:	**Formative**			**Summative**
This program is set up to motivate students to read. Students self select books (at their level) and take quizzes that focus	**Oct**	**Jan**	**Mar**	**June**
on comprehension. Students comprehension, fluency and love of reading increases. Students will also be exposed to a plethora of vocabulary development by reading an extensive library of books. Librarian Resources The Librarian will order books to supplement the library including class sets. Open purchase order at the Media Center to be used to print reading logs. The Librarian will provide teachers with feedback on student performance at the end of every six weeks. She will use duplicating paper and printer ink to reproduce Accelerated Reading Reports. Student logs will be used daily to ensure that students are successfully using the Accelerated Reading Program. The campus librarian will attend professional development from Reading Renaissance Learning in an effort to acquire the latest updates as they occur in the Accelerated Reading Program. She will also attend other sessions to update her personal knowledge and skills by attending continuing professional educational opportunities. The Librarian will attend regional, state or national conferences annually and present information gained to the campus as a turn around training. The Librarian will conduct professional development for campus personnel that supports the school library program elements found in state mandated curriculum, the SBEC guidelines, the STAR Chart at the target technology level and national standards for library programs. Lectura del aprendizaje renacentista: Este programa esta disenado para motivar a los estudiantes a leer. Los estudiantes seleccionan por si mismos libros (a su nivel) y toman pruebas que se enfocan en la comprension. Aumenta la comprension, la fluidez y el amor por la lectura de los estudiantes. Los estudiantes tambien estaran expuestos a una gran cantidad de desarrollo de vocabulario al leer una extensa biblioteca de libros. Recursos para bibliotecarios El bibliotecario solicitara libros para complementar la biblioteca, incluidos los conjuntos de clases. Orden de compra abierta en el Media Center que se utilizara para imprimir registros de lectura. El bibliotecario proporcionara a los maestros comentarios sobre el desempeno de los estudiantes al final de cada seis semanas. Utilizara papel para duplicar y tinta de impresora para reproducir los informes de lectura acelerada. Los registros de los estudiantes se utilizaran a diario para garantizar que los estudiantes esten utilizando con exito el Programa de Lectura Acelerada. El bibliotecario del campus asistira al desarrollo profesional de Reading Renaissance Learning en un esfuerzo por adquirir las ultimas actualizaciones a medida que ocurran en el Programa de Lectura Acelerada. Tambien asistira a otras sesiones para actualizar sus conocimientos y habilidades personales asistiendo a oportunidades de educacion profesional continua. El bibliotecario asistira a conferencias regionales, estatales o nacionales anualmente y presentara la informacion obtenida al campus como un entrenamiento de cambio. El bibliotecario llevara a cabo el desarrollo profesional para el personal del campus que respalda los elementos del programa de la biblioteca escolar que se encuentran en el plan de				

estudios obligatorio del estado, las pautas de SBEC, la tabla STAR en el nivel de tecnologia objetivo y los estandares nacionales para los programas de la biblioteca.

Milestone's/Strategy's Expected Results/Impact: Formative-Monitor Accelerated Reader for student point accumulation, Campus & District assessment scores, BOY & MOY TPRI/Tejas Lee
Monitor library maintenance
PDS documentation, attendance, agendas & sign-in sheets
Summative-EOY TPRI/Tejas Lee scores, TELPAS Reading scores & STAAR scores
Extended use of library books for Reading Renaissance Learning implementation
To determine growth in independent reading levels. PDS documentation, attendance, agendas & sign-in sheets

Staff Responsible for Monitoring: -Administration
-Dean of Instruction
-Librarian
-K-5th grade teachers
-Spec. Ed. teachers

TEA Priorities: Build a foundation of reading and math - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Reading Material - 199 Local funds - 199-12-6399-00-138-Y-99-021-Y - $400

Strategy 2 Details	Reviews			
Strategy 2: Reading & Math Instructional Materials:	**Formative**			**Summative**
Teachers will use instructional materials to differentiate instruction for students in Reading. Teachers will use leveled Pearson Language Arts, Florida Center for Reading Research Activities, Language Enrichment & Language Arts materials and library reading logs. Students will have access to manipulatives, puzzles, character building activities, and instructional games.	**Oct**	**Jan**	**Mar**	**June**
Teachers will use duplicating paper to reproduce instructional activities for tutorials and small group instruction. Teachers use boom box CD radios & headphones in order to implement their listening centers including Read Naturally reading practices, during small group reading instruction. Our teachers will have access to class sets of novels in an effort to differentiate reading instruction.				

Open purchase order for pens, paper, toner, pencils, butcher paper, dividers, post-its, folders, glue sticks, crayons, tempra paint, staples, tape, envelopes, expo-markers, markers, paper, broken line paper, drawing manila paper, colors, colored paper(for arts & crafts), colored tag board(for Language Enrichment Cards), pencil sharpeners, dry erase markers, laminating film, sentence strips, bordette, poster boards, chart rings, paint, staples, staplers, tape, glue sticks, supplies, clocks, kleenex, batteries, radios, labels and plastic binding combs to create instructional reading booklets for students. PK and Kinder teachers will have access to plastic alphabet letters for use with the Alphabet Arcs during Reading Readiness. Our students receiving Special Ed. instruction will use Reading Mastery Reading workbooks based on their level to improve reading, fluency and comprehension.

Our students need access to sharpeners for use during assessment. Our Special Ed. students need access to basic calculators as part of their accommodations. Our life skills units need access to gloves for use with their students.

Our students will benefit from the Technical Pro WASP 100 Wireless Amplifier because this will facilitate the teacher's delivery of instruction and thus having a direct impact on student learning.

Our students need access to a USB port hub so they can charge their IPADs and laptops prior to face to face instruction everyday.

Materiales de instruccion de lectura y matematicas:

Los maestros utilizaran materiales de instruccion para diferenciar la instruccion de los estudiantes en lectura. Los maestros utilizaran los materiales nivelados de Artes del Lenguaje Pearson, Centro de Florida para Actividades de Investigacion de Lectura, Enriquecimiento del Lenguaje y Artes del Lenguaje y registros de lectura de la biblioteca. Los estudiantes tendran acceso a manipulables, rompecabezas, actividades de formacion de personajes y juegos instructivos. Los maestros usaran papel para duplicar para reproducir actividades instructivas para tutorias e instruccion en grupos pequenos. Los maestros usan radios y audifonos con CD boom box para implementar sus centros de audicion, incluidas las practicas de lectura Read Naturally, durante la instruccion de lectura en grupos pequenos. Nuestros maestros tendran acceso a conjuntos de novelas de clase en un esfuerzo por diferenciar la instruccion de lectura.

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly tests, TPRI/Tejas Lee BOY & MOY Assessment, Campus Assessments and District Benchmarks
-RTI intervention documentation
-Walk-throughs
BOY & MOY CPALLS
Summative:
3rd-5th grade Reading scores on STAAR, STAAR-Alternate & STAAR-A
60% above on Reading TELPAS
EOY CPALLS

Staff Responsible for Monitoring: -Dean of Instruction
-PK-5th grade Reading classroom teachers
-Special Ed. Teachers
-Librarian

Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: General Supplies - 162 State Compensatory - 162-11-6399-00-138-Y-30-000-Y - $12,930, Tonor - 199 Local funds - 199-11-6399-62-138-Y11-000-Y, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-138-Y-25-000-Y- - $720, Gloves - 166 State Special Ed. - 166-11-6399-00-138-Y-23-0B0Y - $600, Copy Paper - 263 Title III-A Bilingual - 263-11-6399-00-138-Y-25-000-Y - $2,000, General Supplies - 163 State Bilingual - 163-11-6399-00-138-Y-25-000-Y - $4,375,

Copy Paper - 163 State Bilingual - 163-11-6396-00-138-Y-25-000-Y, Copy Paper - 199 Local funds - 199-11-6396-00-138-Y11-000-Y, General Supplies - 199 Local funds - 199-11-6399-00-138-Y11-000-Y - $2,352, General Supplies - 199 Local funds - 199-23-6399-00-138-Y-99-000-Y - $1,000, General Supplies - 166 State Special Ed. - 166-11-6399-00-138-Y-23-0P1-Y - $1,000, Toner - 166 State Special Ed. - 166-11-6399-62-138-Y-23-0P1-Y - $1,575, General Supplies - 211 Title I-A - 211-11-6399-00-138-Y-30-0F2-Y - $3,867, General Supplies - 163 State Bilingual - 163-11-6399-00-138-Y-25-000-Y, Card Stock/Tag Board - 199 Local funds - 199-11-6399-00-138-Y-21-000-Y, Copy Paper - 211 Title I-A - 211-11-6396-00-138-Y30-OF2-Y - $2,000, General Supplies - 211 Title I-A - 211-61-6399-00-138-Y-30-0F2, General Supplies - 211 Title I-A - 211-13-6399-00-138-Y-30-0F2-Y, General Supplies - 166 State Special Ed. - 166-11-6399-00-138-Y-23--0P4-Y - $1,500, Supplies - 166 State Special Ed. - 166-11-6399-00-138-Y-23-0P3-Y - $500, General Supplies - 263 Title III-A Bilingual - 263-13-6399-00-138-Y-25-000-Y - $720, General Supplies - 199 Local funds - 199-13-6399-0-138-Y-99-00Y - $1,500

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Response to Intervention for Tier II/III students:	**Oct**	**Jan**	**Mar**	**June**

Strategy 3: Response to Intervention for Tier II/III students:
Teachers will meet with the RTI committee, progress monitor and decide if there is a need to test for Dyslexia and Special Ed. services.
PK-5th grade teachers will provide intervention for students identified as having difficulties in Reading, Writing, and Math. RTI meetings will be held every six weeks to review instructional strategies and interventions provided to students and to monitor for improvement. Teachers will use the Pearson Intervention Activities, Florida Center for Reading Research activities, TPRI & Tejas Lee and Math & Science (Pearson Realize website) intervention activities to differentiate instruction based on student needs.

Respuesta a la intervencion para estudiantes de Nivel II / III:
Los maestros se reuniran con el comite de RTI, monitorearan el progreso y decidiran si es necesario realizar una prueba de dislexia y educacion especial. servicios.
Los maestros de PK a 5o grado brindaran intervencion para los estudiantes identificados con dificultades en lectura, escritura y matematicas. Las reuniones de RTI se llevaran a cabo cada seis semanas para revisar las estrategias de instruccion y las intervenciones proporcionadas a los estudiantes y para monitorear las mejoras. Los maestros utilizaran las actividades de intervencion de Pearson, las actividades de Florida Center for Reading Research, TPRI y Tejas Lee y las actividades de intervencion de Matematicas y Ciencias (sitio web de Pearson Realize) para diferenciar la instruccion segun las necesidades de los estudiantes.

> **Milestone's/Strategy's Expected Results/Impact:** Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment Campus Assessments and District Benchmarks
> BOY & MOY CPALLS
> -Classroom schedules
> -Walk-throughs
> Summative: EOY TPRI/Tejas Lee Assessment, Reading STAAR scores
> EOY CPALLS

> **Staff Responsible for Monitoring:** -Administration
> -Dean of Instruction
> -RTI committee
> -PK-5th grade teachers

> **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Comprehensive Support Strategy** - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Dyslexia Teacher:	**Oct**	**Jan**	**Mar**	**June**
The Dyslexia teacher will provide intervention to students that have been identified with dyslexia in order to assist students meet content performance expectation and improve academic achievement. Profesor de dislexia: El maestro de dislexia proporcionara intervencion a los estudiantes que hayan sido identificados con dislexia para ayudar a los estudiantes a cumplir con las expectativas de desempeno del contenido y mejorar el rendimiento academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & Campus Assessments, District Benchmarks, lesson plans, classroom observations, student progress reports Summative: EOY TPRI/Tejas Lee Assessment & Reading STAAR scores **Staff Responsible for Monitoring:** -Dyslexia teacher -Administration -Dean of Instruction -Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Improve low-performing schools - **Population:** Dyslexia student population - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details		Reviews			
Strategy 5: STAAR Reading, Math and Science Test Practice Materials:		**Formative**			**Summative**
STAAR test practice materials will be selected by teachers and purchased to be used during tutorials in an effort to ensure that students reach 90% and above in Reading, Math and Science STAAR scores. The following instructional resources will be used: Measuring Up Reading, Math and Science, Mentoring Minds/Motivation Reading, Math and Science, and Forde Ferrier STAAR formatted Reading, Math, STAAR Master, MATH GPS, Fast Focus, STAAR Countdown, Rise & Shine, ECS Learning, Drops in a Bucket and STAAR Coach & Science booklets and Support Coach for Reading and Math. 3rd-5th grade students will use Think Up (Mentoring Minds) with the new ELAR TEKS. Materiales de practica del examen STAAR de lectura, matematicas y ciencias: Los maestros seleccionaran los materiales de practica del examen STAAR y los compraran para usarlos durante las tutorias en un esfuerzo por garantizar que los estudiantes alcancen el 90% o mas en los puntajes STAAR de Lectura, Matematicas y Ciencias. Se utilizaran los siguientes recursos instructivos: medicion de lectura, matematicas y ciencia, mentoria mental / motivacion, lectura, escritura, matematicas y ciencia, y lectura, escritura, matematicas en formato STAAR de Forde Ferrier, STAAR Master, MATH GPS, enfoque rapido, STAAR Countdown, Rise & Shine, ECS Learning, Drops in a Bucket y folletos de STAAR Coach & Science y Support Coach para lectura y matematicas. Los estudiantes de 3o a 5o grado utilizaran Think Up (Mentoring Minds) con los nuevos ELAR TEKS.		**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment Reading, Writing, Math & Science Campus Assessments & District Benchmarks -Walk-throughs -Monitor for implementation -District/Campus assessments results Summative: EOY TPRI/Tejas Lee Assessment, Reading, Writing, Math & Science STAAR, STAAR-Alternate scores and TELPAS online Reading test					
Staff Responsible for Monitoring: -Administration -2nd-5th grade teachers -Administrator for State Compensatory Education					
TEA Priorities: Build a foundation of reading and math - **Population:** 3rd-5th grade, Sped & Dyslexia populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					
Funding Sources: Measuring Up - 211 Title I-A - 211-11-6399-00-138-Y-30-0F2-Y, Mentoring Minds/Think UP - 211 Title I-A - 211-11-6399-00-138-Y30-0F2-Y					

Strategy 6 Details	Reviews			
Strategy 6: Vertical Alignment Sessions for Reading, Math and Science PK-5th Grade, Special Ed. & Special Programs teachers will participate in vertical alignment sessions in order to create instructional activities to be used in small group and to differentiate instruction and close the academic student.	Formative			Summative
Sesiones de alineacion vertical para lectura, matematicas y ciencias PK-5to grado, educacion especial. & Los maestros de Programas Especiales participaran en sesiones de alineacion vertical con el fin de crear actividades instructivas para ser utilizadas en grupos pequenos y para diferenciar la instruccion y cerrar al estudiante academico.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation BOY & MOY C-PM tests, Reading, Math and Science Campus Assessments & District Benchmarks -Monitor for activity implementation Summative: EOY TPRI/Tejas Lee Assessment, C-PM EOY test & Reading, Math and Science STAAR scores, TELPAS online Reading test, and STAAR-Alternate **Staff Responsible for Monitoring:** -Administration -Dean of Instruction **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 7 Details	Reviews			
Strategy 7: Students who reach their six weeks and yearly AR goals with an 85% in reading accuracy will be recognized and awarded incentives. Students will be provided with stickers, pencils, trophys etc... The Librarian will use funds from Book Fairs to provide the incentives.	Formative			Summative
Los estudiantes que alcancen sus metas de AR de seis semanas y anuales con un 85% en precision de lectura seran reconocidos y premiados con incentivos. Los estudiantes recibiran calcomanias, lapices, trofeos, etc. El bibliotecario utilizara fondos de las ferias del libro para proporcionar los incentivos.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: AR scores, BOY/MOY TPRI/Tejas Lee scores, Reading Campus/District Assessment Scores Summative: AR scores, EOY TPRI/Tejas Lee scores and Reading STAAR scores **Staff Responsible for Monitoring:** -Librarian -Dean of Instruction -Campus Administration **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, ELA, Fine Arts programs by 5% over 2020-2021 participation.
Aumentar el numero de estudiantes en programas cocurriculares y extracurriculares que avanzan en los programas de matematicas, ciencias, ELA y bellas artes en un 5% con respecto a la participacion de 2020-2021.

Evaluation Data Sources: District competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Social Studies Integration with Reading:	**Formative**			**Summative**
2nd -5th grade Students will review test taking strategies. Social Studies Instructional Materials: Teachers will use instructional materials to differentiate instruction for students during Social Studies.	**Oct**	**Jan**	**Mar**	**June**
Integracion de los estudios sociales con la lectura: Los estudiantes de 2o a 5o grado repasaran las estrategias para tomar examenes. Materiales de instruccion de estudios sociales: Los maestros utilizaran materiales de instruccion para diferenciar la instruccion de los estudiantes durante los estudios sociales				
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly tests -Walk-throughs -Monitor for classroom usage of reading practices that focus on social studies PK ongoing observations Previous EOY TPRI/Tejas Lee, BOY & MOY TPRI/Tejas Lee Assessment & student participation District Benchmarks Summative: Reading STAAR scores, PBMAS, TELPAS Reading, LAS PK ongoing observations EOY TPRI/Tejas Lee Assessment, Reading & Writing STAAR scores, TELPAS online Reading test, and STAAR-Alternate				
Staff Responsible for Monitoring: -Administration -Dean of Instruction -2nd-5th grade teachers				
Population: 2nd-5th grade populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Technology Training for Social Studies Teachers	**Formative**			**Summative**
Social Studies teachers will be trained on Powerpoint, Clear Touch Interactive Panels, Weblinks and Pearson (SAVVAS) in order to facilitate Social Studies lessons and impact delivery of instruction. Reading/Language Arts will also be impacted by improved instruction in Social Studies.	**Oct**	**Jan**	**Mar**	**June**

Capacitacion tecnologica para maestros de estudios sociales
Los maestros de estudios sociales recibiran capacitacion en Powerpoint, paneles interactivos Clear Touch, Weblinks y Pearson (SAVVAS) para facilitar las lecciones de estudios sociales e impactar la ensenanza. La lectura / artes del lenguaje tambien se vera afectada por una mejor instruccion en estudios sociales.

Milestone's/Strategy's Expected Results/Impact: Formative:
Weekly Reading and Social Studies assessments and district benchmarks
-Professional development opportunities/
professional leaves/ERO
Summative:
Reading STAAR scores, and TELPAS Reading

Staff Responsible for Monitoring: -Campus Administration
-Social Studies Teachers

TEA Priorities: Recruit, support, retain teachers and principals - **Population:** All student populations -
Start Date: August 17, 2021 - **End Date:** June 2, 2022

Strategy 3 Details	Reviews			
Strategy 3: Reading and language arts Strategies through Social Studies Instruction	**Formative**			**Summative**
Teachers will implement and support Reading strategies in Social Studies instruction to focus on Expository Text. Teachers will focus on predicting outcomes, inferencing, summarizing, paraphrasing and research in order to increase and support student success in assessments.	**Oct**	**Jan**	**Mar**	**June**

Estrategias de lectura y artes del lenguaje a traves de la instruccion de estudios sociales
Los maestros implementaran y apoyaran las estrategias de lectura en la instruccion de estudios sociales para enfocarse en el texto expositivo. Los maestros se enfocaran en predecir resultados, deducir, resumir, parafrasear e investigar para aumentar y apoyar el exito de los estudiantes en las evaluaciones.

Milestone's/Strategy's Expected Results/Impact: Formative:
Weekly Reading and Social Studies assessments and district benchmarks
-Walk-throughs
-Monitor for reading & language arts strategies through Soc. Studies implementation
Summative:
Reading STAAR scores, and TELPAS Reading

Staff Responsible for Monitoring: -Administration
-Dean of Instruction
-Social Studies Teachers

TEA Priorities: Build a foundation of reading and math - **Population:** All student populations - **Start Date:**
August 17, 2021 - **End Date:** June 2, 2022

Strategy 4 Details	Reviews			

Strategy 4: Patriotism Alive
Teachers and students will participate in different activities including Kids voting, online voting, Celebrate Freedom Week and Constitution Day.
 	
Patriotismo vivo
Los maestros y estudiantes participaran en diferentes actividades que incluyen la votacion de los ninos, la votacion en linea, la Semana de Celebracion de la Libertad y el Dia de la Constitucion.
   Milestone's/Strategy's Expected Results/Impact: Formative: Student Participation
   -Voting results report
   Summative: Student Participation and Voting Results
   Staff Responsible for Monitoring: -Administration
   -Dean of Instruction
   Population: Kinder-5th, SPED & DX populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

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

Strategy 5 Details	Reviews			

Strategy 5: Our 5th grade students will participate in our Choral Music program & Ukulele club at Gallegos Elementary. They will also perform throughout the community including: singing during open house, parent meetings and Dean Porter Park during the Christmas season, campus Christmas program and the nursing home. Our music teacher uses musical resources to facilitate student singing.
Our PK-5th grade students will participate in our annual Christmas Program at Gallegos Elementary.
 	
Nuestros estudiantes de quinto grado participaran en nuestro programa de musica coral y club de ukelele en la primaria Gallegos. Tambien actuaran en toda la comunidad, incluyendo: canto durante la jornada de puertas abiertas, reuniones de padres y Dean Porter Park durante la temporada navidena, el programa navideno del campus y el hogar de ancianos. Nuestro maestro de musica utiliza recursos musicales para facilitar el canto de los estudiantes.
Nuestros estudiantes de PK a 5to grado participaran en nuestro programa anual de Navidad en Gallegos Elementary.
   Milestone's/Strategy's Expected Results/Impact: Formative: Increased student participation at different events throughout the community
   Staff Responsible for Monitoring: -Campus Administration
   -Music Teacher
   -PK-3-5th Teachers
   Population: 5th grade student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
	Formative			**Summative**

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

Strategy 6 Details	Reviews			
Strategy 6: Fine Arts in the Classroom: All students will have an opportunity to participate in fine arts activities that will enhance student learning in different academic areas. Bellas artes en el aula: Todos los estudiantes tendran la oportunidad de participar en actividades de bellas artes que mejoraran el aprendizaje de los estudiantes en diferentes areas academicas. **Milestone's/Strategy's Expected Results/Impact:** -Formative: Weekly and ongoing activities & projects -Monitor for implementation -Walk-throughs -Summative: Active student participation and final product/project activities **Staff Responsible for Monitoring:** -Administration -PK-3-5th grade teachers **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Coding Club A group of 4th and 5th grade students will participate in our Coding Club that focuses on technology, math, science and ELA. Club de codificacion Un grupo de estudiantes de 4o y 5o grado participara en nuestro Club de codificacion que se enfoca en tecnologia, matematicas, ciencias y ELA. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student participation in ongoing online coding events ex. Worldwide Coding Day in December 2017 Summative: Final Coding project to be presented at the end of the 2018-2019 school year. **Staff Responsible for Monitoring:** -Dean of Instruction -Administration -2nd grade teachers **TEA Priorities:** Build a foundation of reading and math - **Population:** 4th & 5th grade student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 8 Details	Reviews			
Strategy 8: Basketball & Volleyball Team	**Formative**			**Summative**
A group of our 3rd-5th grade students will participate in our Gallegos Basketball and Volleyball team. In an effort to promote health, well being, sportsmanship and student participation.	**Oct**	**Jan**	**Mar**	**June**

Running Club
A group of students will participate in our Running Club. Our Running club sponsors will work with students to ensure that they learn pacing and basics of long distance running in an effort to promote health, fitness and well being. The end result is to have students particiapte in the Cascade Park race (1.8 miles).

Equipo de baloncesto y voleibol
Un grupo de nuestros estudiantes de 3o a 5o grado participara en nuestro equipo de Baloncesto y Voleibol de Gallegos. En un esfuerzo por promover la salud, el bienestar, el espiritu deportivo y la participacion de los estudiantes.

Club de Corredores
Un grupo de estudiantes participara en nuestro Running Club. Los patrocinadores de nuestro club de corredores trabajaran con los estudiantes para asegurarse de que aprendan el ritmo y los conceptos basicos de las carreras de larga distancia en un esfuerzo por promover la salud, el estado fisico y el bienestar. El resultado final es que los estudiantes participen en la carrera Cascade Park (1.8 millas).

Milestone's/Strategy's Expected Results/Impact: Formative:
Increased participation, volleyball and basketball tournaments and running events

Summative:
Improved motivation, active participation, increased sportsmanship behavior
Cascade Park race, improved motivation, active participation, increased sportsmanship behavior

Staff Responsible for Monitoring: -Administration
-Dean of Instruction
-Coach & 3rd grade teacher
-Basket ball sponsor
-Volleyball sponsor

Population: 3rd-5th grade student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 9 Details	Reviews			
Strategy 9: Destination Imagination Team	**Formative**			**Summative**
Our DI team (3rd-5th grade students) meets on a weekly basis to prepare for their culminating competition for advanced academics. They need access to supplies and provisions during their competition.	**Oct**	**Jan**	**Mar**	**June**
Equipo de Destination Imagination Nuestro equipo de DI (estudiantes de 3o a 5o grado) se reune semanalmente para prepararse para su competencia culminante de estudios academicos avanzados. Necesitan acceso a suministros y provisiones durante su competencia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly practices Summative: Final culminating competition **Staff Responsible for Monitoring:** -Administration -Dean of Instruction -Destination Imagination Sponsors **Population:** 3rd-5th grade DI population - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** G. T. Shirts & Pins for D. I. - 199 Local funds - 199-11-6399-00-138-Y-21-000-Y, Supplies for D. I. Student Project - 199 Local funds - 199-11-6399-00-138-Y-21-000-Y				
Strategy 10 Details	Reviews			
Strategy 10: Nature Club	**Formative**			**Summative**
Some of our 3rd-5th students participate in the Nature Club where they learn about planting gardens, growing fruits and vegetables. They have an opportunity to nuture the plants to ensure they grow and produce fruits and vegetables.	**Oct**	**Jan**	**Mar**	**June**
Club de la naturaleza Algunos de nuestros estudiantes de 3o a 5o participan en el Club de la Naturaleza, donde aprenden sobre la plantacion de jardines, el cultivo de frutas y verduras. Tienen la oportunidad de cultivar las plantas para asegurarse de que crezcan y produzcan frutas y verduras. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly checks of plants to ensure maximum yield Summative: Improved motivation, improved STAAR Science scores for 5th grade participants and Science enrichment for 3rd-5th grade students. **Staff Responsible for Monitoring:** -Teacher sponsor -Administration **Population:** 3rd-5th grade Nature Club - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: UIL	Oct	Jan	Mar	June
Our students participating in UIL events will have resources necessary to compete.				

Strategy 11: UIL

Our students participating in UIL events will have resources necessary to compete.
UIL
Nuestros estudiantes que participan en eventos de UIL tendran los recursos necesarios para competir

Milestone's/Strategy's Expected Results/Impact: Formative: UIL practice prior to event competition
Summative: UIL competition

Staff Responsible for Monitoring: -UIL sponsor
-Administration

Population: UIL student population - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: UIL resources - 199 Local funds - 199-11-6399-00-138-Y21-000-Y

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

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement energy saving strategies for conservation. We will continue to maintain our school to ensure that our students attend an environment that is conducive to learning.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Energy saving stategies will result in energy conservation at our campus. Formative: Monthly comparison of energy usage Summative: Annual comparison of energy usage **Staff Responsible for Monitoring:** Campus Administration Maintenance Facilities **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Maintenance/Operar-Cust - 199 Local funds - 199-51-6315-00-138-Y99-000-Y - $5,000				
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 1: Our campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

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

Strategy 1 Details	Reviews			
Strategy 1: Our campus will ensure that 100% of our funds are used based on the needs assessments.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Funds will be expended based on prioritized needs in compliance with funding reports.	**Oct**	**Jan**	**Mar**	**June**
Formative: monthly expenditure reports compared to CIP Summative: end of year expenditure reports **Staff Responsible for Monitoring:** -Campus Administration -SBDM Committee **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
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: The District will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Sources: Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will receive non-monetary compensation through, gifts, recognition, praise as part of "Teacher of the Week". They get to have their name announced, a special parking spot, an hour for lunch at the end of the week and their picture on the Gallegos website.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: weekly teacher recognition Summative: teacher retention and improved campus climate. **Staff Responsible for Monitoring:** Campus Administration Counselors Teachers **Population:** All campus teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 2 Details	Reviews			
Strategy 2: All teachers are provided the opportunity to participate in our tutorial, extended day and extra-curricular activities sponsorship.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: BOY, MOY TPRI/Tejas Lee assessment, campus assessments, district benchmarks Summative: EOY TPRI/Tejas Lee assessment, TELPAS, STAAR **Staff Responsible for Monitoring:** Campus Administration Gallegos teachers **Population:** All campus teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

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 3: The district and campuses 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: At Gallegos Elementary, we recognize our faculty and staff by providing lunch for them after each major district benchmark and STAAR assessment. The 1st Friday of each month, courtesy of Dr. Ruben Gallegos, our faculty and staff is treated to sweet bread in an effort to improve campus morale/climate.		**Formative**		**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: on-going recognition for faculty and staff throughout the school year. Summative: improved recognition, morale/climate. **Population:** All faculty and staff population - **Start Date:** August 17, 2021 - **End Date:** June 2, 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: All District program areas and campuses will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Strategy 1 Details	Reviews			
Strategy 1: Gallegos Elementary will provide events and pictures of activities taking place at our campus to the Public Information Office in an effort to promote our school. Our school website will also showcase student and community activities.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: periodically submit events and pictures of activities to the Public Information Office Summative: annual submission of events from our campus/website **Staff Responsible for Monitoring:** -Campus Administration -TST **Title I Schoolwide Elements:** 3.1 - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Our TST will maintain the Gallegos website by showcasing the different school and parent activities available at the campus.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: updated campus website on a weekly basis Summative: annual compilation of campus website updates **Staff Responsible for Monitoring:** -Campus Administration -TST **Population:** All student populations & parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 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 2: The District will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

Evaluation Data Sources: School calendar showing earlier start date.

Strategy 1 Details	Reviews			
Strategy 1: 1) Due to the continuation of the District of Innovation Policy, our school year will start earlier. This will facilitate more instructional time prior to STAAR, TELPAS, Kinder MCLASS, TPRI/Tejas Lee & CPALLS testing throughout the school year.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: students will have more instructional time prior to STAAR, TELPAS, Kinder MCLASS, TPRI/Tejas Lee, & CPALLS testing administration. Summative: STAAR, TELPAS, Kinder MCLASS, TPRI/Tejas Lee, CPALLS assessment results. **Staff Responsible for Monitoring:** -Campus administration -PK-5th grade teachers -Special Ed. & Special Programs teachers. **TEA Priorities:** Improve low-performing schools - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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 for removals will decrease by 5%

Evaluation Data Sources: PEIMS discipline report data, eSchoolPLUS report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to ISS placements

Strategy 1 Details	Reviews			
Strategy 1: Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. They will have access to books to facilitate counseling sessions with students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly Counselor log -Student sign-in sheets -Counselor logs Summative: Monthly Counselor log -Student sign-in sheets -Counselor logs -Improvement in student behavior **Staff Responsible for Monitoring:** -Principal -Counselors **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Red Ribbon Week: During Red Ribbon Week, students will gain awareness of current trends in substance abuse and thus be motivated to lead a healthy drug free lifestyle. They will be provided incentives to promote Red Ribbon Week.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Implement campus activities & monitor for participation -Student/Teacher/Campus wide Participation Summative: Increased drug awareness and promotion of healthy living **Staff Responsible for Monitoring:** -Administration -Counselors -Teachers PK-3-5th -Nurse **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** General Supplies - 199 Local funds - 199-31-6399-00-138-Y-99-000-Y - $150				

Strategy 3 Details	Reviews			
Strategy 3: School Nurse Our school nurse will have access to supplies for student use in an effort to maintain student safety and well being.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Campus budget funds Summative: Campus budget funds & Campus documentation **Staff Responsible for Monitoring:** Campus Administration **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** General Supplies - 199 Local funds - 199-33-6399-00-138-Y-99-000-Y - $150				
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 2: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2021-2022 and will not be disproportionate for any population.

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

Strategy 1 Details	Reviews			
Strategy 1: Reduce by 5% yearly that out-of-school suspensions on every campus by researching and evaluating 2021-2022 number of days students were absent due to OSS. *To increase campus student attendance rates and improve student instructional levels...we recognize our students, for perfect attendance and A, AB Honor Roll during end of six weeks awards.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Principal will analyze OSS report at the end of each 6 weeks to determine increase or decrease in OSS -Suspension list Summative: Decreased number of student suspensions and reduced number of RTI 360 referrals for discipline **Staff Responsible for Monitoring:** -Principal -PEIMS Supervisor -Attendance Clerk -Discipline Clerk -Computer Services **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Ribbons for Awards - 162 State Compensatory - 162-11-6498-00-138-Y-30-000-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Provide professional development based on level of expertise and need in the following areas: (a) Bullying Prevention (b) Violence/Conflict Resolution	**Oct**	**Jan**	**Mar**	**June**
(c) Recent Drug Use Trends (d) Resiliency/Developmental Assets (e) Dating Violence (f) Signs of Child Abuse (g) Response to Intervention (RTI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Out counselors will have access to supplies to facilitate their instruction with students. Our school Counselors will attend professional development that will enable them to receive updates in counseling that will have a direct impact on our students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Meeting agendas, sign-in sheets, & ERO -Attendance Roster -Professional Development Evaluation -PEIMS Discipline Reports Summative: Decreased number of RTI 360 referrals for discipline **Staff Responsible for Monitoring:** Administrators -Principals -Asst. Principals -Counselors **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Travel for Counselors - 199 Local funds - 199-31-6411-23-138-Y-99-032-Y, General Supplies - 199 Local funds - 199-31-6399-00-138-Y-99-032-Y				

Strategy 3 Details	Reviews			
Strategy 3: Gallegos Elementary will develop and maintain an Emergency Operations Plan.	**Formative**			**Summative**
*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: (a) Lockdown drills (3 times per year) (b) Shelter-in-place (c) Drop & Cover (d) 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.	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Emergency Operation Plan -After Action Reviews -Sign-in Sheets -Evaluations -Audits -Monthly drills/calendar documentation Summative: Monthly drills/calendar documentation -Implementation of Emergency Operation Plan **Staff Responsible for Monitoring:** -Administrators -Faculty & Staff -BISD Police & Security **Population:** All student populations, faculty & staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Gallegos Elementary must have an identification security system.	**Formative**			**Summative**
*All faculty must obtain and display an identification card while on school grounds *Visitors must present an identification at sign-in and *Escorted at all times	**Oct**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Monitor campus procedures to ensure student, faculty and staff safety -Audits -Evaluation Sheets Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessar **Staff Responsible for Monitoring:** Administrators -Faculty & Staff -BISD Police & Security **Population:** All student populations, faculty, staff & parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. Campus Officers when possible will address current trends with students, parents, campus faculty & staff	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 5: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at each elementary, middle and high school. Campus Officers when possible will address current trends with students, parents, campus faculty & 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: Formative: Monitor campus procedures to ensure student, faculty and staff safety
-Evaluations
-Sign-in Sheets
-PEIMS Discipline Reports
Summative: Monitor campus procedures to ensure student, faculty and staff safety & implement Emergency Operation Plan if necessary

Staff Responsible for Monitoring: -Administrators
-Counselors
-Parental Involvement
-BISD Police & Security Services

Population: All student populations, faculty, staff & parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 6 Details		Reviews			
Strategy 6: Dating Violence Policy		**Formative**			**Summative**
*Maintain a written safety plan developed by the campus safety committee *Meet annually with parents for awareness education		**Oct**	**Jan**	**Mar**	**June**
*Provide training for administrators, counselors, and teachers *Provide counseling for students involved in offenses *Implement enforcement of protective orders and school based alternatives to protective orders Designed to empower victims of dating violence to report dating violence. **Milestone's/Strategy's Expected Results/Impact:** Formative: Meetings, agendas, sign-in sheets -Evaluations -Audits -Sign-in Sheets -PEIMS Discipline Reports Summative: -Increased parent participation -Evaluations -Sign-in Sheets **Staff Responsible for Monitoring:** -Administrators -Counselors -Professional Development -Parental Involvement -BISD Police & Security Services **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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)

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 5% de padres involucrados en las actividades de participacion de los padres del campus / distrito desde 2020-2021 hasta 2021-2022.

Evaluation Data Sources: Formative:
Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
Summative:
Increase % parent participation
Increase % student attendance
Increase student STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: The school community at Gallegos Elementary will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
At Gallegos Elementary, the Parent Liaison and PK-3-5th grade teachers disseminate the School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. 1) The school community at Gallegos Elementary will complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. At Gallegos Elementary, the Parent Liaison and PK-3-5th grade teachers disseminate the School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Annual Title I meeting to inform parents of services provided through Title I funds. Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. School community will meet with parents to review the campus scores, TAPR report, and school status including: *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities La comunidad escolar en la Primaria Gallegos completara y difundira una Politica de Participacion de los Padres para delinear como los padres participaran activamente a nivel del distrito / campus con la intencion de aumentar la participacion. En la Primaria Gallegos, el enlace con los padres y los maestros de PK-3-5th difunden los pactos entre la escuela, los padres y los estudiantes que indican las responsabilidades de cada grupo para garantizar el rendimiento de los estudiantes. 1) La comunidad escolar en la Primaria Gallegos completara y difundira una Politica de Participacion de los Padres para delinear como los padres participaran activamente a nivel de distrito / campus con la intencion de aumentar la participacion. En la Primaria Gallegos, el enlace con los padres y los maestros de PK-3-5th difunden los pactos entre la escuela, los padres y los estudiantes que indican las responsabilidades de cada grupo para garantizar el rendimiento de los				

estudiantes.

Reunion anual del Titulo I para informar a los padres de los servicios prestados a traves de los fondos del Titulo I.

Encuesta para padres para evaluar la efectividad de los esfuerzos de participacion de los padres del distrito y / o campus.

La comunidad escolar se reunira con los padres para revisar los puntajes del campus, el informe TAPR y el estado de la escuela, que incluyen:

*Codigo de Conducta Estudiantil

* Pacto entre estudiantes, padres y escuelas

* Politica de participacion de los padres

* Procedimientos de operacion de emergencia

* Pautas y oportunidades para voluntarios

Milestone's/Strategy's Expected Results/Impact: Formative: District and Campus Parental Involvement Policy

-Parental involvement meetings, agendas, & sign-in sheets

School-Parent-Student Compacts

-School-Parent-Student Compact count

Summative: Composite of End of Year Survey/Title-I-A Parental Involvement Compliance Checklist.

STAAR results, attendance rate, discipline referrals

Staff Responsible for Monitoring: -Principal

-Parent Liaison

-PK-3-5th grade teachers

Title I Schoolwide Elements: 3.1, 3.2 - **Population:** Parents & Parent Liaison - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 2 Details	Reviews			
Strategy 2: Parents will be able to access our computer lab so that they may receive training from our Technology support teacher on how they can access to Home Access Center in order to view their children's grades and complete parent surveys.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los padres podran acceder a nuestro laboratorio de computacion para que puedan recibir capacitacion de nuestro maestro de apoyo tecnologico sobre como pueden acceder al Home Access Center para ver las calificaciones de sus hijos y completar encuestas para padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Sign-in Sheets, Minutes -Parental involvement meetings, agendas, & sign-in sheets Survey results Summative: Composite of End of Year Survey/ Title-I-A Parental Involvement Compliance Checklist STAAR Results, attendance rate, discipline referrals **Staff Responsible for Monitoring:** -Principal -Parent Liaison **Population:** Parents & Parent Liaison - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: At Gallegos Elementary, we ensure representation of community and parent involvement in the decision-making process. Parent representatives will attend our SBDM meetings on a monthly basis. There will be flexible meetings (Zoom and Teams) scheduled to ensure that all stakeholders will be able to attend and have input. Parents will participate during the SBDM meeting and provide input and feedback. En Gallegos Elementary, aseguramos la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones. Los padres representantes asistiran a nuestras reuniones de SBDM mensualmente. Habra reuniones flexibles (Zoom y Teams) programadas para garantizar que todas las partes interesadas puedan asistir y participar. Los padres participaran durante la reunion SBDM y brindaran comentarios y sugerencias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Calendar, Agendas, Sign-in Sheets, Minutes, Fliers, PI Policy, Compact, Parent Representative List -Meeting agendas, sign-in sheets Summative: Composite of meeting minutes STAAR Results, attendance rate, discipline referrals Title-I-A Parental Involvement Compliance Checklist **Staff Responsible for Monitoring:** -Principals -Parent Liaison -Dean of Instruction -SBDM -LPAC **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** SBDM members - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Parental Involvement Supplies - 211 Title I-A - 211-61-6399-00-138-Y30-0F2-Y, Miscellaneous/Provisions for parents - 211 Title I-A - 211-61-6499-53-138-Y-30-0F2-Y	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: At the start of each school year, the Gallegos Elementary school community hosts a Parent Orientation Day to inform parents and community members of daily standard operation procedures and District Policy.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Al comienzo de cada ano escolar, la comunidad de la escuela primaria Gallegos organiza 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.				

Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign-in Sheets, Fliers, Brochures, Handouts, Session Evaluations
-Meeting agendas, sign-in sheets
Summative: Discipline Referrals
STAAR Results and attendance rate
Title-I-A Parental Involvement Compliance Checklist

Staff Responsible for Monitoring: -Campus Administrators
-Parent Liaisons

Population: Parents & Community Members - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 5 Details	Reviews			
Strategy 5: We make sure to capitalize on District and community resources by creating partnership agreements with agencies and organizations. *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. We invite members of community to participate in our Career Day in an effort to expose students to different types of future careers.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Nos aseguramos de capitalizar los recursos del Distrito y la comunidad mediante la creacion de acuerdos de asociacion con agencias y organizaciones. * 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 solidas alianzas comunitarias. Invitamos a los miembros de la comunidad a participar en nuestro Dia de la Carrera en un esfuerzo por exponer a los estudiantes a diferentes tipos de carreras futuras.				

Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign-in Sheets, MOUs
-Promote services available to the community
-Summative: Increased partnerships
STAAR results, attendance rate, discipline referrals

Staff Responsible for Monitoring: -Campus Administrators
-Parent Liaisons

Population: Community members - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 6 Details	Reviews			
Strategy 6: We ensure to 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. The Dean of Instruction provides training to parents that will enable them to help their children succeed.	**Formative**			**Summative**

Students will use student planners to keep parents informed of their daily homework responsibilities thus enabling parents to assist with homework tasks. Students will also use writing portfolio folders to enable them to compile their 2nd language acquisition compositions for TELPAS. Calendar refills will be used to refill planners.
 	
Nos aseguramos de educar a los administradores y maestros del campus durante las reuniones de la facultad y de nivel de grado en cuanto a los beneficios academicos y no academicos de una solida asociacion entre padres y escuela. El Decano de Instruccion brinda capacitacion a los padres que les permitira ayudar a sus hijos a tener exito.
Los estudiantes utilizaran planificadores de estudiantes para mantener informados a los padres de sus responsabilidades diarias con las tareas, lo que les permitira ayudar con las tareas escolares. Los estudiantes tambien usaran carpetas de portafolios de escritura para permitirles compilar sus composiciones de adquisicion de segundo idioma para TELPAS. Las recargas de calendario se utilizaran para recargar los planificadores.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Agendas, Sign-in Sheets, Session Evaluations
    -Meeting agendas & sign-in sheets
    Summative: Increased parent participation/Title-I-A Parental Involvement Compliance Checklist STAAR
    results, attendance rate, discipline referrals
    Staff Responsible for Monitoring: -Campus Administrators
    -Parent Liaison
    -Bilingual ParaprofessionalParent Liaisons
    Population: Campus stakeholders - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: Writing Folders - 211 Title I-A - 211-11-6399-00-138-Y-30-0F2-Y
	Oct	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: At Gallegos Elementary, we 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:	**Formative**			**Summative**
STAAR testing strategies Homework strategies Renaissance Home Connect (AR at home) Early Childhood Reading Strategies Effective teaching strategies Health Education-Families in Training Special Populations (Bilingual, Dyslexia, G. T., Migrant, Special Education) Building Capacity: College Readiness-Abriendo Puertas Drop-out and Violence Prevention-New Horizons Community agencies/organizations School Report Card En la Primaria Gallegos, brindamos 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	**Oct**	**Jan**	**Mar**	**June**

referencias a agencias que abordan las necesidades en las siguientes areas:
Estrategias de prueba STAAR
Estrategias de tarea
Renaissance Home Connect (AR en casa)
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)
Capacidad de desarrollo: College Readiness-Abriendo Puertas
Prevencion de la desercion escolar y la violencia: nuevos horizontes
Agencias / organizaciones comunitarias
Boleta de calificaciones de la escuela

Milestone's/Strategy's Expected Results/Impact: Formative:
Parent Conference Fliers
Sign-In Sheets
Conference Agendas
Meeting Agendas
Conference Evaluations
AR points
-Meetings and sign-in sheets
Summative:
STAAR Results
Student Attendance Rate
Discipline referrals
Title-I-A Parental Involvement Compliance Checklist
AR points
Staff Responsible for Monitoring: -Campus Administrators
-District Personnel
-Parent Liaison
-Librarian
Population: Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 8 Details	Reviews			
Strategy 8: Funds will be allocated to provide for a Parent Liaison and payment for mileage incurred while conducting Attendance and parental involvement responsibilities; home visits and parental involvement meetings and trainings. Our parent liaison will have access to miscellaneous supplies & provisions for use during parent meetings.	Formative			Summative
	Oct	Jan	Mar	June
Los fondos se asignaran para proporcionar un enlace con los padres y el pago por el millaje incurrido mientras se llevan a cabo las responsabilidades de asistencia y participacion de los padres; visitas domiciliarias y reuniones y capacitaciones de participacion de los padres. Nuestro enlace de padres tendra acceso a suministros y provisiones diversos para usar durante las reuniones de padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly Contact Log Composite Report -Campus budget Summative: Monthly mileage log & meeting attendance/sign in sheets STAAR results, attendance rate, discipline referrals **Staff Responsible for Monitoring:** -Principal -Parent Liaison **Population:** Parents & Parent Liaison - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Refreshments - 211 Title I-A - 211-61-6499-53-138-Y-30-0F2-Y - $900, Parent Liaison Travel - 211 Title I-A - 211-61-6411-00-138-Y-30-0F2-Y - $900, Supplies/Materials - 211 Title I-A - 211-61-6399-00-138-Y-30-0F2-Y - $900				
0% No Progress 100% Accomplished Continue/Modify Discontinue				

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: Our PK-3-5th, Special Ed. & Special programs teachers will attend professional development in which they will differentiate instruction based on ability. Their lessons and activities will be developmentally appropriate to meet this needs of our students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly assessments, Campus Assessments BOY & MOY CPALLS, TPRI/Tejas Lee, progress monitoring instrument District Benchmarks -Weekly schedules -Walk-throughs -Monitor curriculum implementation Agendas, sign-in sheets & handouts, RTI plans and tutorials, RTI documentation and tutorials attendance sheets and lesson plans. Summative: EOY CPALLS & TPRI/Tejas Lee Assessment TELPAS Reading STAAR scores, STAAR-Alternate				
Staff Responsible for Monitoring: -PK-3-5th grade teachers -Special Ed. teachers -Special Programs teachers -Dean of Instruction -Adminitration				
Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)

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

Strategy 1 Details	Reviews			
Strategy 1: Implement Study Island/Edmentum (Math, Reading and Science). ITTS (4th & 5th) technologies. Students will access the Pearson website in order to complete online practice tests so they can excel on the TELPAS Reading test Our technology software infrastructure requires maintenance in order to keep functioning.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: -Monitor software and web based programs usage Summative: STAAR scores and TELPAS Reading Scores **Staff Responsible for Monitoring:** -Administration -Dean of Instruction -TST -Teachers **Population:** K-5th, Sped & Dyslexia student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Contracted Maintenance & Repair - 162 State Compensatory - 162-11-6299-62-138-Y-30-000-Y - $4,800				
Strategy 2 Details	Reviews			
Strategy 2: E-Books Students will have access to E-Books that will facilitate with vocabulary development and reading comprehension of expository text.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading & Science) scores Summative: EOY TPRI/Tejas Lee scores & STAAR (Math, Reading & Science scores) **Staff Responsible for Monitoring:** -2nd-5th grade teachers -Dean of Instruction -Campus Administration **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.
Future Ready Use of Space and Time

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

Strategy 1 Details	Reviews			
Strategy 1: Students will have access to IPADS and laptops to facilitate student learning during face to face and online instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY CPALLS, PK SAVVAS, Kinder MCLASS, TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading & Science) scores Summative: EOY CPALLS, PK SAVVAS, Kinder MCLASS, TPRI/Tejas Lee scores & STAAR (Math, Reading & Science scores) **Staff Responsible for Monitoring:** Campus administration **Start Date:** August 17, 2021 - **End Date:** June 2, 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

Strategy 1 Details	Reviews			
Strategy 1: All stakeholders will have access to high speed network connectivity to ensure the blended learning plan is implemented in Pk-5th grade.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY CPALLS, PK SAVVAS, MCLASS (Kinder) TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading & Science) scores Summative: EOY CPALLS, PK SAVVAS, MCLASS (Kinder) TPRI/Tejas Lee scores & STAAR (Math, Reading & Science scores) **Staff Responsible for Monitoring:** District Technology Personnel Campus administration **Population:** All populations & parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 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 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: Gallegos elementary will review campus internet security procedures with parents prior to issuing a device to ensure that students, parents and staff are well aware of online safety, privacy and security. Gallegos faculty and staff will review Digital Citizenship professional development prior to the start of the 2021-2022 school year to ensure they are well aware of online safety, privacy and security.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: usage reports, Digital Citizenship professional development. Summative: Professional development attendance report, security and usage reports **Staff Responsible for Monitoring:** Administration TST **Population:** All students and programs - **Start Date:** August 17, 2021 - **End Date:** June 2, 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: Gallegos elementary students will participate in virtual field trips to the zoo, Palo Alto Battlefield etc... , learn about different careers in coding and technology through online community partnerships.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY CPALLS, PK SAVVAS, MCLASS (Kinder) TPRI/Tejas Lee scores, Campus/District Assessment (Math, Reading & Science) scores Summative: EOY CPALLS, PK SAVVAS, MCLASS (Kinder) TPRI/Tejas Lee scores & STAAR (Math, Reading & Science scores) **Staff Responsible for Monitoring:** Administration PK-5th grade teachers				
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: Implement technology training for all teachers in Microsoft Office, grade speed, lesson plans, SAVVAS assessments, Eduphoria/AWARE. Teachers will also be trained with ETAZO, KENTRO, TRENDS, Edusmart Science, STEMScopes (Math & Science).	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Campus & District Assessments/Benchmarks -Professional development opportunities/ERO Summative: STAAR scores				
Staff Responsible for Monitoring: -Administration -Dean of Instruction -TST -PK-3-5th Teachers				
Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 2 Details	Reviews			
Strategy 2: TRENDS & ETAZO	**Formative**			**Summative**
PK-3-5th grade teachers will be trained on how to use the ETAZO & TRENDS websites to review the library resources and assessment reports. 3rd-5th Grade teachers will be trained to enable them to train their students to input their	**Oct**	**Jan**	**Mar**	**June**

assessment answers. Teachers will then be able to analyze assessment data from Campus Assessments and District Benchmarks

Milestone's/Strategy's Expected Results/Impact: Formative:
Campus & District Assessments & Benchmarks
-Walk-throughs
-Monitor classroom implementation
-ETAZO & Tango-Central reports and resource use
Summative:
STAAR Scores

Staff Responsible for Monitoring: -Dean of Instruction
-PK-3-5th grade teachers
-Campus Administration

Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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.

Strategy 1 Details	Reviews			
Strategy 1: Provide the following technology equipment:	**Formative**			**Summative**
-Interactive Panels	**Oct**	**Jan**	**Mar**	**June**
-Web cameras				
-Tripp Lite 10-Port USB Charging Hub				
-IPAD covers				
-desktop computers				
-fax machine				
-IPADs				
-document cameras				
-camera				
-printer				
-headphones				
-laptop computers				
-Microsoft licenses for new software				
-STEMSCOPES				
-Raptor Fee Renewal				
-video document cameras				
-projectors				
-lamp replacements				
-Printer Transfer Kit				
-Software Care Plan				
-Misc. Contracted Services				
This technology equipment will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. Students will be able to have access to up to date technology equipment. These materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. Desktop computers will be used to enhance instruction and enable administration and staff to provide an environment that is conducive for learning for all students and personnel. IPADs will be used with our PK-2nd grade students. Students will be able to have access to up to date technology equipment. These computers will be used in the computer lab so that students will be able to access Edusmart Science and the Pearson website so that they can prepare for the TELPAS reading online assessment. The materials will be used to enhance instruction and enable teachers to integrate technology in all subject areas more effectively. We need the use of a camera to capture photos during school functions, Science Fair projects, portfolios, awards assemblies for recognition of perfect attendance/honor roll. G/T teachers will have access to a camera, card reader and SD card to document G/T (TPSP) projects for our G/T students. G/T students will use headphones at the listening center				

for differentiated instruction as they read above reading level selections.

Students need access to a USB charging hub so they can charge their device prior to face to face instruction

Students need access to STEMSCOPES for Math and Science.

Students need access to the card reader & the camera SD card in order to work on their TPSP projects in an effort to build autonomy. Our students will use headphones for testing (STAAR, TELPAS, district benchmarks)

Students will use classroom printers & a centrally located printer to facilitate printing of assignments during the instructional day.

Milestone's/Strategy's Expected Results/Impact: Formative: Campus & District Assessments/Benchmarks
-Fixed assets information
-Campus budget
Summative: STAAR scores, TELPAS Reading scores, Science Fair and G/T Projects

Staff Responsible for Monitoring: -Principal
-Dean of Instruction
-TST
-Classroom Teachers

Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Electronic Equipment - 162 State Compensatory - 162-11-6398-00-138-Y30-000-Y - $510, Electronic Equipment - 199 Local funds - 199-11-6398-00-138-Y11-000-Y, STEMSCOPES (Math & Science) - 162 State Compensatory - 162-11-6299-62-138-Y30-000-Y, IT Equipment - 162 State Compensatory - 162-11-6398-62-138-Y30-000-Y - $20,000, IT Equipment - 199 Local funds - 199-23-6398-65-138-Y99-000-Y, Misc. Contracted Services - 162 State Compensatory - 162-11-6398-62-138-Y30-000-Y, IT Equipment Chromebooks, Projector & Printer - 162 State Compensatory - 162-11-6398-62-138-Y-30-TEC-Y, Technology Supplies/Software - 263 Title III-A Bilingual - 263-11-6398-00-138-Y-25-000-Y, Headphones - 163 State Bilingual - 163-11-6399-00-138-Y-25-000-Y, Headphones - 263 Title III-A Bilingual - 263-11-6399-00-138-Y-25-000-Y, Warranty/Licenses/STEMSCOPES - 162 State Compensatory - 162-11-6299-62-138-Y-30-000-Y - $1,600, IT Equipment: Chromebooks, Projector & Document Cameras - 211 Title I-A - 211-11-6398-62-138-Y30-OF2-Y - $7,570, IPADS - 211 Title I-A - 211-11-6398-62-138-Y-30-0F2-Y, Computers - 162 State Compensatory - 162-11-6398-62-138-Y-30-337-Y, IPAD covers - 166 State Special Ed. - 166-11-6399-00-138-Y-23-0P1-Y, License - 162 State Compensatory - 162-11-6299-62-138-Y30-000-Y, Software Care Plan - 211 Title I-A - 211-11-6249-00-138-Y30-0F2-Y, Electronic Equipment - 162 State Compensatory - 162-11-6398-62-138-Y30-000-Y, Integration/Misc. Contracted Services - 211 Title I-A - 211-11-6299-00-138-Y30-0F2-Y - $800, Misc. Contracted Services - 162 State Compensatory - 162-11-6299-00-138-Y30-000-Y, IT Equipment - 211 Title I-A - 211-11-6639-62-138-Y30-0F2-Y, IT Equipment - 211 Title I-A - 211-11-6398-62-138-Y-30-0F2-Y

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 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

Strategy 1 Details	Reviews			
Strategy 1: The BISD Future Ready Framework Technology Survey will be conducted at the end of the school year.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Survey results	**Oct**	**Jan**	**Mar**	**June**
Summative: Survey results				
Staff Responsible for Monitoring: Campus Administration				
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)

Performance Objective 1: Increase the overall district attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.
Aumentar la tasa de asistencia general del distrito al 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas intermedias y 96% para las escuelas secundarias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

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

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 the campus improvement plan. *Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Implementar metas de asistencia al campus que aborden los procedimientos, roles, responsabilidades y un plan formal por escrito para la supervision / gestion incluido en el plan de mejora del campus. * Asegurar 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.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Weekly review of campus attendance rates
    -Monitor attendance
    Summative: Monitor Campus Attendance Management plans as needed by campus visitations by attendance office
    Staff Responsible for Monitoring: -Principal
    -Asst. Principal
    -PEIMS Supervisor
    -Attendance Clerks
    -Attendance Liaisons
    -Attendance Clerk
    -Data Entry Clerk
    Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 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. Students will be provided with incentives (trophies, ribbons, certificates, stickers, pencils, notepads, behavior activity books, games, jump ropes, pencil cases, yo-yos etc...to promote perfect attendance and motivate students to be at school every day. *Campus recognition of students for Perfect Attendance Achievement that increase learning performance At Gallegos Elementary, students that achieve perfect attendance are recognized during the campus awards ceremony. Parents are invited to attend. Reconocer y otorgar incentivos a los estudiantes con asistencia perfecta cada seis semanas y al final del ano. Los estudiantes recibiran incentivos (trofeos, cintas, certificados, pegatinas, lapices, libretas, libros de actividades de comportamiento, juegos, cuerdas para saltar, estuches de lapices, yoyos, etc.) para promover la asistencia perfecta y motivar a los estudiantes a estar en la escuela cada dia. dia. * Reconocimiento en el campus de los estudiantes por logros de asistencia perfecta que aumentan el rendimiento del aprendizaje En la Primaria Gallegos, los estudiantes que logran una asistencia perfecta son reconocidos durante la ceremonia de premiacion del campus. Se invita a los padres a asistir.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: ADA -Campus Documentation -Awards each six weeks Summative: End of Year awards & recognition				
Staff Responsible for Monitoring: -Principal -PEIMS Supervisor -Data Entry Clerk -Student Accounting				
Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Funding Sources: Awards - 199 Local funds - 199-11-6498-00-138-Y-11-000-Y - $2,000, Awards & Operating Costs - 211 Title I-A - 211-11-6498-00-138-Y30-OF2-Y, Awards - 211 Title I-A - 211-11-6498-00-138--Y-30-0F2-Y, Awards - 162 State Compensatory - 162-11-6498-00-138-Y-30-000-Y - $3,000, Awards - 166 State Special Ed. - 166-11-6498-00-138-Y-23-0P2 - $285				

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)

Performance Objective 2: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 2% above STAAR 2019 scores.

Todos los campus desarrollaran estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 2%.

Evaluation Data Sources: Not available for STAAR assessment

Strategy 1 Details	Reviews			
Strategy 1: Gallegos Elementary 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**
Tutorial:	**Oct**	**Jan**	**Mar**	**June**
This program is designed to increase instructional time for students having difficulty in mastering Reading, Math & Science concepts during the regular day. Teachers work with students to enable them to show measurable improvement on Reading, Math & Science STAAR, and TELPAS Reading online assessments by providing interventions based on student need. Our tutorial students will have access to transportation. Extra duty pay will be allotted for certified and classified personnel for materials preparation for remote and distance learning. Extended Day Comprehensive After School Program Our K-5th grade students will participate in our Extended Day Comprehensive After School Program as part of an enrichment activity. Our teachers and instructional paraprofessionals will provide academic and extra curricular activities in an effort motivate our students. In an effort to accelerate instruction for our 3rd-5th grade students, they will participate in "Jumpstart" two weeks prior to the start of the new school year 2021-2022 (July 26-August 6). La Primaria Gallegos implementara tutorias y estrategias de recuperacion en materias de areas basicas para estudiantes de bajo rendimiento con el fin de disminuir la tasa de retencion y mejorar el rendimiento estudiantil. Tutorial: Este programa esta disenado para aumentar el tiempo de instruccion para los estudiantes que tienen dificultades para dominar los conceptos de lectura, matematicas, escritura y ciencias durante el dia regular. Los maestros trabajan con los estudiantes para permitirles mostrar una mejora medible en las evaluaciones en linea de Lectura, Matematicas y Ciencias STAAR y TELPAS Lectura al proporcionar intervenciones basadas en las necesidades del estudiante. Nuestros estudiantes de tutoria tendran acceso a transporte. Se asignara un pago por servicio adicional al personal certificado y clasificado para la preparacion de materiales para el aprendizaje remoto y a distancia. Programa de dia extendido comprensivo despues de la escuela Nuestros estudiantes de kinder a quinto grado participaran en nuestro programa de dia extendido comprensivo / despues de clases como parte de una actividad de enriquecimiento. Nuestros maestros y paraprofesionales de instruccion proporcionaran actividades academicas y extracurriculares en un esfuerzo por motivar a nuestros estudiantes. En un esfuerzo por acelerar la instruccion para nuestros estudiantes de tercer a quinto grado, participaran en "Jumpstart" dos semanas antes del inicio del nuevo ano escolar 2021-2022 (26 de julio-6 de agosto).				
Milestone's/Strategy's Expected Results/Impact: -Formative: tutorial lesson plans, tutorial classroom observations, tutorial attendance, eschool Plus tutorial schedule, campus assessments, district benchmark scores, and student progress reports Extended Day/After School Program attendance -Summative:				

-2018 STAAR Reading, Math, Science and Writing Scores, Retention Rate

Staff Responsible for Monitoring: -3rd-5th grade teachers
-PK-3-5th, Special Ed. and Special Programs teachers
-Dean of Instruction
-Administration
-Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Funding Sources: Para Extra Duty - 211 Title I-A - 211-11-6121-00-138-Y30-ASP-Y, Extra Duty Pay/Overtime-SUP PE - 199 Local funds - 199-23-61-2108-138-Y-99-000-Y - $50, Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-138-Y-24-SSI-Y - $4,676, Extra Duty Pay-Extended Day - 162 State Compensatory - 162-11-6118-00-138-Y-30-000-Y, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-138-Y30-ASP-Y - $14,000, Extra Duty Pay Overtime - 211 Title I-A - 211-11-6121-00-138-Y-30-ASP-Y - $3,000, Extra Duty Pay-SCE - 162 State Compensatory - 162-11-6118-00-138-Y-30-000-Y - $40,000, SS/Medicare - 211 Title I-A - 211-11-6141-00-138-Y-30-ASP-Y - $427, TRS - 211 Title I-A - 211-11-6146-00-138-Y-30-ASP-Y - $2,628, Emp. Benefits - 211 Title I-A - 211-11-6148-00-138-Y-30-ASP-Y - $69, Emp. Benefits - 211 Title I-A - 211-11-6149-00-138-Y-30-ASP-Y - $442, SS/Medicare - 211 Title I-A - 211-13-6141-00-138-Y-30-AYP-Y, Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-138-Y-30-0F2-Y, Plant Maint & Oper. - 199 Local funds - 199-51-6315-00-138-Y-99-000-Y, Extra Duty Pay/Overtime-SUP PE - 199 Local funds - 199-51-6121-47-138-Y-99-000-Y - $30

Strategy 2 Details	Reviews			
Strategy 2: The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. The counselor will use instructional materials to provide effective counseling to students on our campus. Individual Counseling Sessions All students including At-Risk students will receive individual counseling to address their academic needs and to develop an effective intervention plan that will enable them to achieve success. La escuela disenara un Programa de Orientacion y Consejeria integral, de desarrollo, disenado para servir a todos los estudiantes y todos los grupos de estudiantes. El consejero utilizara materiales instructivos para brindar consejeria efectiva a los estudiantes en nuestro campus. Sesiones de asesoramiento individual Todos los estudiantes, incluidos los estudiantes en riesgo, recibiran asesoramiento individual para abordar sus necesidades academicas y desarrollar un plan de intervencion eficaz que les permita alcanzar el exito. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly Counselor Logs Summative: Lower bullying incidents will be reflected on the yearly Bullying survey due to students making better choices. **Staff Responsible for Monitoring:** -Counselors -Administration -PK-3-5th grade teachers **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 3 Details	Reviews			
Strategy 3: Implement a district-wide plan for high quality professional development for faculty and staff. Staff Development activities will target the identification of students who are at-risk of dropping out. Teachers will acquire effective intervention and prevention instructional strategies. Teachers will also provide Scientifically Research Based Intervention activities and they will be stated clearly on the intervention log. Professional Development for Teachers with At-Risk Students: Teachers will be provided professional development that will enable them to identify At-Risk and thus facilitate early intervention for them. Implementar un plan en todo el distrito para el desarrollo profesional de alta calidad para los profesores y el personal. Las actividades de desarrollo del personal se enfocaran en la identificacion de los estudiantes que estan en riesgo de abandonar la escuela. Los maestros adquiriran estrategias de instruccion efectivas de intervencion y prevencion. Los maestros tambien proporcionaran actividades de intervencion basadas en investigaciones cientificas y se indicaran claramente en el registro de intervencion. Desarrollo profesional para maestros con estudiantes en riesgo: Los maestros recibiran desarrollo profesional que les permitira identificar en riesgo y asi facilitarles la intervencion temprana. **Milestone's/Strategy's Expected Results/Impact:** Formative: -PDS Session Attendance report -Evaluation report -Classroom observations -Student progress reports -Benchmark scores Summative: STAAR **Staff Responsible for Monitoring:** -Administration -Administrator for State Compensatory Education **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs.	**Oct**	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs. Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Brindar capacitacion al personal del distrito y del campus sobre la identificacion de ninos sin hogar y jovenes no acompanados para garantizar que los estudiantes identificados reciban servicios a traves de la Ley McKinney-Vento, Titulo I, IDEA, Nutricion Infantil, Head Start y otros programas complementarios. Asegurese de que el campus cuente con un proceso para identificar a los estudiantes sin hogar a fin de recibir la proteccion total de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener exito en la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. -ERO session evaluation report Summative: STAAR, Attendance rate, and the retention rate Ensure that homeless students are identified, enrolled in school and are provided with services that will enable them experience success **Staff Responsible for Monitoring:** -Counselors -Administration -PK-3-5th grade teachers -Parent Liaison **Population:** At-risk students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Implement a food pantry and closet at every campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Promover la conciencia en todo el distrito y en los campus individuales con respecto a la disponibilidad de servicios relacionados con las personas sin hogar dentro del BISD y las agencias comunitarias para satisfacer las necesidades academicas, sociales, emocionales y fisicas de los jovenes sin hogar y acompanados identificados. Implementar una despensa de alimentos y un armario en cada campus para proporcionar a los jovenes identificados sin hogar y no acompanados alimentos, productos de higiene, utiles escolares y ropa segun sea necesario para satisfacer sus necesidades academicas, sociales, emocionales y fisicas.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Summative: STAAR, Attendance rate, and the retention rate				
Staff Responsible for Monitoring: -Counselors -Administration -PK-5th grade teachers -Parent Liaison				
Population: At-risk student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)	**Oct**	**Jan**	**Mar**	**June**

Strategy 6: Ensure that the campus has a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)

Asegurarse de que el campus cuente con un proceso que permita a los estudiantes inscribirse en la escuela de inmediato, incluso si no tienen la documentacion que normalmente se requiere para la inscripcion; tales como registros escolares anteriores, registros medicos o de vacunacion, comprobante de residencia, certificado de nacimiento, comprobante de tutela u otros documentos. (Los terminos de inscripcion e inscripcion incluyen asistir a clases y participar plenamente en las actividades escolares).

Milestone's/Strategy's Expected Results/Impact: Formaitve: Monitor campus procedures to facilitate
-Monthly eSCHOOLS PLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless.
Summative: STAAR, Attendance rate and the retention rate

Staff Responsible for Monitoring: -Counselors
-Administration
-PK-5th grade teachers
-Parent Liaison

Population: At-risk student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 7 Details	Reviews			
Strategy 7: Dean of Instruction	**Formative**			**Summative**
The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained.	**Oct**	**Jan**	**Mar**	**June**

Strategy 7: Dean of Instruction

The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development.

The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel.

The Dean of Instruction will use printer ink so that she can print out CPALLS, TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction.

Decano de Instruccion

El Decano de Instruccion trabajara con los maestros para identificar a los estudiantes en riesgo, proporcionar intervenciones basadas en investigaciones cientificas, mejorar el rendimiento estudiantil de los estudiantes en riesgo y disminuir el numero de estudiantes en riesgo retenidos. Los maestros se reunen con el Decano de Instruccion semanalmente para planificar su instruccion semanal, recibir actualizaciones del plan de estudios y para el desarrollo profesional.

El Decano de Instruccion llevara a cabo talleres de desarrollo profesional basados en investigaciones regulares sobre estrategias de instruccion, asi como tambien brindara a los profesores y al personal oportunidades de apoyo educativo para capacitar y retener personal altamente calificado.

La Decana de Instruccion usara tinta de impresora para poder imprimir CPALLS, TPRI / Tejas Lee, evaluaciones de campus y reportes de puntos de referencia del distrito para poder realizar analisis de datos y elementos con maestros y administradores. Todo en un esfuerzo por mejorar el rendimiento de los estudiantes impulsando la instruccion.

Milestone's/Strategy's Expected Results/Impact: Formative:
-Session evaluation report
-PDS session attendance report
-lesson plans
-classroom observations
-campus assessment scores
-district benchmark scores
-student progress reports
BOY & MOY TPRI/Tejas Lee, campus assessments and district benchmarks
-TPRI/Tejas Lee & C-PALLS, LION Reports
-ETAZO & Tango-Central Reports
-Eduphoria/Aware Reports
Summative: EOY TPRI/Tejas Lee, campus assessments, & district benchmarks, STAAR scores

Staff Responsible for Monitoring: -Administration
-Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Improve low-performing schools - **Population:** At-risk student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: A Full Day 3 Year Old program and a Full Day Pre-K program will be provided in order to better prepare qualified students academically, provide early intervention and increase student literacy.	**Oct**	**Jan**	**Mar**	**June**
Se proporcionara un programa de dia completo para ninos de 3 anos y un programa de prekinder de dia completo para preparar mejor a los estudiantes calificados academicamente, brindar intervencion temprana y aumentar la alfabetizacion de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** -Formative: CPALLS (Beginning of Year, Middle of Year) -CPALLS Reports -Walk-throughs -Monitor for curriculum implementation -lesson plans -classroom observations -Summative: CPALLS End of Year **Staff Responsible for Monitoring:** -Principal -Dean of Instruction -C-PM consultants -Bilingual Department -Curriculum Specialists -Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **Population:** PK-3 & PK-4 - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 9 Details	Reviews			
Strategy 9: College and Career: Students will be exposed to 7 or more college options and teachers will discuss future career options Choice Slips: 5th grade students/Pre-AP Universidad y carrera: los estudiantes estaran expuestos a 7 o mas opciones universitarias y los maestros discutiran las opciones de carreras futuras Boletas de eleccion: estudiantes de quinto grado / Pre-AP	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Survey -M.S. course listing guide -Monitor for participation -Choice slip count Summative: Students will write essays that will be scored holistically -100% of all choice slips will be collected **Staff Responsible for Monitoring:** -Counselors -Administration -SBDM -PK-5th, Special Ed. & Special Programs teachers **TEA Priorities:** Connect high school to career and college - **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 10 Details	Reviews			
Strategy 10: Career Awareness We will host at least 7 opportunities throughout the school year to expose our PK-5th students to different professionals to inform them about possible professions that might interest them as a future career. Conciencia de carrera Tendremos al menos 7 oportunidades a lo largo del ano escolar para exponer a nuestros estudiantes de PK-5th a diferentes profesionales para informarles sobre posibles profesiones que podrian interesarles como una carrera futura.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Career information & Student Participation Summative: Career Awareness Professionals Participation, Sign in sheets, Pictures **Staff Responsible for Monitoring:** -Administration -Dean of Instruction -SBDM -Counselors -PK-5th, Sped & Spec. Programs Teachers -Librarian **Population:** All student populations - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Technology lab participation:	Oct	Jan	Mar	June
Students will have access to the computer labs so that they can create power points, spreadsheets, and graphs for presentations in class, and Science Fair. Participacion en el laboratorio de tecnologia: Los estudiantes tendran acceso a los laboratorios de computacion para que puedan crear puntos de poder, hojas de calculo y graficos para presentaciones en clase y Feria de Ciencias.				
Milestone's/Strategy's Expected Results/Impact: Formative: Classroom projects & presentations -Walk-throughs Summative: Science Fair presentations				
Staff Responsible for Monitoring: -Administration -Title I Technology Support Teacher -2nd -5th grade teachers				
Population: All student populations - **Start Date:** August 17, 2021 - **End Date:** June 10, 2021 - **Revision Date:** June 2, 2022				

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)

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. CATCH meetings and reports.

Strategy 1 Details	Reviews			
Strategy 1: School Nurse	**Formative**			**Summative**
Our school nurse will have access to supplies for student use in an effort to maintain student safety and well being.	**Oct**	**Jan**	**Mar**	**June**
Enfermera de la escuela Nuestra enfermera de la escuela tendra acceso a suministros para uso de los estudiantes en un esfuerzo por mantener la seguridad y el bienestar de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus budget funds Summative: Campus budget funds & Campus documentation **Staff Responsible for Monitoring:** -Campus Administration **Population:** All students, faculty & staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished Continue/Modify ✖ Discontinue				

State Compensatory

Personnel for Gallegos Elementary

Name	Position	Program	FTE
Belinda Guzman	Dean of Instruction	State Compensatory Education	1.0
Blanca Gonzalez	PK Teacher	State Compensatory Education	.5
Marbelia Loza	Dyslexia Teacher	State Compensatory Education	1.
Marvelia Morales	PK Teacher	State Compensatory Education	.5
Yanneth Fragoso	PK Teacher	State Compensatory Education	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

As a campus we completed a comprehensive campus needs assessment in May 18, 2021 and revised our campus improvement plan after reviewing multiple data sources. Based on results from the student/parent/staff surveys from ARE, we met to make changes to the campus improvement plan. We reviewed assessment data from district benchmarks, campus assessments, TPRI/Tejas Lee, CPALLS & PK SAVVAS tests to guide our instruction. We had preliminary STAAR assessment results from this school year 2020-2021 and we did see a marked drop in our STAAR scores in Reading, Language Arts, Math and Science. Based on our STAAR results, our incoming 3rd-5th grade students will participate in "Jumpstart" in an effort ot accelerate instruction. This program will take place two weeks before the start of the 2021-2022 school year (August 26-August 6, 2021). Based on six weeks grades, we determined the number of students placed on an RTI and the number of students that would attend summer school.   Due to remote online learning, teachers communicated with parents through parent/teacher conferences, phone calls, Class Dojo, SeeSaw, Google Classrooom and email. Based on the above mentioned data sources, we were able to make informed decisions for Gallegos Elementary.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

In order to develop, review and revise our campus improvement plan we conduct a needs assessment. We review survey results from parents, teachers and students we also use different sources of data to base our decisions as an SBDM committee. The sources of data include assessment and benchmark results, mobility trends, attendance, failure reports etc... Our SBDM members are included in the Campus Improvement Plan committee section.

2.2: Regular monitoring and revision

Our SBDM meets throughout the school year to monitor the campus improvement plan strategies and make revisions based on different sources of data. Our SBDM will have a flexible meeting schedule to enable parents to attend our sessions. Our SBDM will meet the last Thursday of each month (Sept. 30, 2021, Oct. 28, 2021, Nov. 18, 2021, Dec. 16, 2021, Jan. 27, 2022, Feb. 23, 2022, Mar. 31, 2022, Apr. 28, 2022, May 26, 2022.

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

We have two parent representatives that are on the SBDM committee and we ensure that they are available for input on the campus improvement plan. The campus improvement plan is written in an understandable format to ensure clarity and transparency. We will clarify and translate based on parent need. We did translate, into Spanish, sections (Goal 1, 6, & 9) of our CIP 2020-2021 and 2021-2022 to accommodate our Spanish only speaking parents. Our TST uploads our CIP on to the Gallegos website where it is readily available for our stakeholders to review.

2.4: Opportunities for all children to meet State standards

Based on different sources of data, preliminary STAAR scores, district benchmarks, campus assessments, CPALLS, Kinder MCLASS, TPRI/Tejas Lee 1st & 2nd, we provide multiple opportunities for all our students to meet state standards.   We will have our "Jumpstart Program" available for incoming 3rd-5th grade students in which they will

receive accelerated instruction starting July 26-August 6. Based on our ability to return for in-person instruction for the 2021-2022 school year, we will offer morning, after school tutorials and Extended Day Comprehensive After School Programs. Students also receive differentiated instruction through the 3-Tier model. Our early childhood students are provided with early intervention to improve literacy, vocabulary development and comprehension. The following Reading components are addressed in each grade level including: vocabulary, fluency, phonemic awareness and comprehension. Our students are provided with opportunities to use different platforms technology including: Google classroom, Clever, Seesaw, Schoology, Nearpod etc...

2.5: Increased learning time and well-rounded education

Based on in-person instruction for the 2021-2022 school year, we will provide multiple opportunities for our students to participate in our morning, after school tutorials and Extended Day Comprehensive After School Program.   Our students will be able to participate in extracurricular activities including running club, volleyball, basketball, Ukelele club, Choir, Nature Club and Coding Club during after school sesssions. In an effort to increase learning time and provide a well-rounded education.

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

Based on in-person instruction for the upcoming 2021-2022 school we will meet the different needs of all our students, particularly our at-risk students through morning, after school tutorials and Extended Day Comprehensive After School Program, Coding, Choir, Ukelele club, running club, basketball and volleyball. We use different sources of data to identify their academic needs and based on 2021 STAAR results, our 3rd-5th grade students will participate in the "Jumpstart" Program on July 26-August 6. Our teachers differentiate instruction based on student needs and we provide 3-Tier instruction all in an effort to improve student achievement and close the gap.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Our parent liaison and campus administration develop a calendar to meet with parents throughout the school year to inform them on parent and family engagement policy. We meet to review different topics including the campus report card, Title I activities and funding, student compact, parent meetings and SBDM meetings etc...

3.2: Offer flexible number of parent involvement meetings

Our parent liaison conducts parental involvement meetings on a weekly basis. Upon reviewing the parental involvement meeting schedule, some of our meetings will be scheduled during the school day and others will take place after school in an effort to involve more parents to attend. Our parent liaison creates a calendar with parent input as to what time and day is most convenient for them to attend...she does this at the beggining of the school year (2021-2022). Our SBDM meetings are on a flexible schedule to enable parents to attend after school hours. Our Parent Liaison meets with parents to review diverse topics that affect our students everyday. She reviews Title IA required activities and funding, parental involvement policy and the school-parent-student compact. She'll invite members from the community, school district and our campus to present topics of interest to our parents. Our Dean of Instruction meets several times throughout the school year to address goals and needs of our students and stategies they can use at home with their children.

Title I Personnel

Name	Position	Program	FTE
Claudia Salgado	5th grade class size reduction teacher	Title I	1
Hector Rodriguez	Library aide	Title I	1
Linda Avelar	Nurse	Title I	.40
Maria R. Basaldua	Paraprofessional	Title I	1
Maria Torres	Federal Programs Aide	Title I	1
Sylvia Paty Gonzalez	Parent Liaison	Title I	1

Campus Funding Summary

				199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**		**Account Code**	**Amount**
1	1	1	Substitute Teachers		199-13-6112-00-138-Y-99-000-Y	$0.00
1	1	1	Employee Travel/Campus Leadership		199-23-6411-23-138-Y-99-000-Y	$5,050.00
1	1	2	Supplies		199-12-6399-00-138-Y-99-000-Y	$0.00
1	1	7	Travel & Subsistence-Students		199-11-6412-00-138-Y11-000-Y	$4,250.00
1	1	7	Transportation		199-11-6494-00-138-Y-11-000-Y	$4,200.00
1	3	1	Reading Material		199-12-6399-00-138-Y-99-021-Y	$400.00
1	3	2	Tonor		199-11-6399-62-138-Y11-000-Y	$0.00
1	3	2	Copy Paper		199-11-6396-00-138-Y11-000-Y	$0.00
1	3	2	General Supplies		199-11-6399-00-138-Y11-000-Y	$2,352.00
1	3	2	General Supplies		199-23-6399-00-138-Y-99-000-Y	$1,000.00
1	3	2	Card Stock/Tag Board		199-11-6399-00-138-Y-21-000-Y	$0.00
1	3	2	General Supplies		199-13-6399-0-138-Y-99-00Y	$1,500.00
1	4	9	G. T. Shirts & Pins for D. I.		199-11-6399-00-138-Y-21-000-Y	$0.00
1	4	9	Supplies for D. I. Student Project		199-11-6399-00-138-Y-21-000-Y	$0.00
1	4	11	UIL resources		199-11-6399-00-138-Y21-000-Y	$0.00
2	1	1	Maintenance/Operar-Cust		199-51-6315-00-138-Y99-000-Y	$5,000.00
5	1	2	General Supplies		199-31-6399-00-138-Y-99-000-Y	$150.00
5	1	3	General Supplies		199-33-6399-00-138-Y-99-000-Y	$150.00
5	2	2	Travel for Counselors		199-31-6411-23-138-Y-99-032-Y	$0.00
5	2	2	General Supplies		199-31-6399-00-138-Y-99-032-Y	$0.00
8	7	1	Electronic Equipment		199-11-6398-00-138-Y11-000-Y	$0.00
8	7	1	IT Equipment		199-23-6398-65-138-Y99-000-Y	$0.00
9	1	2	Awards		199-11-6498-00-138-Y-11-000-Y	$2,000.00
9	2	1	Extra Duty Pay/Overtime-SUP PE		199-23-61-2108-138-Y-99-000-Y	$50.00
9	2	1	Plant Maint & Oper.		199-51-6315-00-138-Y-99-000-Y	$0.00
9	2	1	Extra Duty Pay/Overtime-SUP PE		199-51-6121-47-138-Y-99-000-Y	$30.00
					Sub-Total	$26,132.00

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Budgeted Fund Source Amount	$26,132.00
				+/- Difference	$0.00
			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	162-11-6112-18-138-Y-30-000-Y	$2,000.00
1	1	1	Substitute Teachers	162-11-6112-00-138-Y-30-000-Y	$2,000.00
1	3	2	General Supplies	162-11-6399-00-138-Y-30-000-Y	$12,930.00
5	2	1	Ribbons for Awards	162-11-6498-00-138-Y-30-000-Y	$0.00
8	1	1	Contracted Maintenance & Repair	162-11-6299-62-138-Y-30-000-Y	$4,800.00
8	7	1	Electronic Equipment	162-11-6398-00-138-Y30-000-Y	$510.00
8	7	1	STEMSCOPES (Math & Science)	162-11-6299-62-138-Y30-000-Y	$0.00
8	7	1	IT Equipment	162-11-6398-62-138-Y30-000-Y	$20,000.00
8	7	1	Misc. Contracted Services	162-11-6398-62-138-Y30-000-Y	$0.00
8	7	1	IT Equipment Chromebooks, Projector & Printer	162-11-6398-62-138-Y-30-TEC-Y	$0.00
8	7	1	Warranty/Licenses/STEMSCOPES	162-11-6299-62-138-Y-30-000-Y	$1,600.00
8	7	1	Computers	162-11-6398-62-138-Y-30-337-Y	$0.00
8	7	1	License	162-11-6299-62-138-Y30-000-Y	$0.00
8	7	1	Electronic Equipment	162-11-6398-62-138-Y30-000-Y	$0.00
8	7	1	Misc. Contracted Services	162-11-6299-00-138-Y30-000-Y	$0.00
9	1	2	Awards	162-11-6498-00-138-Y-30-000-Y	$3,000.00
9	2	1	Extra Duty Pay-SSI	162-11-6118-00-138-Y-24-SSI-Y	$4,676.00
9	2	1	Extra Duty Pay-Extended Day	162-11-6118-00-138-Y-30-000-Y	$0.00
9	2	1	Extra Duty Pay-SCE	162-11-6118-00-138-Y-30-000-Y	$40,000.00
				Sub-Total	$91,516.00
				Budgeted Fund Source Amount	$91,516.00
				+/- Difference	$0.00
			163 State Bilingual		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	163-13-6112-00-138-Y-25-000-Y	$1,000.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	General Supplies	163-11-6399-00-138-Y-25-000-Y	$4,375.00
1	3	2	Copy Paper	163-11-6396-00-138-Y-25-000-Y	$0.00
1	3	2	General Supplies	163-11-6399-00-138-Y-25-000-Y	$0.00
8	7	1	Headphones	163-11-6399-00-138-Y-25-000-Y	$0.00
				Sub-Total	$5,375.00
				Budgeted Fund Source Amount	$5,375.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	2	Gloves	166-11-6399-00-138-Y-23-0B0Y	$600.00
1	3	2	General Supplies	166-11-6399-00-138-Y-23-0P1-Y	$1,000.00
1	3	2	Toner	166-11-6399-62-138-Y-23-0P1-Y	$1,575.00
1	3	2	General Supplies	166-11-6399-00-138-Y-23--0P4-Y	$1,500.00
1	3	2	Supplies	166-11-6399-00-138-Y-23-0P3-Y	$500.00
8	7	1	IPAD covers	166-11-6399-00-138-Y-23-0P1-Y	$0.00
9	1	2	Awards	166-11-6498-00-138-Y-23-0P2	$285.00
				Sub-Total	$5,460.00
				Budgeted Fund Source Amount	$5,460.00
				+/- Difference	$0.00

197 Projects--TRE/Library

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$0.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitute Teachers	211-11-6112-00-138-Y-30-AYP-Y	$2,000.00
1	1	1	Employee Travel	211-61-6411-00-138-Y-30-0F2-Y	$0.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	3	Writing Composition Books	211-11-6399-00-138-Y-30-0F2-Y	$0.00
1	1	3	Writing Folders	211-11-6399-00-138-Y-30-0F2-Y	$0.00
1	3	2	General Supplies	211-11-6399-00-138-Y-30-0F2-Y	$3,867.00
1	3	2	Copy Paper	211-11-6396-00-138-Y30-OF2-Y	$2,000.00
1	3	2	General Supplies	211-61-6399-00-138-Y-30-0F2	$0.00
1	3	2	General Supplies	211-13-6399-00-138-Y-30-0F2-Y	$0.00
1	3	5	Measuring Up	211-11-6399-00-138-Y-30-0F2-Y	$0.00
1	3	5	Mentoring Minds/Think UP	211-11-6399-00-138-Y30-0F2-Y	$0.00
6	1	3	Parental Involvement Supplies	211-61-6399-00-138-Y30-0F2-Y	$0.00
6	1	3	Miscellaneous/Provisions for parents	211-61-6499-53-138-Y-30-0F2-Y	$0.00
6	1	6	Writing Folders	211-11-6399-00-138-Y-30-0F2-Y	$0.00
6	1	8	Refreshments	211-61-6499-53-138-Y-30-0F2-Y	$900.00
6	1	8	Parent Liaison Travel	211-61-6411-00-138-Y-30-0F2-Y	$900.00
6	1	8	Supplies/Materials	211-61-6399-00-138-Y-30-0F2-Y	$900.00
8	7	1	IT Equipment: Chromebooks, Projector & Document Cameras	211-11-6398-62-138-Y30-OF2-Y	$7,570.00
8	7	1	IPADS	211-11-6398-62-138-Y-30-0F2-Y	$0.00
8	7	1	Software Care Plan	211-11-6249-00-138-Y30-0F2-Y	$0.00
8	7	1	Integration/Misc. Contracted Services	211-11-6299-00-138-Y30-0F2-Y	$800.00
8	7	1	IT Equipment	211-11-6639-62-138-Y30-0F2-Y	$0.00
8	7	1	IT Equipment	211-11-6398-62-138-Y-30-0F2-Y	$0.00
9	1	2	Awards & Operating Costs	211-11-6498-00-138-Y30-OF2-Y	$0.00
9	1	2	Awards	211-11-6498-00-138--Y-30-0F2-Y	$0.00
9	2	1	Para Extra Duty	211-11-6121-00-138-Y30-ASP-Y	$0.00
9	2	1	Extra Duty Pay	211-11-6118-00-138-Y30-ASP-Y	$14,000.00
9	2	1	Extra Duty Pay Overtime	211-11-6121-00-138-Y-30-ASP-Y	$3,000.00
9	2	1	SS/Medicare	211-11-6141-00-138-Y-30-ASP-Y	$427.00
9	2	1	TRS	211-11-6146-00-138-Y-30-ASP-Y	$2,628.00
9	2	1	Emp. Benefits	211-11-6148-00-138-Y-30-ASP-Y	$69.00
9	2	1	Emp. Benefits	211-11-6149-00-138-Y-30-ASP-Y	$442.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
9	2	1	SS/Medicare	211-13-6141-00-138-Y-30-AYP-Y	$0.00
9	2	1	Misc. Operating Costs	211-61-6499-53-138-Y-30-0F2-Y	$0.00
				Sub-Total	$39,503.00
				Budgeted Fund Source Amount	$39,503.00
				+/- Difference	$0.00
263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitute Teachers	263-13-6112-00-138-Y-25-000-Y	$0.00
1	1	2	Dictionaries	263-11-6399-00-138-Y-25-000-Y	$0.00
1	3	2	General Supplies	263-11-6399-00-138-Y-25-000-Y-	$720.00
1	3	2	Copy Paper	263-11-6399-00-138-Y-25-000-Y	$2,000.00
1	3	2	General Supplies	263-13-6399-00-138-Y-25-000-Y	$720.00
8	7	1	Technology Supplies/Software	263-11-6398-00-138-Y-25-000-Y	$0.00
8	7	1	Headphones	263-11-6399-00-138-Y-25-000-Y	$0.00
				Sub-Total	$3,440.00
				Budgeted Fund Source Amount	$3,440.00
				+/- Difference	$0.00
				Grand Total	$171,426.00

Addendums

	Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
		For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
Prohibited Conduct	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
Investigation of Report	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
Concluding the Investigation	Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.
	The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.
Notice to Parents	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
District Action Bullying	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
Discipline	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

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 class-room, school, or school-sponsored or school-related activity.

Policy

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

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to:

a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

Internet Posting

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

Prevention and Mediation

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

1.   Interfere with a student's educational opportunities; or

2.   Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **GALLEGOS EL**

Campus Number: **031901138**

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

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

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

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

		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 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**86%**	-	86%	-	-	-	-	-	87%	-	85%	100%	86%	85%
	2018	77%	80%	**81%**	-	81%	-	-	-	-	-	44%	*	82%	67%	81%	78%
At Meets Grade Level or Above	2019	45%	46%	**61%**	-	61%	-	-	-	-	-	60%	-	61%	57%	60%	54%
	2018	43%	42%	**46%**	-	46%	-	-	-	-	-	28%	*	47%	33%	46%	37%
At Masters Grade Level	2019	27%	26%	**34%**	-	34%	-	-	-	-	-	13%	-	33%	43%	33%	31%
	2018	25%	22%	**26%**	-	26%	-	-	-	-	-	6%	*	26%	33%	26%	14%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**97%**	-	97%	-	-	-	-	-	100%	-	97%	100%	97%	97%
	2018	78%	86%	**85%**	-	85%	-	-	-	-	-	59%	*	87%	67%	85%	83%
At Meets Grade Level or Above	2019	49%	56%	**68%**	-	68%	-	-	-	-	-	67%	-	67%	71%	67%	64%
	2018	47%	54%	**57%**	-	57%	-	-	-	-	-	24%	*	58%	33%	57%	50%
At Masters Grade Level	2019	25%	27%	**32%**	-	32%	-	-	-	-	-	33%	-	31%	43%	32%	27%
	2018	23%	27%	**31%**	-	31%	-	-	-	-	-	12%	*	30%	33%	31%	28%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**88%**	-	88%	-	-	-	-	-	64%	*	87%	100%	88%	87%
	2018	73%	79%	**82%**	-	82%	-	-	-	-	-	73%	-	82%	83%	82%	80%
At Meets Grade Level or Above	2019	44%	51%	**63%**	-	63%	-	-	-	-	-	45%	*	62%	75%	60%	56%
	2018	46%	49%	**40%**	-	40%	-	-	-	-	-	55%	-	40%	42%	40%	38%
At Masters Grade Level	2019	22%	23%	**30%**	-	30%	-	-	-	-	-	27%	*	32%	13%	27%	27%
	2018	24%	23%	**12%**	-	12%	-	-	-	-	-	36%	-	11%	17%	12%	8%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**89%**	-	89%	-	-	-	-	-	73%	*	91%	75%	88%	85%
	2018	78%	86%	**92%**	-	92%	-	-	-	-	-	91%	-	94%	77%	92%	93%
At Meets Grade Level or Above	2019	48%	53%	**58%**	-	58%	-	-	-	-	-	45%	*	61%	25%	53%	55%
	2018	49%	56%	**53%**	-	53%	-	-	-	-	-	45%	-	53%	54%	53%	46%
At Masters Grade Level	2019	28%	30%	**37%**	-	37%	-	-	-	-	-	32%	*	38%	25%	33%	40%
	2018	27%	30%	**26%**	-	26%	-	-	-	-	-	27%	-	24%	38%	26%	25%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**78%**	-	78%	-	-	-	-	-	55%	*	78%	88%	77%	73%
	2018	63%	74%	**71%**	-	71%	-	-	-	-	-	64%	-	69%	79%	71%	69%
At Meets Grade Level or Above	2019	35%	44%	**44%**	-	44%	-	-	-	-	-	41%	*	46%	25%	38%	35%
	2018	39%	48%	**40%**	-	40%	-	-	-	-	-	45%	-	40%	36%	40%	39%
At Masters Grade Level	2019	11%	14%	**20%**	-	20%	-	-	-	-	-	32%	*	20%	25%	16%	13%
	2018	11%	14%	**9%**	-	9%	-	-	-	-	-	27%	-	10%	7%	9%	8%

Texas Academic Performance Report
2019-20 Campus STAAR Performance

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,
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		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**92%**	-	92%	-	-	-	-	-	75%	-	91%	100%	92%	89%
	2018	84%	90%	**91%**	-	91%	*	-	-	-	-	69%	*	93%	83%	91%	87%
At Meets Grade Level or Above	2019	54%	56%	**47%**	-	47%	-	-	-	-	-	50%	-	47%	50%	45%	46%
	2018	54%	59%	**57%**	-	58%	*	-	-	-	-	46%	*	60%	42%	57%	53%
At Masters Grade Level	2019	29%	28%	**22%**	-	22%	-	-	-	-	-	17%	-	21%	25%	18%	19%
	2018	26%	28%	**35%**	-	36%	*	-	-	-	-	15%	*	36%	33%	35%	27%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	100%	100%	100%
	2018	91%	97%	**98%**	-	98%	*	-	-	-	-	100%	*	100%	82%	98%	96%
At Meets Grade Level or Above	2019	58%	70%	**70%**	-	70%	-	-	-	-	-	75%	-	68%	88%	69%	69%
	2018	58%	74%	**80%**	-	81%	*	-	-	-	-	83%	*	83%	64%	80%	76%
At Masters Grade Level	2019	36%	46%	**38%**	-	38%	-	-	-	-	-	33%	-	38%	38%	37%	37%
	2018	30%	43%	**46%**	-	46%	*	-	-	-	-	42%	*	46%	45%	46%	43%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**77%**	-	77%	-	-	-	-	-	58%	-	76%	88%	76%	74%
	2018	76%	85%	**88%**	-	88%	*	-	-	-	-	85%	*	90%	73%	88%	84%
At Meets Grade Level or Above	2019	49%	60%	**45%**	-	45%	-	-	-	-	-	42%	-	44%	50%	42%	41%
	2018	41%	51%	**53%**	-	53%	*	-	-	-	-	31%	*	53%	55%	53%	49%
At Masters Grade Level	2019	24%	28%	**14%**	-	14%	-	-	-	-	-	25%	-	14%	13%	13%	11%
	2018	17%	20%	**25%**	-	25%	*	-	-	-	-	15%	*	26%	18%	25%	24%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**88%**	-	88%	-	-	-	-	-	74%	100%	88%	94%	88%	86%
	2018	77%	78%	**86%**	-	86%	*	-	-	-	-	71%	50%	87%	78%	86%	84%
At Meets Grade Level or Above	2019	50%	52%	**57%**	-	57%	-	-	-	-	-	52%	33%	57%	55%	54%	53%
	2018	48%	49%	**53%**	-	53%	*	-	-	-	-	42%	50%	54%	46%	53%	48%
At Masters Grade Level	2019	24%	23%	**28%**	-	28%	-	-	-	-	-	27%	17%	28%	27%	26%	26%
	2018	22%	21%	**26%**	-	26%	*	-	-	-	-	21%	20%	26%	27%	26%	22%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**89%**	-	89%	-	-	-	-	-	73%	*	88%	100%	88%	87%
	2018	74%	74%	**85%**	-	85%	*	-	-	-	-	60%	*	85%	80%	85%	82%
At Meets Grade Level or Above	2019	48%	47%	**58%**	-	58%	-	-	-	-	-	51%	*	57%	61%	56%	52%
	2018	46%	44%	**48%**	-	48%	*	-	-	-	-	40%	*	49%	40%	48%	42%
At Masters Grade Level	2019	21%	18%	**29%**	-	29%	-	-	-	-	-	20%	*	29%	26%	26%	26%
	2018	19%	17%	**24%**	-	25%	*	-	-	-	-	17%	*	24%	27%	24%	16%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**95%**	-	95%	-	-	-	-	-	88%	*	95%	91%	95%	94%
	2018	81%	85%	**91%**	-	91%	*	-	-	-	-	80%	*	93%	77%	91%	91%
At Meets Grade Level or Above	2019	52%	57%	**65%**	-	65%	-	-	-	-	-	59%	*	65%	61%	63%	63%

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

District Name: BROWNSVILLE ISD

Campus Name: GALLEGOS EL

Campus Number: 031901138

Total Students: 512

Grade Span: PK - 05

School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
	2018	50%	55%	**63%**	-	63%	*	-	-	-	-	48%	*	64%	53%	63%	57%
At Masters Grade Level	2019	26%	31%	**36%**	-	36%	-	-	-	-	-	33%	*	36%	35%	34%	35%
	2018	24%	28%	**34%**	-	34%	*	-	-	-	-	25%	*	33%	40%	34%	31%
All Grades Writing At Approaches Grade Level or Above	2019	68%	76%	**78%**	-	78%	-	-	-	-	-	55%	*	78%	88%	77%	73%
	2018	66%	71%	**71%**	-	71%	-	-	-	-	-	64%	-	69%	79%	71%	69%
At Meets Grade Level or Above	2019	38%	44%	**44%**	-	44%	-	-	-	-	-	41%	*	46%	25%	38%	35%
	2018	41%	45%	**40%**	-	40%	-	-	-	-	-	45%	-	40%	36%	40%	39%
At Masters Grade Level	2019	14%	15%	**20%**	-	20%	-	-	-	-	-	32%	*	20%	25%	16%	13%
	2018	13%	13%	**9%**	-	9%	-	-	-	-	-	27%	-	10%	7%	9%	8%
All Grades Science At Approaches Grade Level or Above	2019	81%	84%	**77%**	-	77%	-	-	-	-	-	58%	-	76%	88%	76%	74%
	2018	80%	82%	**88%**	-	88%	*	-	-	-	-	85%	*	90%	73%	88%	84%
At Meets Grade Level or Above	2019	54%	55%	**45%**	-	45%	-	-	-	-	-	42%	-	44%	50%	42%	41%
	2018	51%	51%	**53%**	-	53%	*	-	-	-	-	31%	*	53%	55%	53%	49%
At Masters Grade Level	2019	25%	21%	**14%**	-	14%	-	-	-	-	-	25%	-	14%	13%	13%	11%
	2018	23%	19%	**25%**	-	25%	*	-	-	-	-	15%	*	26%	18%	25%	24%

Texas Academic Performance Report
2019-20 Campus Progress

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

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

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**74**	-	74	-	-	-	-	-	80	*	74	60	75	74
	2018	63	65	**48**	-	48	-	-	-	-	-	95	-	47	56	48	51
Grade 4 Mathematics	2019	65	64	**71**	-	71	-	-	-	-	-	63	*	72	60	70	74
	2018	65	66	**64**	-	64	-	-	-	-	-	90	-	64	63	64	65
Grade 5 ELA/Reading	2019	81	78	**83**	-	83	-	-	-	-	-	63	-	83	86	82	81
	2018	80	81	**74**	-	74	-	-	-	-	-	54	*	74	73	74	73
Grade 5 Mathematics	2019	83	88	**83**	-	83	-	-	-	-	-	100	-	81	100	84	81
	2018	81	87	**82**	-	83	*	-	-	-	-	92	*	82	82	82	80
All Grades Both Subjects	2019	69	69	**77**	-	77	-	-	-	-	-	75	*	77	80	78	77
	2018	69	71	**67**	-	67	*	-	-	-	-	81	*	67	69	67	67
All Grades ELA/Reading	2019	68	67	**78**	-	78	-	-	-	-	-	73	*	78	75	78	78
	2018	69	69	**61**	-	61	-	-	-	-	-	72	*	60	65	61	61
All Grades Mathematics	2019	70	71	**77**	-	77	-	-	-	-	-	77	*	76	85	77	77
	2018	70	72	**73**	-	73	*	-	-	-	-	91	*	73	72	73	72

District Name: BROWNSVILLE ISD | **Texas Academic Performance Report** | Total Students: 512
Campus Name: GALLEGOS EL | **2019-20 Campus Prior Year and Student Success Initiative** | Grade Span: PK - 05
Campus Number: 031901138 | | 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%	**56%**	-	56%	-	-	-	-	-	38%	58%	65%
	2018	38%	44%	**45%**	-	45%	-	-	-	-	-	*	45%	41%
Mathematics	2019	45%	57%	**70%**	-	70%	-	-	-	-	-	60%	68%	64%
	2018	47%	57%	**70%**	-	70%	-	-	-	-	-	88%	70%	64%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**80%**	-	80%	-	-	-	-	-	50%	79%	67%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**20%**	-	20%	-	-	-	-	-	50%	21%	33%
STAAR Cumulative Met Standard														
	2019	86%	91%	**92%**	-	92%	-	-	-	-	-	63%	91%	88%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**94%**	-	94%	-	-	-	-	-	100%	94%	92%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**6%**	-	6%	-	-	-	-	-	0%	6%	8%
STAAR Cumulative Met Standard														
	2019	90%	96%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
(Current EL Students)

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

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**88%**	81%	81%	-	-	-	-	-	-	*	81%	81%
	2018	77%	78%	**86%**	68%	68%	-	-	-	-	-	-	*	68%	68%
At Meets Grade Level or Above	2019	50%	52%	**57%**	40%	40%	-	-	-	-	-	-	*	40%	40%
	2018	48%	49%	**53%**	21%	21%	-	-	-	-	-	-	*	21%	21%
At Masters Grade Level	2019	24%	23%	**28%**	16%	16%	-	-	-	-	-	-	*	16%	16%
	2018	22%	21%	**26%**	6%	6%	-	-	-	-	-	-	*	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**89%**	81%	81%	-	-	-	-	-	-	*	81%	81%
	2018	74%	74%	**85%**	66%	66%	-	-	-	-	-	-	*	66%	67%
At Meets Grade Level or Above	2019	48%	47%	**58%**	37%	37%	-	-	-	-	-	-	*	37%	38%
	2018	46%	44%	**48%**	14%	14%	-	-	-	-	-	-	*	14%	14%
At Masters Grade Level	2019	21%	18%	**29%**	15%	15%	-	-	-	-	-	-	*	15%	16%
	2018	19%	17%	**24%**	1%	1%	-	-	-	-	-	-	*	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**95%**	91%	91%	-	-	-	-	-	-	*	91%	91%
	2018	81%	85%	**91%**	82%	82%	-	-	-	-	-	-	*	82%	82%
At Meets Grade Level or Above	2019	52%	57%	**65%**	55%	55%	-	-	-	-	-	-	*	55%	55%
	2018	50%	55%	**63%**	33%	33%	-	-	-	-	-	-	*	33%	32%
At Masters Grade Level	2019	26%	31%	**36%**	23%	23%	-	-	-	-	-	-	*	23%	23%
	2018	24%	28%	**34%**	13%	13%	-	-	-	-	-	-	*	13%	13%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**78%**	60%	60%	-	-	-	-	-	-	-	60%	60%
	2018	66%	71%	**71%**	48%	48%	-	-	-	-	-	-	-	48%	48%
At Meets Grade Level or Above	2019	38%	44%	**44%**	10%	10%	-	-	-	-	-	-	-	10%	10%
	2018	41%	45%	**40%**	14%	14%	-	-	-	-	-	-	-	14%	14%
At Masters Grade Level	2019	14%	15%	**20%**	3%	3%	-	-	-	-	-	-	-	3%	3%
	2018	13%	13%	**9%**	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**77%**	65%	65%	-	-	-	-	-	-	-	65%	65%
	2018	80%	82%	**88%**	46%	46%	-	-	-	-	-	-	*	46%	43%
At Meets Grade Level or Above	2019	54%	55%	**45%**	30%	30%	-	-	-	-	-	-	-	30%	30%
	2018	51%	51%	**53%**	8%	8%	-	-	-	-	-	-	*	8%	7%
At Masters Grade Level	2019	25%	21%	**14%**	4%	4%	-	-	-	-	-	-	-	4%	4%
	2018	23%	19%	**25%**	0%	0%	-	-	-	-	-	-	*	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**77%**	76%	76%	-	-	-	-	-	-	-	76%	76%
	2018	69%	71%	**67%**	62%	62%	-	-	-	-	-	-	*	62%	63%
All Grades ELA/Reading	2019	68%	67%	**78%**	78%	78%	-	-	-	-	-	-	-	78%	78%
	2018	69%	69%	**61%**	57%	57%	-	-	-	-	-	-	*	57%	58%
All Grades Mathematics	2019	70%	71%	**77%**	74%	74%	-	-	-	-	-	-	-	74%	74%
	2018	70%	72%	**73%**	68%	68%	-	-	-	-	-	-	*	68%	67%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**56%**	65%	65%	-	-	-	-	-	-	-	65%	65%
	2018	38%	44%	**45%**	41%	41%	-	-	-	-	-	-	-	41%	41%
Mathematics	2019	45%	57%	**70%**	64%	64%	-	-	-	-	-	-	-	64%	64%
	2018	47%	57%	**70%**	64%	64%	-	-	-	-	-	-	-	64%	64%

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Texas Academic Performance Report
2019-20 Campus STAAR Participation

Total Students: 534
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 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%	**97%**	-	97%	-	-	-	-	-	98%	98%	96%
Not Included in Accountability													
Mobile	4%	2%	**1%**	-	1%	-	-	-	-	-	0%	1%	1%
Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	2%	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%	*	-	-	-	-	99%	100%	100%
Included in Accountability	94%	95%	**95%**	-	95%	*	-	-	-	-	91%	95%	91%
Not Included in Accountability													
Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	7%	4%	7%
Other Exclusions	1%	2%	**1%**	-	1%	*	-	-	-	-	2%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	0%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: GALLEGOS EL

2019-20 Campus Attendance, Graduation, and Dropout Rates

Grade Span: PK - 05

Campus Number: 031901138

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%	**97.0%**	-	97.1%	*	-	-	-	-	95.5%	96.8%	96.8%
2017-18	95.4%	95.4%	**97.5%**	-	97.5%	*	-	-	-	-	95.8%	97.5%	97.2%
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: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-

4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)

	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)

	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	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Longitudinal Rate)

	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	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Longitudinal Rate)

	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	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)

	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	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-

FHSP-E Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-

FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-

RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 512

Campus Name: GALLEGOS EL

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

Grade Span: PK - 05

Campus Number: 031901138

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)													

Texas Education Agency

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

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

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

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

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018	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													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates)													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates)													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

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

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

| | ---------------------- Membership ---------------------- | | | | ---------------------- Enrollment ---------------------- | | | |
| | --------- Campus --------- | | | | --------- Campus --------- | | | |
Student Information	Count	Percent	District	State	Count	Percent	District	State
Total Students	512	100.0%	42,989	5,479,173	514	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	73	14.3%	8.3%	4.5%	73	14.2%	8.3%	4.5%
Kindergarten	73	14.3%	5.9%	7.0%	74	14.4%	5.9%	7.0%
Grade 1	63	12.3%	6.5%	7.1%	63	12.3%	6.5%	7.1%
Grade 2	74	14.5%	6.5%	7.1%	74	14.4%	6.4%	7.1%
Grade 3	60	11.7%	6.7%	7.1%	60	11.7%	6.7%	7.1%
Grade 4	72	14.1%	6.6%	7.3%	72	14.0%	6.6%	7.3%
Grade 5	97	18.9%	7.1%	7.6%	97	18.9%	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	512	100.0%	98.3%	52.8%	514	100.0%	98.3%	52.8%
White	0	0.0%	1.3%	27.0%	0	0.0%	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	265	51.8%	49.1%	48.8%	266	51.8%	49.1%	48.8%
Male	247	48.2%	50.9%	51.2%	248	48.2%	50.9%	51.2%
Economically Disadvantaged	472	92.2%	89.5%	60.3%	472	91.8%	89.5%	60.2%
Non-Educationally Disadvantaged	40	7.8%	10.5%	39.7%	42	8.2%	10.5%	39.8%
Section 504 Students	33	6.4%	8.6%	6.9%	33	6.4%	8.6%	6.9%
English Learners (EL)	251	49.0%	36.1%	20.3%	251	48.8%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	19	3.7%	5.9%	4.1%	19	3.7%	5.9%	4.1%
Foster Care	0	0.0%	0.4%	0.3%	0	0.0%	0.4%	0.3%
Homeless	16	3.1%	3.4%	1.4%	16	3.1%	3.4%	1.4%
Immigrant	7	1.4%	1.1%	2.3%	7	1.4%	1.1%	2.3%
Migrant	20	3.9%	1.4%	0.3%	20	3.9%	1.4%	0.3%
Title I	512	100.0%	98.5%	65.1%	514	100.0%	98.5%	65.1%
Military Connected	1	0.2%	0.5%	1.9%	1	0.2%	0.5%	1.9%
At-Risk	306	59.8%	67.8%	50.6%	306	59.5%	67.7%	50.5%

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

	---------------------- Membership ----------------------				---------------------- Enrollment ----------------------			
	--------- Campus ---------				--------- Campus ---------			
Student Information	**Count**	**Percent**	**District**	**State**	**Count**	**Percent**	**District**	**State**
Students by Instructional Program:								
Bilingual/ESL Education	249	48.6%	35.6%	20.6%	249	48.4%	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	37	7.2%	11.6%	8.1%	37	7.2%	11.6%	8.1%
Special Education	102	19.9%	13.3%	10.5%	103	20.0%	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	60	58.8%	54.6%	42.4%				
Students with Physical Disabilities	13	12.7%	11.7%	21.4%				
Students with Autism	12	11.8%	12.1%	13.8%				
Students with Behavioral Disabilities	10	9.8%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	7	6.9%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	54	12.4%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	51	11.8%						
White	3	0.7%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	60	13.2%						

	---------Non-Special Education Rates---------			-------------Special Education Rates-------------		
Student Information	**Campus**	**District**	**State**	**Campus**	**District**	**State**
Retention Rates by Grade:						
Kindergarten	2.0%	1.2%	1.6%	14.3%	3.3%	5.5%
Grade 1	9.2%	7.6%	2.9%	0.0%	15.7%	4.9%
Grade 2	2.0%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	0.0%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	0.0%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.0	19.0	19.0
Grade 1	17.9	16.9	18.9
Grade 2	14.3	17.9	18.8
Grade 3	16.1	22.2	19.0
Grade 4	11.4	23.3	19.2
Grade 5	15.8	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

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

District Name: BROWNSVILLE ISD

Campus Name: GALLEGOS EL

Campus Number: 031901138

Total Students: 512

Grade Span: PK - 05

School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	59.5	100.0%	100.0%	100.0%
Professional Staff:	42.5	71.5%	56.7%	63.7%
Teachers	33.5	56.2%	44.1%	49.4%
Professional Support	6.1	10.2%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	5.0%	2.8%	3.0%
Educational Aides:	17.0	28.5%	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	1.0	n/a	155.0	12,901.0
Part-time	1.0	n/a	8.0	1,103.0
Total Minority Staff:	57.1	95.9%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	32.1	95.9%	89.8%	28.1%
White	1.4	4.1%	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	0.0	0.0%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	5.2	15.7%	31.5%	23.8%
Females	28.2	84.3%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	29.4	87.7%	79.4%	73.4%
Masters	3.1	9.3%	18.9%	24.5%
Doctorate	1.0	3.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.3%	7.4%
1-5 Years Experience	1.0	3.0%	13.3%	27.9%
6-10 Years Experience	4.0	12.0%	17.3%	19.4%
11-20 Years Experience	19.2	57.5%	40.1%	29.4%
Over 20 Years Experience	9.2	27.5%	27.1%	15.9%
Number of Students per Teacher	15.3	n/a	15.0	15.1

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

District Name: BROWNSVILLE ISD
Campus Name: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	9.6	6.2
Average Years Experience of Principals with District	12.0	9.1	5.3
Average Years Experience of Assistant Principals	10.5	9.1	5.3
Average Years Experience of Assistant Principals with District	10.5	8.9	4.7
Average Years Experience of Teachers:	17.4	15.4	11.1
Average Years Experience of Teachers with District:	16.3	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$50,807	$49,868
1-5 Years Experience	$45,750	$51,636	$52,823
6-10 Years Experience	$51,559	$53,468	$55,756
11-20 Years Experience	$55,477	$58,689	$59,308
Over 20 Years Experience	$62,695	$67,128	$65,449
Average Actual Salaries (regular duties only):			
Teachers	$56,705	$58,957	$57,091
Professional Support	$62,634	$73,071	$67,352
Campus Administration (School Leadership)	$96,601	$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: GALLEGOS EL
Campus Number: 031901138

Total Students: 512
Grade Span: PK - 05
School Type: Elementary

| Program Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.6	4.7%	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	1.3	3.8%	0.4%	1.9%
Regular Education	25.6	76.6%	78.7%	70.9%
Special Education	5.0	14.9%	11.7%	9.3%
Other	0.0	0.0%	0.2%	3.6%

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

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

Texas Education Agency
2019-20 Federal Report Card for Texas Public Schools
Campus Name: GALLEGOS EL
Campus ID: 031901138
District Name: BROWNSVILLE ISD

Part (i): Description of State Accountability System

(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students for use in the accountability system;

(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students;

(III) the indicators used to meaningfully differentiate all public schools in the State;

(IV) the State's system for meaningfully differentiating all public schools in the State, including --
    (aa) the specific weight of the indicators in such differentiation;
    (bb) the methodology by which the State differentiates all such schools;
    (cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students; and
    (dd) the methodology by which the State identifies a school for comprehensive support and improvement;

(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement or implementing targeted support and improvement plans;

(VI) the exit criteria established by the State, including the length of years established.

On March 27, 2020, the U.S. Department of Education (USDE) waived statewide assessment, accountability and certain reporting requirements in the Elementary and Secondary Education Act (ESEA) for the 2019-20 school year due to widespread school closures related to the novel Coronavirus disease (COVID-19). The waiver includes the report card provisions in section 1111(h)(1)(C)(i) (accountability system description).

Campuses Identified for Support under the Every Student Succeeds Act (ESSA) for the 2020-21 school year: **Comprehensive Support and Improvement Schools** , **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** .

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the
2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(ii) (assessment results) for the 2019-20 school year.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2019-20 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iii)(I) (other academic indicator results) for the 2019-20 school year.

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2019.

Not applicable

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2020 TELPAS (Texas English Language Proficiency Assessment System) data.(EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(iv) (English language proficiency results) for the 2019-20 school year.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(v) (school quality or student success indicator results) for the 2019-20 school year for elementary schools and secondary schools without a graduation rate.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vi) (progress toward meeting long-term goals and measurements of interim progress) for the 2019-20 school year.

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(vii) (percentage of students assessed and not assessed) for the 2019-20 school year.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities											
In-School Suspensions											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Out-of-School Suspensions											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Expulsions With Educational Services											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Without Educational Services											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement											
Male	0	0	0	0	0	0	0	0	0		
Female	0	0	0	0	0	0	0	0	0		
Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities											

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
In-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Out-of-School Suspensions												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0

All Students
Chronic Absenteeism

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Male	18	-8	18	-8	-8	-8	-8	-8	10	6	-8
Female	15	-8	15	-8	-8	-8	-8	-8	10	6	-8
Total	33	-8	33	-8	-8	-8	-8	-8	20	12	-8

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	0
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	0
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	0
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	0
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religion	0

Part (viii)(II) This section provides information from the 2017-18 Civil Right Data Collection (CRDC) surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

	Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs										

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
	Male	32	0	31	1	0	0	0	0	19	3
	Female	32	0	32	0	0	0	0	0	16	3
	Total	64	0	63	1	0	0	0	0	35	6
Accelerated Coursework											
Advanced Placement Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
International Baccalaureate Courses	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
Dual Enrollment/Dual Credit Programs	Male	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Female	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9
	Total	-9	-9	-9	-9	-9	-9	-9	-9	-9	-9

'-'   Indicates there are no data available in the group.
'-3'   Indicates skip logic failure.
'-8'   Indicates EDFacts missing data.
'-9'   Indicates not applicable / skipped.
'-11'   Indicates suppressed data.
       Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and low-poverty schools on the number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	1.0	2.7%
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	1.4	4.2%

'-'   Indicates there are no data available in the group.
       Blank cell indicates data are not applicable to this report.

Part (x): Per-Pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the 2019-20 fiscal year.

To be updated by June 30th, 2021.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2019-20 school year.

Due to the impact of COVID-19, the USDE waived reporting requirements in Section 1111(h)(1)(C)(xi) (number and percentage of students with the most significant cognitive disabilities taking an alternate assessment) for the 2019-20 school year.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic		% At or Above Basic		% At or Above Proficient		% At Advanced	
			TX	US	TX	US	TX	US	TX	US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

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

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

Not applicable

Texas Education Agency | Governance and Accountability | Performance Reporting

December 2020

This section provides information on the cohort rate at which students who graduated from high school in the 2017-18 school year enrolled in a Texas public postsecondary education institution in the 2018-19 academic year. (CWD: children with disability; EL: English learner)

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS 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 92% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

Closing the Gaps Student Groups Yearly Targets

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

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 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	99%	99%	98%
2021	100%	100%	99%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS EL**

Early Childhood Literacy Progress Measure 2   Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 96% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

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 88% to 93% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
89%	90%	91%	92%	93%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS 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
2020	81%	80%	78%
2021	82%	81%	79%
2022	83%	82%	80%
2023	84%	83%	81%
2024	85%	84%	82%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS 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 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
2020	37%	39%	37%
2021	38%	40%	38%
2022	39%	41%	39%
2023	40%	42%	40%
2024	41%	43%	41%

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 56% to 61% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
57%	58%	59%	60%	61%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS EL**

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

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	61%	58%	60%
2021	62%	59%	61%
2022	63%	60%	62%
2023	64%	61%	63%
2024	65%	62%	64%

Minimum size criteria set to 10 or more students.

District: **BROWNSVILLE ISD** Campus: **GALLEGOS 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 33% to 38% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
34%	35%	36%	37%	38%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	33%	28%	24%
2021	34%	29%	25%
2022	35%	30%	26%
2023	36%	31%	27%
2024	37%	32%	28%

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 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
2020	58%	55%	59%
2021	59%	56%	60%
2022	60%	57%	61%
2023	61%	58%	62%
2024	62%	59%	63%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS 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 45% 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	Economic Disadvantage	English Learner
2020	44%	45%	37%
2021	45%	46%	38%
2022	46%	47%	39%
2023	47%	48%	40%
2024	48%	49%	41%

Minimum size criteria set to 10 or more students.

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

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 43% to 48% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	43%	44%	37%
2021	44%	45%	38%
2022	45%	46%	39%
2023	46%	47%	40%
2024	47%	48%	41%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **GALLEGOS 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 61% to 66% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
62%	63%	64%	65%	66%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	62%	61%	55%	61%
2021	63%	62%	56%	62%
2022	64%	63%	57%	63%
2023	65%	64%	58%	64%
2024	66%	65%	59%	65%

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 68% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	73%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	69%	68%	65%	68%
2021	70%	69%	66%	69%
2022	71%	70%	67%	70%
2023	72%	71%	68%	71%
2024	73%	72%	69%	72%

Minimum size criteria set to 10 or more students.

Brownsville Independent School District
Parent and Family Engagement Department
District / Campus Parent Representatives
2020 - 2021

Campus: Gallegos Elementary

	PARENT NAME	BIL	MIG	SPED	GT	REG TITLE I	Language of Preference ENG or SPAN	HOME PHONE	E-MAIL ADDRESS	COMMITTEE
1.	Maria Lopez					X	ENG	551-9448	mariposalepe@yahoo.com	DPAC
2.	Joseph Lepe					X	ENG	551-9448	mariposalepe@yahoo.com	DPAC
3.	Cynthia Villarreal					X	ENG/SPAN	280-8384	Cindy_gera@hotmail.com	SUPT. PARENT ROUND TABLE
4.	Cynthia Villarreal					X	ENG/SPAN	280-8384	Cindy_gera@hotmail.com	SBDM
5.						X				SBDM
6.	Ana Salinas					X	EnG	465-7959	Ana.salinas71@yahoo.com	SHAC
7.										SHAC
8.	Cindy Alviar					X	ENG	266-4731	Alexa78520@yahoo.com	LPAC
9.	PENDING WORKING								ON THIS. WILL PROVIDE NAMES AS SOON	(campus committee, club or boosters)
10.	AS THEY ARE GIVEN								TO ME.	(campus committee, club or boosters)
11.										(campus committee, club or boosters)

Principal's Signature

Parent Liaison's Signature

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD Parent and Family Engagement