

# Brownsville Independent School District

## Castaneda Elementary

### 2017-2018 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

Josephine Castañeda Elementary School will be devoted to academic excellence and to the cultivation of self-esteem and high expectations for success in an orderly environment where respect for the rights of others guide school behavior.

# Vision

At Josephine Castañeda Elementary School, we work as a team in a trusting environment with a determination to challenge students to become all they can be. This is provided through a unified and consistent focus on decisions that impact student education and preparation for continued success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at Castaneda Elementary School is approximately 644 and serves students in grades PK through 5th. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic, African American, Economically Disadvantaged, Limited English Proficient (LEP), At-Risk, Migrant, Gifted and Talented, and Special Education. Enrollment numbers for Castaneda have increased by approximately 44 students. The mobility rate for the campus is 17%. A total of 410 students are identified as at-risk with the highest number of at-risk students being identified under the Hispanic sub population. Additionally, the retention rate is as follows: All students-4%, At-Risk Students-4%. The Attendance Rates for the 2016-2017 school year is 97% for all students and 96.6% for at-risk students. The campus will provide incentives for perfect attendance that include various activities including weekly, six-weeks, end of semester and at the end of the year. At-Risk and LEP populations activities include participation in tutorial, vocabulary rich environments and identifying individual needs of students to meet mastery of standards.

### Demographics Strengths

- Low student/teacher ratios
- Average 18 students per classroom
- Mobility Rate Lower
- Stable enrollment

### Demographic Needs

- Increase Attendance Rate (4.1.2, 4.1.3, 4.1.4, 4.1.5, 4.1.7, 4.1.8)
- Increase academic achievement for Economically Disadvantaged students ( 1.1.5, 1.1.6, 3.1.1, 3.1.4, 3.1.6, 3.1.7)
- Increase academic achievement for Bilingual/LEP population (1.1.3, 1.1.8, 1.1.14, 1.1.16, 1.1.22)

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Increase academic achievement for Special Education, Economically Disadvantaged, At-Risk and Bilingual LEP students. **Root Cause:** High mobility rate for sub-populations.

# Student Achievement

## Student Achievement Summary

The campus, within the CIP has addressed these needs by including activities that target reading comprehension and fluency which will affect test scores as a whole. The administration is committed to monitor instruction by conducting walk throughs. The teachers, as documented in the CIP desegregate data to identify individual student needs in order to focus instruction in those areas. The campus through technology and computer lab time will utilize time to practice and prepare for on-line assessments. The teachers attend grade level meetings with our cluster bilingual lead teacher to understand the TELPAS reports and the criteria needed for our students to be successful. The teachers are reviewing resources to select appropriate resources to purchase for student use, which include STAAR reading, math and science.

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade (67%), 4th Grade (80%), 5th (95%)

Writing: 4th Grade (78%)

Math: 3rd Grade (82%), 4th Grade (77%), 5th (97%)

Science: 5th Grade (93%)

The trends identified when student performance scores were compared of a period of 3 years demonstrate that students are consistently lower in reading than in math when all scores averaged.

Performance variation between all student groups:

Reading: At-Risk (78%), Economically Disadvantage (77%), Hispanic (77%), Female (81%), Male (72%), Gifted and Talented (95%), LEP (79%), Migrant (66%), Special Education (57%)

Writing: At-Risk (67%), Economically Disadvantage (73%), Hispanic (73%), Female (85%), Male (61%), Gifted and Talented (100%), LEP (64%), Migrant (100%), Special Education (0%)

Math: At-Risk (76%), Economically Disadvantage (80%), Hispanic (80%), Female (83%), Male (77%), Gifted and Talented (91%), LEP (75%), Migrant (66%), Special Education (39%)

Science: At-Risk (77%), Economically Disadvantage (84%), Hispanic (84%), Female (92%), Male (78%), Gifted and Talented (100%), LEP (76%), Migrant (50%), Special Education (33%)

The trends identified when all student performance was compared with all student groups indicated that our Special Education group was lower than other sub- groups.

### **Student Achievement Strengths**

- Tutorials: State Compensatory, SSI
- Extended Day Enrichment Program

### **Student Achievement Needs**

- Increase reading fluency & comprehension for all sub populations (1.1.11, 3.1.1)
- Provide more supplemental STAAR materials (1.1.1, 1.1.8, 3.1.1)
- Increase student motivation (1.1.6, 4.1.4, 4.1.5, 4.1.7, 4.1.8)
- Improve TELPAS scores (1.1.8, 1.1.16, 1.1.22)
- Increase Advanced High percentage on TELPAS (1.1.8, 1.1.16, 1.1.22)
- Increase LEP students achievement (Science) (1.1.3, 1.1.8, 1.1.14)
- Provide PD in the area of reading and writing (1.1.2, 1.1.16, 1.1.25)

### **Problem Statements Identifying Student Achievement Needs**

**Problem Statement 1:** Increase reading achievement for all students. **Root Cause:** Low vocabulary, fluency and comprehension by the sub-populations.

## School Culture and Climate

### School Culture and Climate Summary

Castaneda Elementary through the Extended Day Enrichment Program is able to offer a variety activities for students. Student incentives are purchased through budgeted and student motivation funds to be able to motivate the students for attendance and behavior. Campus nurse will provide overall health wellness program.

### School Culture and Climate Strengths

- Mutual respect
- Inviting and friendly environment
- Safe environment
- Students have feelings/strong sense of belonging
- Trust
- Fabulous Friday motivation for students
- Technology incorporation
- After school activities: cheerleading, soccer, chess
- Extended Day Enrichment Program

### School Culture and Climate Needs

- Decrease student discipline/student behavior referrals (1.1.20, 1.1.23, 5.1.2, 5.1.7, 5.1.8)
- Include positive behavior presentations (5.1.7, 5.1.9)
- Increase parent and school volunteers (6.1.2, 6.1.3)
- School wide Discipline Plan and Program (5.1.1, 5.1.8)
- Provide anti-violence and anti-bullying programs (5.1.2, 5.1.4,5.1.5)
- Provide clothing/shirts for migrant students (7.1.2)
- Purchase and renovate resources for the health care and campus/facilities (1.1.1, 1.1.5, 1.1.31, 5.1.11, 5.1.12, 9.1.2)

### Problem Statements Identifying School Culture and Climate Needs

**Problem Statement 1:** Decrease student discipline/ student behavior referrals. **Root Cause:** Need more professional development on positive behavior programs.



## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

Castaneda Elementary is committed to creating grade level teams that align instruction horizontally and vertically, providing opportunities through various CIP activities for teacher interaction and teamwork. Through grade level meetings and grade chair meetings teachers are able to communicate and share ideas and activities.

### Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Staff
- Student/teacher ratio
- Monitoring

### Staff Quality, Recruitment, and Retention Needs

- Paraprofessionals in the classroom to assist as needed. (1.1.3)
- Continuous academic improvement through team planning (1.1.26)
- Hire substitutes for Teacher PD/Vertical Alignment (1.1.10, 1.1.26)
- Provide PD for administrators, teachers and staff. (1.1.2, 1.1.10, 1.1.16, 1.1.25)
- Maintain PK3 program for early education for our students. (1.1.9)
- Maintain and recruit highly effective teachers (10.2.1)

### Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

**Problem Statement 1:** Need more paraprofessionals in the early childhood grades to assist in the classrooms. **Root Cause:** Student ratio

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

The campus through the CIP has included activities that include using the district's scope and sequence and frameworks for ELAR/SLAR, math and science. Each six-weeks, teachers administer six-weeks assessments in reading and math to monitor instruction and student learning. Teachers are provided opportunities for vertical and horizontal alignment through grade level meetings and professional development for all subject areas. EE and PK teachers along with paraprofessionals, Library Aide and Science Lab aide will carry out the district's curriculum to improve students' overall academic achievement.

### **Curriculum, Instruction, and Assessment Strengths**

- Curriculum in place
- Math/Science/Reading Blocks
- Language Enrichment Program
- Response to Intervention for individualized reading instruction
- TPRI/Tejas Lee used to plan reading instruction
- Science Technology Lab
- Extended Day Enrichment Program
- Vertical/Horizontal Alignment

### **Curriculum, Instruction, and Assessment Needs**

- Increase academic support for Bilingual/LEP students (1.1.7, 1.1.8, 1.1.14)
- Increase academic support in reading for Special Education students (3.1.6, 8.1.4)
- Use technology such as Edusmart and living with science to increase state assessment results. (1.1.14)
- Schedule a time for lower elementary students to use the Science Lab (1.1.14)
- Purchase supplemental instructional materials to support classroom instruction (1.1.1, 1.1.5, 1.1.8, 10.1.1)
- Hire substitutes for PD/vertical alignment and when evaluating students (1.1.26, 10.1.1)
- Continue reading strategies to improve reading including fluency and TLI strategies. (1.1.11, 1.1.25, 1.1.26)
- Purchase professional development supplies for staff trainings (1.1.26, 10.1.1)

### **Problem Statements Identifying Curriculum, Instruction, and Assessment Needs**

**Problem Statement 1:** Increase academic support for the Bilingual/ LEP, At-Risk and Special Education sub-populations. **Root Cause:** High mobility rate for sub-populations

## Family and Community Involvement

### Family and Community Involvement Summary

The campus includes activities in the CIP that help to increase parent participation at meetings and at conferences. The parent liaison and counselor work to include community partners at the campus. The parent liaison will also conduct home visits.

### Family and Community Involvement Strengths

- Parent Liaison
- Parent Volunteers and Parent Meetings
- Core parents are reliable
- Campus Care (BISD)
- Community Resources
- Parent Conferences
- Communication in both languages
- District Programs

### Family and Community Involvement Needs

- Increase the number of parent volunteers (6.1.2, 6.1.3)
- Maintain a working Parent Volunteer Center with supplies needed (6.1.3)
- Increase the number of parents attending weekly parent meetings (6.1.1, 6.1.4)
- Increase the communication between the school and community (6.1.1, 6.1.4)
- Increase trainings and classes for parents to better assist their children (6.1.1, 6.1.6)
- Purchase speakers and microphones for student presentations and awards. (6.1.11)
- Conduct more home visits for students with excessive absences (4.1.2, 6.1.5)
- Provide needed items such as hygiene products and clothing especially for migrant population to increase attendance (7.1.1, 7.1.2, 7.1.3)

### Problem Statements Identifying Family and Community Involvement Needs

**Problem Statement 1:** Increase communication between the school and the community. **Root Cause:** Need to update outlets such as the school website quicker.

## School Context and Organization

### School Context and Organization Summary

Castaneda is participating in the BISD Extended Day Enrichment Program this year and is able to offer opportunities for after school activities for students. Activities in the CIP address need for mentors for our students by having campus staff members serve as mentors to students that are recommended by their teachers.

### School Context and Organization Strengths

- District support
- High Expectations
- Shared decision making
- SBDM
- Professional development
- Lead teacher support
- Organized Schedules
- Campus and administration support
- Extended Day Enrichment Program

### School Context and Organization Needs

- Ensure classroom schedules include Tier II and Tier III instruction (1.1.23)
- Purchase student incentives to improve classroom behavior (1.1.6)
- Purchase student awards for student recognition (1.1.6)

### Problem Statements Identifying School Context and Organization Needs

**Problem Statement 1:** All teachers schedule Tier II and Tier III research-based, small-group instruction. **Root Cause:** More walk-throughs during RTI scheduled time.

# Technology

## Technology Summary

Activities in the CIP address the need for providing more professional development on technology for the teachers. The 21st Century Cycle 7 program brought in over 100 Kindle Fires and Nooks for our students. Each fifth grade student has access to a laptop to work on programs such as Living With Science, Living With Science- Math, and the Pearson math, science and social studies book adoptions. The bilingual department has also provided the Prekindergarten, Kindergarten, first and second grade students with 22 iPads. The technology teacher will teach Castaneda students the technology TEKS so that they may be well prepared in using computer programs as well as various technology.

## Technology Strengths

- Two computer labs
- Computers in classrooms
- TST helpful in assisting teachers
- ELMOS/Projectors in many classrooms
- Laptops and COWS
- Project Share
- Excellence Programs: Science, Math

## Technology Needs

- Upgrade ELMOS, cameras, projectors, computers, printers, ink and software for computer assisted instruction (1.1.1, 1.1.5, 1.8.8, 10.1.1)
- Purchase iPads for students, staff, teachers and administration (1.1.1, 1.1.8, 1.8.8, 10.1.1)
- Increase accessibility to computers for all students. (1.1.14, 8.1.1, 8.1.4, 8.1.5, 8.1.6)
- Provide professional development on software and programs utilized by teachers/students. (8.1.2, 10.1.1)
- Purchase computer software to support and increase academic achievement (1.1.14, 8.1.5, 10.1.1)

## Problem Statements Identifying Technology Needs

**Problem Statement 1:** Increase accessibility to computers with academic computer software for all students. **Root Cause:** More funds need to be spent on technology.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Annual Measurable Achievement Objectives (AMAO) data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Class size averages by grade and subject

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified 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
- PDAS and/or T-TESS

## **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

## **Support Systems and Other Data**

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation



- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data


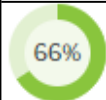
# Goals








**Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens**








**Performance Objective 1:** 90% of students tested with STAAR will meet the standard.


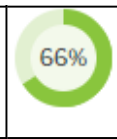

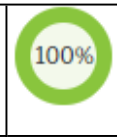
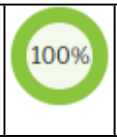
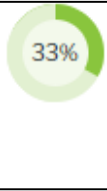
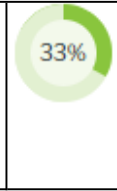
**Evaluation Data Source(s) 1:** STAAR testing results in index 1 will be used to determine mastery of assessed objectives.









**Summative Evaluation 1:**











Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) <b>Purchase instructional materials and resources, supplies, copy paper and capital outlay equipment as needed for instructional use.</b> Purchase instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction. Population: Teachers, AR, SE, MI, T1, Timeline: December 2017 CNA p. 6, 9, 13 TLI Sustainability Activity</p>	1, 2	Teachers N. Camargo M. Garcia	Formative: Walk Throughs, Benchmarks, Report Cards  Summative: TPRI/Tejas Lee, State Assessment Test Results	 66%	 66%		
Funding Sources: 211 Title I-A - \$41,814.00, 162 State Compensatory - \$18,368.00, 166 State Special Ed. - \$1,070.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) <b>Provide high quality professional staff development and methodologies to address deficiencies in the STAAR/state assessments results.</b> Reading Strategies Writing Process Training Math(New TEKS) Science Social Studies Population: Teachers Timeline: August 121 2017-June 8, 2018 Scheduled Campus &amp; District Training CNA p. 6, 8, 9 TLI Sustainability Activity</p>	4	Teachers Principal Dean of Instruction Assistant Principal	<p>Formative: Session Evaluations, Walk throughs, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Paraprofessionals in Library, Science Lab, EE, and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged. Populations: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 21, 2017-June 8, 2018-Daily CNA p. 4</p>	2, 9	Principal Teachers Paraprofessionals Librarian	<p>Formative: Walk throughs</p> <p>Summative: Teacher Assistant EOY Evaluations</p>				
Funding Sources: 211 Title I-A - \$127,106.00							
<p><b>Critical Success Factors</b> CSF 2</p> <p>4) Teachers in EE-5th grades will <b>analyze campus and district benchmarks</b> , previous STAAR Reading, TPRI/Tejas Lee (BOY, MOY, EOY), CPALLS, i-Ready and iRead (Lexlie) assessments to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS. Utilize Eduphoria and TANGO reports to facilitate disaggregation of data. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Timeline: August 21, 2017 - June 8, 2018 Weekly TLI Sustainability Activity</p>	1, 8	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	<p>Formative: Benchmark Aware Reports, TANGO Reports, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Utilize allotted three-year old funds to purchase supplemental supplies, technology resources and materials needed in the classroom. Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Timeline: September 2017 CNA p. 9</p>	7, 10	Principal Three- Year Old Teachers	<p>Formative: Lesson Plans, Teacher Walk throughs, Pre-Test Developmental Checklist, Student Progress Reports</p> <p>Summative: Post-Test Developmental Checklist EOY Student Progress Reports</p>				
Funding Sources: 211 Title I-A - \$2,400.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>6) Administration will purchase awards and trophies for students with honor recognition at the end of each six-weeks period and at the end of the year to encourage students to strive for academic recognition. Populations: AR, LEP, Non LEP, 504/ Dys, GT , Sp. Ed., TI, Mig Timeline: May 2018 CNA p. 5, 7, 12</p>	9	Principal Asst. Principal Dean of Instruction EE-5th Grade Teachers	<p>Formative: Walk Throughs, Benchmarks, Report Cards, Honor Roll Lists</p> <p>Summative: TPRI/Tejas Lee, State Assessment Test Results</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Identified LEP students will be progress monitored utilizing RAPS 360 in reading and <b>weekly writing samples will be kept on file using the ELL writing sample portfolios, in order to closely monitor the progress of our ELL students.</b> Population: ELL Students Timeline: August 28, 2017-June 8, 2018-Weekly TLI Sustainability Activity</p>	2, 9	Principal Dean of Instruction Assistant Principal Teachers LPAC	<p>Formative: RAPS 360, Writing Portfolios</p> <p>Summative: TELPAS</p>				









<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Purchase instructional materials, consumable supplies, and electronic equipment such as iPads to supplement the core curriculum. Utilize consumable supplies such as paper to make instructional booklets to support the ELL student in the classroom. Supplemental supplies such as dictionaries, glossaries, and thesauruses will be utilized so ELL students may determine or confirm meanings of words or phrases. Provide bilingual teachers with duplicating paper, supplies, and materials as needed.</p> <p>Population: ELL Students Timeline: December 2017 CNA p. 5, 7,14</p>	2, 9	Principal Dean of Instruction Teachers	Formative: RAPS 360, Benchmarks, Lesson Plans, Walk Throughs  Summative: TELPAS, Terra Nova				
Funding Sources: 163 State Bilingual - \$7,350.00, 263 Title III-A Bilingual - \$7,840.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) Highly qualified teachers in EE/3-Yr Old Program will carry out age appropriate instructional curricula required for the program to ensure academic and social success.</p> <p>Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Timeline: August 21, 2017-June 8, 2018-Daily CNA p. 9</p>	3, 7	Principal Asst. Principal Dean of Instruction EE Teachers	Formative: Student Attendance, Progress Reports, Walk Throughs  Summative: PDAS				
Funding Sources: 211 Title I-A - \$76,815.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3</p> <p>10) Teachers, counselors, and/ or administrators will attend out of district professional development conferences to enhance professional growth.</p> <p>Population: Faculty Timeline: January 2018-July 30, 2018 CNA p. 9</p>	4	Principal Asst. Principal Dean of Instruction Counselors PK-5th Grade Teachers	Formative: Session Evaluations  Summative: State Assessment Test Results				
Funding Sources: 255 Title II, Part A (TPTR/Class Size) - \$1,000.00, 211 Title I-A - \$2,000.00							





<p><b>Critical Success Factors</b> CSF 2</p> <p>11) Fluency practices for K-5th grade students will be sent home daily. <b>Weekly fluency reading and writing check-ups (journal writing/portfolios)</b> will be completed and reviewed by the Dean of Instruction. Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, PK-5th Grade Timeline: August 28, 2017-June 8, 2018-Daily TLI Sustainability Activity</p>	8, 9	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	Formative: Weekly Log, Progress Reports Summative: State Assessment Test Results				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>12) Stipends will be paid as a strategy to attract high quality teachers to high needs schools.</p> <p>Population: Teachers Timeline: June 2018</p>	3, 5	District's Human Resources Dept. Campus Hiring Committee	Formative: Lesson Plans, Walk Throughs Summative: PDAS				
Funding Sources: 211 Title I-A - \$1,200.00, 163 State Bilingual - \$17,374.00							
<p><b>Critical Success Factors</b> CSF 1</p> <p>13) All K-5th grade teachers will integrate CATCH program activities with health and science lessons to increase students' science academic achievement and well being.</p> <p>Population: All Students, CATCH Team Timeline: August 28, 2017-June 8, 2018 Monthly</p>	2	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers Nurse	Formative: Lesson Plans, Walk Throughs Summative: CATCH Binder, CATCH Assessment				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>14) Utilize Living with Science lab for 2nd-5th grade students. The science lab will have a 30 computer stations with software specializing in science and will be utilized for 2nd - 5th grade students to provide students with hands on activities. ELL students will work in a small group during their lab time with the assigned paraprofessional for support.</p> <p>Population: AR, LEP, MI, TI, All Students Timeline: August 28, 2017-June 8, 2018 Daily CNA p. 9, 13</p>	2, 9	Principal Asst. Principal Dean of Instruction 3-5 Science Teachers Science Specialist Science Lab Paraprofessional Administrator for State Compensatory Education	Formative: Lesson Plans, Benchmark Scores, Classroom Observations, Student Progress Reports, software usage reports  Formative: STAAR				








<p><b>Critical Success Factors</b> CSF 1</p> <p>15) EE-5th grade students will take field trips correlated to their unit of study to deepen the understanding and broaden the students, experiences.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: Kindergarten-December 2017 1st-5th Grades April - May 2018</p>	3	<p>*N. Camargo *R. Martinez *M. Garcia *EE-5th Grade Teachers</p>	<p>Formative: Field trip Journal Summative: Advanced Lvl. Scores</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>16) Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all Social Studies content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments. CNA p. 7 Population: Teachers, LEP Timeline: SIOP Training: August 21, 2017-June 8, 2018</p>	4, 9	<p>N. Camargo *R. Martinez *M. Garcia *EE-5th Grade Teachers</p>	<p>Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>17) Students in PK-5th will have moderate to vigorous activity each day for at least 30 minutes in physical education. Physical education and health activities will be implemented using the TEKS in order to develop and maintain health and fitness levels.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Timeline: August 28, 2017-June 8, 2018-Daily</p>	3	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans, Walk throughs Summative: Report card grades</p>				
<p><b>Critical Success Factors</b> CSF 2</p> <p>18) Students in 3rd - 5th grade will be assessed each year as part of the fitness gram.</p> <p>Population: All 3rd-5th Grade Students Timeline: October 2017-December 2017.</p>	3	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans, Walk throughs, Summative: Fitness Gram Completion Report, Report card grades</p>				

<p><b>Critical Success Factors</b> CSF 2</p> <p>19) Update and monitor the campus School Health Index and Assessment Tool.</p> <p>Population: Physical Education Teachers Timeline: April 2018</p>	9	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans</p> <p>Summative: Health Index Assessment</p>				
<p><b>Critical Success Factors</b> CSF 7</p> <p>20) Identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45 to 1 in compliance with senate bill 891.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017-June 8, 2018-Daily</p>	3	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans, Walk throughs</p> <p>Summative: Safety Plan</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>21) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Population: Campus Nurse, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017-June 8, 2018-Daily CNA p. 4, 10</p>	9	<p>Health Services Administrator Special Programs Administrator Federal Programs Administrator</p>	<p>Formative: Time and Effort Logs, Referrals</p> <p>Summative: Increased Attendance Rates</p>				
<p>Funding Sources: 211 Title I-A - \$22,745.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>22) Teachers, LPAC clerk, and LPAC committee members will monitor bilingual students to ensure that they are progressing TELPAS levels and bilingual categories. Students will meet or exceed the standard for progress in each grade level.</p> <p>Population: LPAC Members, ELL Students Timeiline: August 21, 2017-June 8, 2018 Monthly</p>	8, 9	<p>Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers</p>	<p>Formative: Lesson Plans, Walkthroughs</p> <p>Summative: State Assessment Test Results Pre LAS, LAS/PBMAS</p>				
<p>Funding Sources: 163 State Bilingual - \$22,648.00</p>							



<p><b>Critical Success Factors</b> CSF 2</p> <p>23) Teachers and the RTI team will comply with the RTI process prior to referring students for academic or behavioral concerns and will utilize Review 360 for classroom interventions.</p> <p>Population: RTI Team, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 21, 2017-June 8, 2018- Six Weeks Periods</p>	3, 8, 9	Principal Assistant Principal / RTI Coordinator Dean of Instruction Teachers	<p>Formative: Weekly Assessments, Daily Schedule, Progress Monitoring Reports, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>24) CSR teacher will help alleviate the number of 5th grade students per class to increase student academic achievement.</p> <p>Population: 5th Graders-AR, LEP, Non LEP, 504/ Dys, Sp. Ed., TI, Mig Timeline; August 21, 2017-June, 8 2018-Daily</p>	3, 9	Principal Dean of Instruction	<p>Formative: Daily Schedule, Lesson Plans, Walk Throughs, TANGO &amp; AWARE Reports</p> <p>Summative State Assessment Test Results</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>25) Receive <b>Professional Development in the area of Reading through attendance of selected teachers, and administrators at Texas TLI Summit and Institute</b> in order to target areas for improvement and provide turn-around training. Over 120 participants will attend the Summer 2016 Institute that focused on explicit instruction, lesson design, classroom organization and delivery. RtI as an effective instructional framework for quality implementation was also a focus. Campus representative and TLI Teacher Specialists provided overviews of the information during district staff development on August 20th. The TLI Institute will be held in February 2017.</p> <p>Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, TLI Timeline: July 2017 through June 22, 2018 TLI Sustainability Activity</p>	1, 2, 3, 4	Principal, Deans	<p>Formative: Session Evaluations, Walk Throughs, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>26) Teachers in <b>EE-5th grades will meet weekly for grade level meetings</b> with Principal and Dean of Instruction. <b>Vertical team meetings</b> will be held at least twice a year <b>to align reading curriculum across the grade levels.</b> Utilize substitutes to allow teachers time for vertical teaming activities. Substitutes will also be utilized to allow for teachers to conduct student evaluations. Purchase professional development supplies for staff trainings to increase academic results.</p> <p>Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Timeline: August 28,2017-June 8, 2018-Weekly-Tuesdays TLI Sustainability Activity</p>	1, 8	Principal Dean of Instruction Teachers	Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters  Summative: STAAR Assessment Results, CiPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results				
<p>Funding Sources: 211 Title I-A - \$8,000.00, 255 Title II, Part A (TPTR/Class Size) - \$1,000.00</p>							
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>27) Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points,and encourage a love of reading. Second through fifth grade students will read novels bimonthly to strengthen reading achievement.</p> <p>Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 28, 2017-June 1, 2018 Daily</p>	1, 9	*M. I. Colglazier *1st -5th Grade Teachers	Formative: AR Weekly Student Reports, Summative: STAAR Assessment Results, TPRI, Tejas Lee BOY, MOY, EOY Results, TELPAS Results, 1st and 2nd Grade NRT				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>28) <b>Library books/ class sets will be purchased using TLI funds to increase reading fluency, reading comprehension and state assessment results.</b></p> <p>Population: AR, LEP, Non-LEP, 504/ DYS, GT Sp. Ed., TI, Migrant Timeline: August 2017 TLI Sustainability Activity</p>	1, 9	M. I. Colglazier, 1st-5th Grade Teachers	Formative: Reading Progress Monitoring Reports Summative: STAAR Results, TPRI, Tejas LEE BOY, MOY, EOY Results.				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>29) Teachers in Prekindergarten through 5th grades will <b>use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary)</b> and 3rd-5th grade will implement the use of Dr. Kay's text structure strategies to strengthen and increase academic achievement in reading.</p> <p>Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 28, 2017 - June 8, 2018 TLI Sustainability Activity</p>	4, 8	Principal Dean of Instruction Teachers	Formative: Progress Monitoring Reports, Tango Reports, Walk Throughs, Lesson Plans  Summative: Tango (TPRI, Tejas Lee, C-PM) EOY Reports, STAAR Results				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>30) Teachers will <b>use the One Drive to upload and share their lesson plans.</b> They will meet weekly to plan and design lesson activities and share ideas within the grade levels.</p> <p>Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 28, 2017 - June 8, 2018 TLI Sustainability Activity CNA p. 12</p>	1	Principal Assistant Principal Dean of Instruction Teachers Curriculum Specialists	Formative: Lesson Plans on the One Drive, Walk Throughs,  Summative: STAAR Results, T-TESS, EOY Assessments				

31) Purchase instructional supplies, materials and office furniture as need to update and replace broken furniture such as desks, chairs and tables. Purchase administrative supplies to be used for student registration and administrative office needs.  Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 21, 2017 - June 8, 2018 CNA p. 7	1	Principal Assistant Principal	Formative: Sign In Sheets  Summative: Parent Surveys, Student Surveys				
	Funding Sources: 211 Title I-A - \$6,996.00						
32) Purchase a refrigerator to teach Life Skills students academics, daily living and socio-economic skills. They will learn different reading, math and science skills such as how to be able to keep food items and healthy snacks adequate for their specific needs.		Administration Special Education Teacher	Formative: Lesson Plans, Student Outcomes  Summative: Student Outcomes Report, Student Grades				
	Funding Sources: 166 State Special Ed. - \$500.00						
= Accomplished      = Continue/Modify      = No Progress      = 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

**Performance Objective 2:** 100% of GT students will be encouraged and challenged to meet their full educational potential

**Evaluation Data Source(s) 2:** 100% of GT students will meet Advanced Level III in all STAAR assessed areas.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 2</p> <p>1) Increase the number of students nominated by teachers for GT testing in 1st through 5th grades.</p> <p>Population 1st - 5th Grade Students Timeline: January 31, 2018</p>	9	Administration Counselors Teachers	Formative: Student Nomination Forms Summative: GT Assessment Results, GT Student list				
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP.</p> <p>Population: Kinder-5th Grade Students; GT Teachers Timeline: June 2017 - June 8, 2018.</p>	4, 9	Principal, Dean of Instruction	Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion				
= Accomplished               = Continue/Modify               = No Progress               = Discontinue							







**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

**Performance Objective 1:** Students will participate and demonstrate exemplary performance in all fine arts areas as offered on campus.

**Evaluation Data Source(s) 1:** Participation by students in choir, ballroom and UIL activities.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Fifth grade students will participate in Celebration of Song and represent the campus as part of the honor choir. Students will have the opportunity to sing as part of a large choir and encourage continuing studying music.</p> <p>Population: Selected 5th Grade Students Timeline: April 2018</p>	3	Music Teacher	<p>Formative: Lesson Plans, Walk throughs</p> <p>Summative: Final Parent Performance State Assessment Test Results</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>2) Teachers will implement a structured theatre arts / drama program as part of the fine arts curriculum. Present to the campus and community.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018-Daily</p>	1, 3	Principal Dean of Instruction Classroom Teachers	<p>Formative: Lesson Plans, Walk throughs,</p> <p>Summative: Programs and Presentations State Assessment Test Results</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Students will participate and compete in UIL music memory activities, in order to excel and participate in spelling, oral reading, math number sense, art, and music appreciation.</p> <p>Population: 4th-5th Grade UIL Participants Timeline: December 9, 2017</p>	3, 5	UIL Coordinators Music Memory Coach	<p>Formative: Lesson Plans, UIL Practice Student Contact Logs</p> <p>Summative: UIL Results, State Assessment Test Results</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) GT students will participate in district competitions such as Brainsville, DI, Spelling Bee, Science Fair and Chess.</p> <p>Population: GT Students Timeline: Brainsville January 21, 2017, Science Fair (Cluster 3) November 5, 2016, Spelling Bee February 4, 2017, Scheduled District Chess Tournaments September 2017-June 2018</p>	3	Administration Group Sponsors	Formative: Student Rosters, Student Project Journals, Summative: Competition Results				
<p>Funding Sources: 199 Local funds - \$1,546.00</p>							
<p>  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							

**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**








**Performance Objective 1:** Castaneda Elementary School will develop prevention and intervention strategies that increase student achievement on STAAR by 10% and increase the At-Risk student Attendance Rate by 10%.









**Evaluation Data Source(s) 1:** STAAR, At-Risk Attendance Rate, and Retention Rate

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs such as the 5th grade SSI Program, the SCE Extended Day Program, and the Extended Day Enrichment Program in order to improve at-risk student achievement, and decrease the retention rate.</p> <p>Populations: Elementary At-Risk, TI, MI, LEP Timeline: 5th Grade SSI Tutorial August 2017 -May 2018 Mon.-Thurs. SCE Tutorial November 2017 - May 2018 3rd Grade- Mon - Thurs, 4th Grade Mon.- Thurs. Extended Day Enrichment Program August 28, 2017 CNA p. 5, 7</p>	1, 3, 9	Principal, Assistant Principal, Dean of Instruction, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs, PK-5th Grade Teachers	<p>Formative: eSchoolPlus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate</p>	100%	100%	100%	
<p>Funding Sources: 162 State Compensatory - \$61,175.00, 211 Title I-A - \$42,600.00</p>							



<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>2) The campus will work with the homeless department to provide support for students identified as homeless. Families identified as homeless will be referred to counselor and will then in turn work with the homeless youth department. The data entry will work with the homeless department to ensure proper coding for identification. Monthly reports will be generated and reviewed.</p> <p>Populations: Homeless Students Timeline: August 28, 2017 - June 8, 2018</p>	9, 10	Counselor Data Entry Principal	Formative: student progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate				
<p><b>Critical Success Factors</b> CSF 1</p> <p>3) Provide training to 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.</p> <p>Population: Homeless Students Timeline: Fall 2017</p>	4, 9, 10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: ERO Session Evaluation Report, Student Progress Reports, Benchmark Scores Summative: STAAR, Attendance Rate, and Retention Rate				
<p><b>Critical Success Factors</b> CSF 1</p> <p>4) The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>Population: Prekindergarten Students, AR, LEP, TI, MI Timeline: August 28, 2017 - June 8, 2018 CNA p. 5</p>	4	Principal, Dean of Instruction, Administrator for State Compensatory	Formative: Lesson Plans, Classroom Observations, CPALLS (BOY and MOY) Summative: CPALLS (EOY)				Funding Sources: 162 State Compensatory - \$104,575.00

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) A food pantry and clothes closet will be implemented at Castaneda to provide at-risk, homeless and unaccompanied youth with food items, hygiene product, school supplies, and clothes to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and drop out rate.</p> <p>Population: At-Risk, Homeless &amp; Unaccompanied Youth Timeline: August 28, 2017 - June 8, 2018</p>	9, 10	Principal Parent Liaison	<p>Formative: Pantry and closet inventory, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>6) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development, facilitate curricular information to teachers as needed and conduct walk throughs to improve instruction and ensure academic success.</p> <p>Population: At-Risk Students Timeline: August 21, 2017 - June 8, 2018-Daily CNA p. 5, 7, 8, 9, 12</p>	1, 3, 4, 5, 8, 9	Principal Administrator for State Compensatory Education	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 162 State Compensatory - \$64,714.00</p>							
<p style="text-align: center;">  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>							

**Goal 4: By improving attendance, the students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** Students scoring in the Mastery areas in all tested subjects will continue to increase by at least 2%.

**Evaluation Data Source(s) 1:** 98% of Castaneda students will attend class every day.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) At least once a six weeks period teachers and students will participate in College Day Everyone is encouraged to wear their favorite college shirt on report card day to promote post secondary education.</p> <p>Population: All Staff &amp; Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018 Once every Six Weeks</p>	9	N. Camargo H. Castillo M. Garcia 5th Grade Teachers	<p>Formative: Teacher and Student Participation, Walk throughs</p> <p>Summative: Advanced Level III Scores on STAAR</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) Monitor daily classroom attendance by submitting absences forms at the start of the day. The parent liaison will make parent contact to check on the absences. Teachers will monitor absences and report to the parent liaison for home visits if needed. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: All Students Timeline: August 28, 2017 - June 8, 2018-Daily CNA p. 5</p>	9	R. Martinez N. Camargo B. Perez R. Gonzalez	<p>Formative: Weekly review of campus attendance rates</p> <p>Summative: Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Classrooms that obtain a 98% attendance or higher will be rewarded at the end of the week with popcorn party in order to encourage all students to maintain attendance rate.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018 -Fridays- Weekly CNA p. 5</p>	9	<p>N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers H. Castillo R. Gonzalez</p>	<p>Formative: Six Weeks Attendance Reports</p> <p>Summative: Yearly ADA, Increased attendance</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>4) All students with perfect attendance, A honor roll, A - B honor roll, and Academic Achievement will be recognized during the Awards Ceremony at the end of each six weeks and the end of the school year as a reward and an incentive to maintain perfect attendance and academic excellence.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 -May 2018 CNA p. 5</p>	1, 9	<p>N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers</p>	<p>Formative: Six Weeks Attendance Reports</p> <p>Summative: Yearly ADA, Increased attendance</p>				<p>Funding Sources: 211 Title I-A - \$5,000.00</p>
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) The school marquee will display our campus attendance goal and announce the two top classes per six weeks to motivate all students to be all school daily.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018-Daily CNA p. 5</p>	1	<p>N. Camargo R. Martinez M. Garcia Custodians</p>	<p>Formative: Six Weeks Attendance Reports</p> <p>Summative: Yearly ADA, Increased attendance</p>				



<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) All students with perfect attendance per semester will be eligible and entered for a school wide bike drawing held in May.</p> <p>Population: All Students AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: June 8, 2018 CNA p. 5</p>	1, 9	N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers Counselors	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>7) 5th Grade students will attend a field trip to UTRGV / TSC to tour the campus and be exposed to college opportunities for students after graduation from H.S.</p> <p>Population: All 5th Grade Students Timeline: May 2018 CNA p. 4</p>	1	N. Camargo H. Castillo M. Garcia 5th Grade Teachers	Formative: Lesson Plans, Writing Samples Summative: State Assessment Results				
Funding Sources: 199 Local funds - \$100.00							
= Accomplished     = Continue/Modify     = No Progress     = Discontinue							

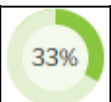
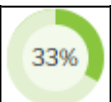
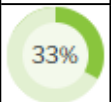
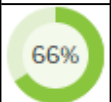
**Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.**



**Performance Objective 1:** Decrease office referrals by 5%.

**Evaluation Data Source(s) 1:** Increase academic achievement on state assessments.





**Summative Evaluation 1:**












Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 2017 - June 8, 2018</p>	4	Administration Counselors Classroom Teachers	Formative: Session Evaluations Summative: Decreased referrals				

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution 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.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 21, 2017 - June 8, 2018-Scheduled Campus and District Trainings</p>	4	Administrators, Campus Staff Faculty	Formative: Attendance Roster, Session Evaluations Summative: PEIMS Discipline Reports				
<p><b>Critical Success Factors</b> CSF 6</p> <p>3) Campuses will develop and maintain an Emergency Operations Plan. The Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: EOP Committee, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018</p>	10	Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police	Formative: After Action Reviews, Contact Logs, Session Evaluations Audits Summative: EOP Plan				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>4) Parent Presentations will be made periodically at campuses</p> <ul style="list-style-type: none"> <li>-Gang Awareness</li> <li>-Bullying</li> <li>-Dating Violence</li> <li>-Internet Safety</li> <li>-Drug, Alcohol and Tobacco Awareness</li> <li>-Gun Safety</li> <li>-Teen CERT</li> <li>-Truancy</li> <li>-EOP-Safety Procedures</li> </ul> <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Parents August 21, 2017 - June 8, 2018 Timeline: Weekly-Wednesdays Scheduled Parent Meetings</p>	6	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Meeting Minutes Summative: Decreased referrals, Increased attendance				
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<p align="center"><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p>5) Security Officer(s) will be placed and assigned throughout the year at each elementary. Campus Officers and Counselors, when possible, will address current current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018-Counselors' weekly student classroom presentations</p>	9	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Dating Violence Policy Maintain a written safety plan developed by the campus safety committee. Meet annually with parents for awareness education 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.</p> <p>Population: All students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Parents, Faculty Timeline: Fall 2017</p>	4	Administrators, Principals, APs, Counselors, Professional Development, Parental Involvement, BISD Police and Security Services	Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports				

<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018</p>	9	Principals Counselors	Formative: Student sign in sheets, Summative: Counselor logs				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Students and parents will be informed of classroom discipline and rules as per the Student Code of Conduct booklet in to maintain discipline and ensure safety. Teachers will follow campus discipline procedures and utilize Review 360 for behavior interventions.</p> <p>Population: All Students Timeline: August 28, 2017 - June 8, 2018</p>	9	Administration Counselors Classroom Teacher	Formative: Contact Logs, SCOC Book Receipt Summative: PEIMS Report				
<p align="center"><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>9) Assistant principal and counselors will conduct presentations on Conflict Resolution during faculty meetings.</p> <p>Population: Faculty Timeline: August 22, 2017</p>	4	Counselors	Formative: Session Evaluations Summative: PEIMS Report				
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) CPR and other emergency training (Safety information / videos) will be provided to faculty, staff, parents, and volunteers in order to promote awareness about safety issues and student safety.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: CPR Training- April 2018</p>	4	Administration Counselors Classroom Teachers	Formative: Session Evaluations, Contact Logs Summative: PEIMS Report				



<p><b>Critical Success Factors</b> CSF 4</p> <p>11) Purchase supplies and resources for the school health office for student use by the nurse.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: September 2017 CNA p. 8</p>	1	Administration Nurse	Formative: Parent & Student Contact Log Summative: Nurse Log				
	Funding Sources: 211 Title I-A - \$150.00						
<p><b>Critical Success Factors</b> CSF 6</p> <p>12) Purchase materials, resources, supplies and capital outlay equipment as needed for school maintenance use, in order to have proper maintained facilities for students.</p> <p>Population: All Students Timeline: December 2017</p>	1	Administration Head Custodian	Formative: Monthly Safety Checks Summative: State Assessment Test Results				
	Funding Sources: 211 Title I-A - \$1,399.00						
= Accomplished       = Continue/Modify       = No Progress       = 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.**

**Performance Objective 1:** Parental involvement participation will increase by 10% over last year's participation.

**Evaluation Data Source(s) 1:** Parental participation in meetings and events will increase by 10%.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) The Parental Involvement Department along with the instructional leader will provide parents with continued training on how to help their child improve academic performance through the concepts of self-confidence and self-responsibility throughout the school year. Parent Training Sessions</p> <p>Population: Castaneda Parents Timeline: September 2017 - May 2018 CNA p. 11</p>	4, 9	N. Camargo R. Martinez M. Garcia Rosie Gonzalez	Formative: Flyer, Contact Logs Summative: Participant Evaluation/ Feedback				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Parent Orientation Night and Meet the Teacher Night will be held the Thursday before school starts for EE-5th grades in order to orient the students and the parents with the</p> <ul style="list-style-type: none"> <li>*Student Code of Conduct</li> <li>*Student-Parent-School Compact</li> <li>*Parental Involvement Policy *Emergency Operation Procedures</li> <li>*Volunteer Guidelines and Opportunities</li> </ul> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig &amp; Parents Timeline: August 24, 2017 CNA p. 11</p>	1, 6	N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers Rosie Gonzalez	Formative: Contact Logs, School Marquee Summative: Parent Sign-In				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Supplies will be purchased as needed to maintain the parent volunteer center. Recognition will be given to volunteers who partake on a regular basis. Parents are encouraged to attend in order to play an active role in the campus.</p> <p>Population: Parent Volunteers Timeline: August 28, 2017 - June 8, 2018-Daily CNA p. 11</p>	1, 6	N. Camargo H. Castillo M. Garcia R. Gonzalez	Formative: Contact Logs End-of-Year Awards, Authority to Volunteer Clearance Summative: Parental Program Feedback , Volunteer Sign-In				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>4) Open House for all parents and community members will be held during the fall and spring semesters.</p> <p>Population: Parents, Community Members Timeline: Fall 2017- Spring 2018 CNA p. 11</p>	1, 6	N. Camargo R. Martinez M. Garcia EE-5th Grade Spec. Ed./Prog. Teachers	Formative: Contact Logs Summative: Increased Attendance				

<p><b>Critical Success Factors</b> CSF 5</p> <p>5) Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e: home visits and parental involvement trainings.</p> <p>Population: Parent Liaison Timeline: August 28, 2017 - June 8, 2018 CNA p. 11</p>	1, 9	Parent Liaison Principal	Formative: Monthly contact log, Composite Report Summative: Monthly Mileage Log				
Funding Sources: 211 Title I-A - \$25,212.00							
<p><b>Critical Success Factors</b> CSF 5</p> <p>6) Conduct an annual Title I meeting to inform parents of the programs and services provided by Title I funds. Population: Castaneda Parents Timeline: August 30, 2017 CNA p. 11</p>	1, 6	Parent Liaison Parent Trainer Administration	Formative: Contact Logs Summative: Survey Results, Title I-A PI Compliance Checklist				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>7) School-Parent-Student Compacts will be disseminated in order to indicate each groups responsibility to ensure student achievement.</p> <p>Population: Parents, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Timeline: August 2017 CNA p. 11</p>	6, 9	Parent Liaison N. Camargo	Formative: School-Parent-Student Compacts Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist				
<p><b>Critical Success Factors</b> CSF 5</p> <p>8) In order to effectively evaluate and review district and/or Campus Parental Involvement efforts Title I will conduct an annual Parent Survey.</p> <p>Population: Castaneda Parents Timeline: April 2018 CNA p. 11</p>	1, 6	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations, STAAR Results, Title I-A PI Compliance Checklist				



<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>9) Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well as 5th grade students going to middle schools.</p> <p>Population: 3 Year-Old Students, 5th Grade Students Timeline: April 2018 CNA p. 11</p>	6, 7	Administration EE-K Teachers H. Castillo	Formative: Newsletter to Parents, Counselor Portfolio Documentation, Memo to Parents, Sign-In Rosters Summative: Student Enrollment List				
<p><b>Critical Success Factors</b> CSF 5</p> <p>10) In order to increase parent participation, parents will be actively involved in completing and disseminating a Parental Involvement Policy.</p> <p>Population: Castaneda Parents Timeline: October 2017 CNA p. 11</p>	1, 6	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist				
<p><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>11) Have student presentations during Hispanic Heritage Month, Charro Days and different holidays and celebrations to invite parents and the community to visit and be a part of the school activities.</p> <p>Population: Castaneda Parents, All Students Timeline: August 28, 2017 - June 8, 2018 CNA p. 11</p>	1, 6	Administration Classroom teachers Librarian Counselor Music Teacher	Formative: Student Programs Awards Programs  Summative: Parent Survey Evaluations				
<p>Funding Sources: 211 Title I-A - \$5,000.00</p>							
<p style="text-align: center;">  = Accomplished      = Continue/Modify      = No Progress      = Discontinue </p>							

**Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education.**





**Performance Objective 1:** Castaneda migrant students will be challenged and supported in meeting state academic performance goals.









**Evaluation Data Source(s) 1:** 90% of Castaneda migrant students will meet passing standards on all state assessments.



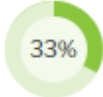



**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Students identified as PFS students will be given Priority for supplies and materials.</p> <p>Population: PFS Migrant Students Timeline: August 28, 2017 - June 8, 2018</p>	1, 9, 10	Special Program Administrator Campus Administrators Campus Clerks DMC MSC	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool</p>				



<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) All migrant students will receive grade appropriate supplemental school supplies on a needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>The campus will purchase school supplies and materials that include pens, pencils, paper, notebooks, binders, crayons, glue, pocket folders, scissors, dividers, writing tablets, pencil colors, and pencil bag for zipper bags for supplies. The campus will purchase clothing for migrant students to encourage school attendance.</p> <p>Population: PFS and Migrant Students Timeline: August 28, 2017 - June 8, 2018 CNA p. 8</p>	1, 9, 10	Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	Formative: NGS Campus Reports  Summative: Completed Request for Supplemental Support Form w/ student NGS Number and Parent / Student signature			
Funding Sources: 212 Title I-C (Migrant) - \$305.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5 grade students Timeline: June 2018</p>	1, 9, 10	Campus Principal Homeroom Teachers DMC MSC	Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys, Teacher Surveys, End-of- Summer School Programs Documentation			

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Migrant students' 3rd through 5th grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: Migrant Students Timeline: August 28, 2017 - June 8, 2018</p>	1, 9, 10	Special Programs Administrator Campus Principal Counselors Core Subject Teachers	Formative: STAAR Remediation Enrollment Lists, NGS STAAR Report, Benchmark Results Summative: State Assessment Test Results				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) Identified PFS students will be academically monitored on a 6 weeks basis to ensure grade level success. Third through fifth grade PFS students will be provided with after school tutorials as needed in Reading, Math, Writing and Science.</p> <p>Population: PFS Migrant Students Timeline: October 2017-May 2018 Once every six weeks</p>	1, 9, 10		Formative: TPRI/Tejas Lee Results & Progress Monitoring, Tango Trends PMAs, 3 Weeks and Six Weeks Report Card Grades Summative: EOY CPALLS, TPRI & Tejas Lee Results, STAAR Results, TELPAS Results				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>6) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K -5th grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Students will be provided interventions in order to be on grade level.</p> <p>Population: Migrant Student Timeline: August 28, 2017 - June 8, 2018 Daily</p>	1, 9, 10	Special Program Administrator Campus Principals Elementary Teachers MSC	Formative: Pre-Assessment Results, Campus Composites Summative: CPM , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments				
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>7) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3 )so they can receive the same educational experience as non-migrant students.</p> <p>Population: Migrant Students Timeline: July 2017 -June 2018</p>	1, 9, 10	Special Programs Administrator Campus Principals Recruiters Migrant Lead Clerk MSC	Formative: Attendance Sheets, NGS Currently Enrolled Reports Summative: Three Year- Old Program Completion Certificates				

<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Parents of PK-2nd grade students Timeline: August 28, 2017 - June 8, 2018-District/Campus Scheduled</p>	1, 6, 9, 10	<p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p>	<p>Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Participation Surveys</p>				
<p><b>Critical Success Factors</b> CSF 1</p> <p>9) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: 1st grade migrant students Timeline: August 28, 2017 - June 8, 2018-Daily</p>	1, 9, 10	<p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC</p>	<p>Formative: Three Week Progress Reports, 6 Weeks Report Cards Summative: EOY Promotion Rate, EOY Grades, EOY TPRI/Tejas LEE Results</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: Migrant and PFS student Timeline: October 2017- May 2018</p>	1, 9, 10	<p>Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC</p>	<p>Formative: Benchmark Results, Three-Week Progress Reports Summative: Migrant Promotion Rate, EOY Student Grades, EOY Migrant State assessment Results</p>				

<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>11) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Populations: Campus, Administration, Faculty and Staff Timeline: September 2017- May 2018</p>	1, 4, 9, 10	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Formative: STAAR/ EOC Remediation Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations Report Cards			
<p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>12) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Populations: Migrant students Timeline: April 2018</p>	1, 9, 10	Elem. Student Survey Parent Survey Survey Monkey	Formative: Parent Meeting Evaluations, Student Session Evaluations Summative: Survey Results, Implementation of Survey Suggestions			
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>13) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessments.</p> <p>Population: Elementary PFS Migrant Students Timeline: February 2018</p>	1, 9, 10	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAAR Scores for PFS Migrant students			

= Accomplished     
 = Continue/Modify     
 = No Progress     
 = Discontinue

**Goal 8: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** 100% of Castaneda faculty will implement technology and use it to increase the effectiveness of student learning, instructional management, staff development and administration.

**Evaluation Data Source(s) 1:** Increase student achievement by 10% on state assessments such as TELPAS, CPALLS, TPRI, Tejas Lee and STAAR.

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Students will be taught the technology TEKS for their grade level in order to complete assignments and promote critical thinking. Utilize campus TST and technology teacher in the computer lab.</p> <p>Population: -AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 28, 2017 - June 8, 2018 CNA p. 12</p>	1, 3, 9	Classroom teachers Technology Teacher TST M. Garcia	Formative: Computer lab schedule Summative: Report card grades				
Funding Sources: 211 Title I-A - \$58,093.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) Teachers will participate in a minimum of 30 hours of technology professional development hours annually to maintain and keep updated in changing technology.</p> <p>Population: Faculty Timeline: August 28, 2017 - June 8, 2018 On-Going Scheduled Campus and District Trainings</p>	1, 4	Classroom teachers Technology Teacher TST M. Garcia	Formative: P.D. Evaluations Summative: ERO Reports				

<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 7</p> <p>3) Teachers will complete an annual School Technology and Readiness(StaR) chart, in order to comply with regulations. Results will be used to improve the technology in the campus.</p> <p>Teachers &amp; Librarians Timeline: August 28, 2017 - June 8, 2018</p>	1	Classroom Teachers Campus TST	Formative: Completion of Survey Summative: AdminAccess to Survey participation			
<p align="center"><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement in reading and all disciplines. Colored printers will also be used for student icons during Life Skills lessons.</p> <p>Special Education Teachers Special Education Students Timeline: August 28, 2017 - June 8, 2018</p>	1, 3, 9	Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons	Formative: Walk throughs, Lesson Plans Summative: State Assessment Test Results			
<p>Funding Sources: 166 State Special Ed. - \$810.00</p>						
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) Students will work at computer stations and tablets/iPads on programs such as iReady and IRead that will increase their reading, math and science skills to help increase their level of academic performance.</p> <p>All Student Populations PK-1st Grade-1 x per week 2nd - 5th Grade 2 x per week CNA p.13 Timeline: August 28, 2017 - June 8, 2018</p>	1, 3, 9	Principal Dean of Instruction Asst Principal Teachers Support Staff	Formative: Benchmarks, Report Card Grades Summative: EOY Grades, State Assessment Test Results			
<p>Funding Sources: 163 State Bilingual - \$4,057.00, 211 Title I-A - \$16,300.00, 162 State Compensatory - \$17,850.00</p>						

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Teachers will integrate technology in their lesson plans using the technology TEKS in order to prepare students for applying technology in their daily lives.</p> <p>All Student Populations Timeline: August 28, 2017 - June 8, 2018</p>	1, 3, 9	Classroom teachers Campus TST	Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Report card grades, Technology Program reports (Pearson, LWS Science & Math, Edusmart, iStation & TTM)			
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>7) Teachers will utilize Office 365 to upload and share their lesson plans on the One Drive program. The lesson plans will be reviewed biweekly by the campus administrators and as requested by district administrators.</p> <p>Population: Faculty and Staff August 21, 2017 - June 8, 2018</p>	1	Principal Dean	Formative: Lesson Plans, One Drive Teacher File, Walk Throughs Summative: State Assessment Test Results			
<p><b>Critical Success Factors</b> CSF 1</p> <p>8) Purchase technology resources such as computers, iPads, document cameras, and projectors for classroom use to supplement the core curriculum and provide hands on practice and instruction.</p>	1, 8					
<p>Funding Sources: 211 Title I-A - \$5,000.00</p>						
<p>  = Accomplished       = Continue/Modify       = No Progress       = Discontinue </p>						

**Goal 9: 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) DEIC added 12-6-2017**

**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) [DEIC added 12-6-2017]

Edit Remove

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use).</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Parents, Community Members</p> <p>Timeline: January 2018-June 2018</p>	10	Administration Counselor Faculty and Staff	<p>Formative: Lesson Plans, Student Projects, Parent Meeting Agendas,</p> <p>Summative: District Energy Savings Report;</p>				
<p>2) A systematic approach such as a needs assessment survey/form will be implemented to renovate/upgrade/improve facilities to prioritize the safety and needs of the campus.</p> <p>Population: Faculty, staff, administration</p> <p>Timeline: August 2017- June 2018</p> <p>CNA p. 7</p>	1	Administration Head Custodian Faculty and Staff District Maintenance Department	<p>Formative: Campus Walk Throughs by Administration and Custodians Reports</p> <p>Summative: CNA Staff Surveys and Facilities List</p>				
<p>  = Accomplished               = Continue/Modify               = No Progress               = Discontinue         </p>							



**Goal 10: The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]**

**Performance Objective 1:** The District will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students. (Board Goal 3) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) The campus will utilize available budgeted funds based on the Campus Needs Assessment.  Population: SBDM, Administration, Faculty and Staff  Timeline: August 2017- June 2018  CNA p 4-7	1	Administration	Formative: PO's, CIP Budget Accounts  Summative: Budget Reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished                     </div> <div style="text-align: center;">  = Continue/Modify                     </div> <div style="text-align: center;">  = No Progress                     </div> <div style="text-align: center;">  = Discontinue                     </div> </div>							

**Goal 10:** The District will ensure effective and efficient use of all available funds to assist in implementing a balanced budget, which includes improved compensation for teachers. (Board Goal 3) [DEIC added 12-6-2017]

**Performance Objective 2:** The District will commit to a balanced budget which includes improved compensation for 100% of teachers. (Board Goal 3) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Campus will recognize faculty and staff by activities such as the BOY PD raffle, Thanksgiving Luncheon extended lunch, Twelve Days Before Christmas Vacation gifts, Teacher Appreciation Week and grade level weekly meetings recognition.  Population: Faculty and Staff  Timeline: August 2017-June 2018  CNA p. 7	5	Administration	Formative: School Calendar of Events, Luncheon Schedules  Summative: CNA				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							







**Goal 11: 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) [DEIC added 12-6-2017]**

**Performance Objective 1:** All District program areas and campuses will provide the BISD Public Information Office with features articles, student recognitions, co-/extra-curricular activities, and parent/community events. (Board Goal 4) [DEIC added 12-6-2017]

**Evaluation Data Source(s) 1:**

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>1) The Campus will promote the history and origin along with current accomplishments weekly through the school and BISD websites. Historical school documentation will be held in the library for viewing.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Community and Parents</p> <p>Timeline: August 2017 - June 2018</p>	6	Administration TST Librarian	<p>Formative: Weekly School Website, Pictures on BISD Website, Sign In Sheet of Viewing Historical Campus Documentation, Newspaper</p> <p>Summative: Report of Number of Website Views, Newspaper, Archived BISD Media Releases</p>				
<p>2) The campus PIO (Public Information Officer) selected will submit articles, current and prior students/parents/staff recognition, co-/extra-curricular activities and parent/ community events to the BISD public information department and media.</p> <p>Population: PIO, TST, Faculty and Staff, Parents, Community, All Students</p> <p>Timeline: August 2017-June 2018</p>	6	Administration PIO TST	<p>Formative: BISD Website, Media, Campus Calendar of Events</p> <p>Summative: Archived BISD Media Releases</p>				

<p>3) The campus website will be utilized to showcase student and community activities and communicate with parents and the community school data and important events.</p> <p>Population: All Students, Faculty and Staff, Community, Parents Timeline: August 2017-June 2018</p>	6	Administration TST	<p>Formative: Weekly Website</p> <p>Summative: End of the Year Number of Views Website Report</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	25	Receive <b>Professional Development in the area of Reading through attendance of selected teachers, and administrators at Texas TLI Summit and Institute</b> in order to target areas for improvement and provide turn-around training. Over 120 participants will attend the Summer 2016 Institute that focused on explicit instruction, lesson design, classroom organization and delivery. RtI as an effective instructional framework for quality implementation was also a focus. Campus representative and TLI Teacher Specialists provided overviews of the information during district staff development on August 20th. The TLI Institute will be held in February 2017. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, TLI Timeline: July 2017 through June 22, 2018 TLI Sustainability Activity
1	1	26	Teachers in <b>EE-5th grades will meet weekly for grade level meetings</b> with Principal and Dean of Instruction. <b>Vertical team meetings</b> will be held at least twice a year <b>to align reading curriculum across the grade levels</b> . Utilize substitutes to allow teachers time for vertical teaming activities. Substitutes will also be utilized to allow for teachers to conduct student evaluations. Purchase professional development supplies for staff trainings to increase academic results. Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Timeline: August 28,2017-June 8, 2018-Weekly-Tuesdays TLI Sustainability Activity
1	1	27	Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points, and encourage a love of reading. Second through fifth grade students will read novels bimonthly to strengthen reading achievement. Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 28, 2017-June 1, 2018 Daily
1	1	28	<b>Library books/ class sets will be purchased using TLI funds to increase reading fluency, reading comprehension and state assessment results.</b> Population: AR, LEP, Non-LEP, 504/ DYS, GT Sp. Ed., TI, Migrant Timeline: August 2017 TLI Sustainability Activity
1	1	29	Teachers in Prekindergarten through 5th grades will <b>use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary)</b> and 3rd-5th grade will implement the use of Dr. Kay's text structure strategies to strengthen and increase academic achievement in reading. Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 28, 2017 - June 8, 2018 TLI Sustainability Activity
3	1	6	The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development, facilitate curricular information to teachers as needed and conduct walk throughs to improve instruction and ensure academic success. Population: At-Risk Students Timeline: August 21, 2017 - June 8, 2018-Daily CNA p. 5, 7, 8, 9, 12
8	1	4	Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement in reading and all disciplines. Colored printers will also be used for student icons during Life Skills lessons. Special Education Teachers Special Education Students Timeline: August 28, 2017 - June 8, 2018

# State Compensatory

## Budget for Castaneda Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-115-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,840.00
162-11-6118-00-115-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$15,765.00
162-11-6118-00-115-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$0.00
162-11-6119-00-115-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,413.00
162-11-6119-31-115-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
<b>6100 Subtotal:</b>		<b>\$97,018.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-00-115-Y-30-0K2-Y	6249 Contracted Maintenance & Repair	\$0.00
<b>6200 Subtotal:</b>		<b>\$0.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-62-115-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$1,155.00
162-11-6396-00-115-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,830.00
162-11-6399-00-115-Y-30-000-Y	6399 General Supplies	\$17,569.00
162-11-6399-62-115-Y-30-0K2-Y	6399 General Supplies	\$0.00
<b>6300 Subtotal:</b>		<b>\$20,554.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-115-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$2,500.00
162-11-6649-62-115-Y-30-TEC-Y	6649 Capital Assets - Locally Defined	\$16,695.00
<b>6600 Subtotal:</b>		<b>\$19,195.00</b>

**Personnel for Castaneda Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bertha Wong	Prekindergarten Teacher	State Compensatory	0.50
Maria D. Calderoni	Prekindergarten Teacher	State Compensatory	0.50
Maria G. Granado	Prekindergarten Teacher	State Compensatory	0.50
Marisa Garcia	Dean of Instruction	State Compensatory	1.00
Sara Abrego	Prekindergarten Teacher	State Compensatory	0.50

# Title I

## Schoolwide Program Plan

**Federal requirements for campus planning mandate that schools develop a school-wide program plan that includes all of the ten required components. The following ten components of a school-wide program are embedded within the campus improvement plan and its activities.**

Castaneda Elementary uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.14, 3.1.1, 8.1.5) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2017-2018 school year and to increase the Mastery Level performance in all content areas.

### 2: Schoolwide Reform Strategies

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies (1.1.23, 1.1.24, 3.1.1, 4.1.1, 4.1.6, 4.1.7) that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial summer school/ enrichment program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

### 3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. (1.1.9, 1.1.12) Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider



teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

#### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

The school will provide access to high-quality ongoing professional development (1.1.2, 1.1.10, 1.1.16, 1.1.25, 1.1.26, 3.1.3, 3.1.6, 5.1.1, 5.1.2, 5.1.9, 7.1.11, 8.1.2) throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. Teachers who attend staff developments (Pearson Realize, TPRI & Tejas Lee Analysis, STAAR) share the information with the rest of the faculty. Staff Development sessions through Project Share will be utilized both for the campus and on an individualized basis to address specific needs.

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high need schools (1.1.12) will include our school's participation in the selection of teachers from the District's highly qualified applicant pool and Region I's efforts to recruit teachers from out of the state. The District also offers stipends for attainment of a Master's Degree and stipends for math, science and social studies content area certification

#### **6: Strategies to increase parental involvement**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (6.1.1, 6.1.2, 6.1.3, 6.1.4, 6.1.6, 6.1.7, 6.1.8, 6.1.9, 6.1.10, 6.1.11) at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

An orientation for preschool children from Head Start to assist with the transition (6.1.9) to J. Castaneda will be held annually in the Spring and for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school. Castañeda 5<sup>th</sup> grade students tour the feeder middle school campus to increase

interest in the various programs and activities that are available at the campus.

**8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments (1.1.4, 1.1.7, 1.1.26) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the Pre-LAS, LAS, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

**9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (1.1.11, 3.1.1, 3.1.7). All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs.

**10: Coordination and integration of federal, state and local services and programs**

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources (1.1.1, 1.1.8, 3.1.1, 3.1.4, 3.1.6, 7.1.1, 8.1.1, 8.1.4) Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with local, state compensatory and bilingual funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds (7.1.1, 7.1.2, 7.1.3, 7.1.4, 7.1.5, 7.1.6, 7.1.7, 7.1.8, 7.1.9, 7.1.11, 7.1.12) are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Parents are referred to the migrant department to determine if they meet the eligibility of the program criteria. Castañeda Elementary PFS students will be regularly monitored to ensure both academic and social success. The 2014-2015 Migrant Student Needs Survey was conducted and based on the findings, school supplies such as paper, pencils/pens and clothing would most benefit migrant population.

Bilingual Funds (1.1.7, 1.1.8, 1.1.16) are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Bilingual funds are used to support our bilingual students in the classroom by

providing tutorial programs for our bilingual students as well as resources for the classroom.

The campus will also continue to provide the state mandated State Compensatory Education Program (1.1.1, 1.1.14, 3.1.1, 3.1.4, 3.1.6) through campus as well as District funded initiatives such as providing afterschool and Saturday tutorial, purchasing the Living with Science program, Edusmart for third graders, and purchasing instructional materials for student use.

Special education funding (8.1.4) provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Castaneda Elementary provides service to the special education population through our life-skills classrooms, resource, inclusion services and extended day tutorials.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abby Cuellar	Parent Liaison	Federal	1.0
Alfredo Bermudez	Technology	Federal	1.0
Alma Alaniz	Title I-A Prekindergarten Aide	Federal	1.0
Angelita Guevara	Title I-A Prekindergarten Aide	Federal	1.0
Juana Martinez	Library Aide	Federal	1.0
Margarita Chio	Nurse	Federal	0.40
Maria Card	Title I-A Prekindergarten Aide	Federal	1.0
Nora B. Arita	3 Year Old Teacher	Federal	1.0
Susana Reyes	3 Year Old Teacher Aide	Federal	1.0

## Plan Notes

The listed activity numbers are TLI sustainability activities: 1.1.1, 1.1.2, 1.1.4, 1.1.7, 1.1.11, 1.1.25, 1.1.26, 1.1.28, 1.1.29, 1.1.30.

## Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Nora Camargo	Principal
Meeting Facilitator	Marisa C. Garcia	Dean of Instruction
Meeting Facilitator	Rosie Martinez	Assistant Principal
Classroom Teacher	Erika Medellin	Kindergarten Teacher
Classroom Teacher	Ana Reyes-Garcia	Special Education
Non-classroom Professional	Heriberto Castillo	Counselor
Parent	Virgina Atkinson	Parent
Parent	Ruben Atkinson	Parent
Classroom Teacher	Sara Abrego	Prekindergarten Teacher
Classroom Teacher	Sandra Villarreal	First Grade Teacher
Classroom Teacher	Alfredo Garcia	Second Grade Teacher
Classroom Teacher	Joanna Garza	Third Grade Teacher
Classroom Teacher	Mirna Garcia	Fourth Grade Teacher
Classroom Teacher	Rosie Casas	Fifth Grade Teachers
Paraprofessional	Elida Herrera	Bilingual LPAC Clerk
District-level Professional	Melissa Garza	Language Arts Curriculum Specialist
Community Representative	Carmen Gonzales	Community Member
Community Representative	Edward Gonzales	Community Member
Business Representative	Michelle Shogreen	Business Member
Business Representative	Joel Barrientos	Business Member
Classroom Teacher	Alfredo Bermudez	Special Programs Teacher

## Campus Funding Summary

<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Supplemental supplies, resources and material	162-11-6399-00-115-Y-30-000-Y	\$10,368.00
1	1	1	Paper	162-11-6396-00-115-Y-30-000-Y	\$2,000.00
1	1	1	Projectors and Document Cameras	162-11-6398-62-115-Y-30-000-Y	\$6,000.00
3	1	1	At-Risk Tutorials	162-11-6118-00-115-Y-30-000-Y	\$17,538.00
3	1	1	SSI Tutorial	162-11-6118-00-115-Y-24-SSI-Y	\$6,282.00
3	1	1	After School Program State Compensatory	162-11-6118-00-115-Y-30-ASP-Y	\$37,355.00
3	1	4	2 FTEs	162-11-6119-00-115-Y-34-PKK-Y	\$104,575.00
3	1	6	1 FTE	162-13-6119-31-115-Y-30-000-Y	\$64,714.00
8	1	5	State Compensatory Computers	162-11-6649-62-115-Y-30-TEC-Y	\$16,695.00
8	1	5	State Compensatory Software	162-11-6395-62-115-Y-30-TEC-Y	\$1,155.00
<b>Sub-Total</b>					\$266,682.00
<b>Budgeted Fund Source Amount</b>					\$266,682.00
<b>+/- Difference</b>					<b>\$0</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8	General Supplies, Instructional Ancillary Material, STAAR Preparation Materials, Supplemental Workbooks	163-11-6399-00-115-Y-25-000-Y	\$6,000.00
1	1	8	Teacher Supplies	163-13-6399-00-115-Y-25-000-Y	\$1,350.00
1	1	12	Bilingual Stipends	163-11-6117-00-115-Y-25-031-Y	\$17,374.00
1	1	22	LPAC Clerk 50%	163-11-6129-06-15-Y-25-000-Y	\$18,118.00
1	1	22	LPAC Clerk	163-23-6129-06-115-Y-25-000-Y	\$4,530.00
8	1	5	iPads	163-11-6398-00-115-Y-25-031-Y	\$4,057.00
<b>Sub-Total</b>					\$51,429.00
<b>Budgeted Fund Source Amount</b>					\$51,457.00

					<b>+/- Difference</b>	<b>\$28.00</b>
<b>166 State Special Ed.</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	1	Special Education Resource/Content Mastery Supplies	166-11-6399-00-115-Y-23-OP4-Y		\$1,000.00
1	1	1	Special Education Life Skills	166-11-6399-00-115-Y-23-OP1-Y		\$70.00
1	1	32	Life Skills Refrigerator	166-11-6398-00-115-Y-23-OP1-Y		\$500.00
8	1	4	Color Printer	166-11-6398-62-115-Y-23-OP1-Y		\$430.00
8	1	4	Color Printer Toner	166-11-6399-62-115-Y-23-000-Y		\$380.00
					<b>Sub-Total</b>	<b>\$2,380.00</b>
					<b>Budgeted Fund Source Amount</b>	<b>\$2,380.00</b>
					<b>+/- Difference</b>	<b>\$0</b>
<b>211 Title I-A</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	1	General Supplies, Instructional Ancillary Material, STAAR Preparation Material	211-11-6399-00-115-Y-30-0F2-Y		\$12,414.00
1	1	1	Paper	211-11-6396-00-115-Y-30-0F2-Y		\$5,000.00
1	1	1	Capital Outlay	211-11-6649-62-115-Y-30-0F2-Y		\$20,000.00
1	1	1	STEM Resources/Materials	211-11-6399-00-115-Y-24-STM-Y		\$4,400.00
1	1	3	3-YR PROG Personnel Salary/ Wages for Support Staff	211-11-6129-06-115-Y-32-0F0-Y		\$43,301.00
1	1	3	PK - Support Personnel Salary/ Wages	211-11-6129-06-115-Y-32-0F2-Y		\$58,726.00
1	1	3	Library Teacher Personnel Salary/ Wages	211-12-6129-06-115-Y-30-0F2-Y		\$25,079.00
1	1	5	3YR PROG General Supplies	211-11-6399-00-115-Y-32-3YR-Y		\$2,400.00
1	1	9	3YR PROG Personnel Salaries/ Wages	211-11-6119-00-115-Y-30-0F0-Y		\$76,815.00
1	1	10	Out of District Professional Development	211-13-6411-23-115-Y-30-AYP-Y		\$2,000.00
1	1	12	3YR PROG Stipends	211-11-6117-00-115-Y-32-3YR-Y		\$1,200.00
1	1	21	Nurse Personnel Salary/ Wages	211-33-6119-00-115-Y-30-0F2-Y		\$22,745.00
1	1	26	Substitutes	211-11-6112-00-115-Y-30-AYP-Y		\$8,000.00
1	1	31	Administrative Supplies	211-23-6399-00-115-Y-30-0F2-Y		\$6,996.00



3	1	1	After School Program Certified	211-11-6118-00-115-Y-24-ASP-Y	\$35,400.00
3	1	1	After School Program Classified	211-11-6121-00-115-Y-24-ASP-Y	\$7,200.00
4	1	4	End of the Year Student Recognition Awards	211-11-6498-00-115-Y-30-0F2-Y	\$5,000.00
5	1	11	General Supplies	211-33-6399-00-115-Y-30-0F2-Y	\$150.00
5	1	12	Custodial Supplies	211-51-6315-00-115-Y-30-0F2-Y	\$1,399.00
6	1	5	Parent Liaison Employee Travel	211-61-6411-00-115-Y-30-0F2-Y	\$700.00
6	1	5	Parent Liaison Salary/ Wages (Support Staff)	211-61-6129-00-115-Y-30-0F2-Y	\$24,512.00
6	1	11		211-11-6398-00-115-Y-30-0F2-Y	\$5,000.00
8	1	1	TST Personnel Salary/ Wages	211-11-6119-00-115-Y-30-0F2-Y	\$58,093.00
8	1	5	iReady	211-11-6299-62-115-Y-30-0F2-Y	\$16,300.00
8	1	8	iPads, document cameras and projectors	211-11-6398-00-115-Y-30-0F2-Y	\$5,000.00
<b>Sub-Total</b>					\$447,830.00
<b>Budgeted Fund Source Amount</b>					\$457,094.00
<b>+/- Difference</b>					\$9,264.00

**212 Title I-C (Migrant)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	General Supplies	212-11-6399-00-115-Y-24-0F2-Y	\$305.00
<b>Sub-Total</b>					\$305.00
<b>Budgeted Fund Source Amount</b>					\$4,026.00
<b>+/- Difference</b>					\$3,721.00

**224 Federal Special Ed.**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
<b>Sub-Total</b>					\$0.00
<b>Budgeted Fund Source Amount</b>					\$130,267.56
<b>+/- Difference</b>					\$130,267.56

**255 Title II, Part A (TPTR/Class Size)**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	10	Out of District Professional Development	255-23-6411-23-115-Y-24-AYP-Y	\$1,000.00
1	1	26	Professional Development Supplies	255-13-6399-00-115-Y-24-OD4-Y	\$1,000.00
<b>Sub-Total</b>					\$2,000.00
<b>Budgeted Fund Source Amount</b>					\$66,058.63
<b>+/- Difference</b>					\$64,058.63
<b>263 Title III-A Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	8	General Supplies, Instructional Ancillary Material, STAAR Preparation Materials, Supplemental Workbooks	263-11-6399-00-115-Y-25-000-Y	\$0.00
1	1	8	Electronic Devices	263-11-6398-62-115-Y-25-000-Y	\$7,840.00
<b>Sub-Total</b>					\$7,840.00
<b>Budgeted Fund Source Amount</b>					\$7,882.00
<b>+/- Difference</b>					\$42.00
<b>Grand Total</b>					\$778,466.00

# Addendums



## BISD Targeted Improvement Plan CIP Addendum 2016-2017 TAIS Documentation for **J. Castaneda Elementary**

<u>Activity Checklist</u>	<u>Notes/Clarifications</u>	<u>Date completed</u>
Campus Leadership Team created	List CLT members and positions here: Nora Camargo Principal, Rosie Martinez Assistant Principal, Marisa Garcia Dean of Instruction, Lisa Evans Third Grade Lead Teacher	11-3-2016
Data Analysis (including assessment, attendance, discipline, and other data)	Briefly describe the data sources used (refer to CSF Data Chart) here: Preliminary STAAR results in June and July, TEA 2016 System Safeguards Report; TEA 2015 & 2016 Index 1 Student Achievement Reports 2016 STAAR Results, 2016 Preliminary TAPR Results, AWARE reports and TANGO reports.	10/28/2016
Needs Assessment: Problem statements selected	SPED population in reading is at 54% and writing is at 33%.	10/24/2016
Needs Assessment: Root cause analysis for each problem selected	SPED alignment and instruction.	11-3-2016
One Annual Goal established for each problem	SPED student group tested in reading will be at 60%. SPED student group tested in writing will be at 60%.	11-3-2016
Overall strategy determined for each problem	Monitor data	11-3-2016
Quarter goals established	80% , 85%	
Interventions selected	Istation, co-planning, student interventions, parent meetings.	Continuous
Monitoring tools/data sources determined	Six-weeks assessments, 13 <sup>th</sup> week assessments, C&I Framework Review, Tango Reports	Continuous
Initial plan uploaded	Deadline of October 16, 2016	11-10-2016
Quarter 1 monitoring (Aug-Oct)	Continue with activities and interventions.	11-10-2016
Quarter 2 Monitoring (Nov-Jan)	Continue to monitor activities.	2-10-2017
Quarter 3 Monitoring (Feb-Mar)	District Benchmarks	4-10-2017
Quarter 4 Monitoring (Apr-Jun)	Completed by June 10, 2017	
End-of-year Evaluation	Completed by Principal checkout/clearance deadline	

***NOTE: all interventions should be part of the Campus Improvement Plan, especially if any categorical funds are being used to implement the intervention. Some interventions may be combined into one activity in the Campus Improvement Plan but separate in the Targeted Improvement Plan so that parts of the CIP activity can be more closely monitored through-out the year.***



## BISD Targeted Improvement Plan CIP Addendum 2016-2017

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#### *Data Analysis Process and Summary of Findings*

<p><i>Briefly describe how your Campus Leadership Team or SBDM Committee conducted your Data Analysis.</i></p>	<p><i>Our CLT met in the conference room and analyzed various data such as the TEA Indexes and the TEA 2016 STAAR results. We discussed each population as well as the overall campus outcomes. We analyzed the Federal System Safeguard Report.</i></p>
<p><i>Which student groups are in the greatest need of improvement (Index 1 and System Safeguards)?</i></p>	<p><i>3<sup>rd</sup>-5<sup>th</sup> Grade Special Education Students gaps in Reading</i></p>
<p><i>Which student group(s) showed the least growth (Index 2)?</i></p>	<p><i>3<sup>rd</sup>-5<sup>th</sup> Grade Special Education Students showed the least growth based on the TAPR. All students tested measuring student progress in reading 64% and SPED 54%.</i></p>
<p><i>Which student group(s) had the greatest gaps and in which content areas (Index 3 and System Safeguards)?</i></p>	<p><i>3<sup>rd</sup>-5<sup>th</sup> Grade Special Education Students showed a 10% gap in reading as compared to all students.</i></p>
<p><i>Did your campus contribute to low performance levels for BIL/ELL for PBMAS? How?</i></p>	<p><i>Yes, in STAAR reading and writing. TELPAS in reading beginning rating.</i></p>
<p><i>Did your campus contribute to low performance levels for CTE for PBMAS? How?</i></p>	<p><i>N/A</i></p>
<p><i>Did your campus contribute to low performance levels for Title I or Migrant for PBMAS? How?</i></p>	<p><i>Migrant students scored at 60% in reading and math; all students scored at 64% in reading and math.</i></p>
<p><i>Did your campus contribute to low performance levels for Special Education for PBMAS? How?</i></p>	<p><i>Yes, students were at 54% for reading and all students were at 64%.</i></p>



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<b>Problem Statement #1</b>	<b>Root cause #1</b>	<b>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</b>
Overall Reading Scores	There was a 12% drop in Reading scores for all students tested from the previous year because all students are now taking the STAAR. SPED Training to address core curriculum.	By focusing <u>on all populations</u> the overall reading score will increase. Working and addressing the special education population to prepare them for a more rigorous assessment. By differentiating the curriculum for SPED students.
<b>Annual Goal #1</b>	<b>CIP Activity numbers:</b>	<b>CSFs/ESEA Turnaround Principles:</b>
85% of all students tested will pass the Reading State Exam.	1.1.4, 1.1.11, 1.1.23, 1.1.27, 1.1.28, 1.1.29	CSF 1; CSF 2
<b>Annual Goal met? / What worked and why? /What did not work and why? Due June 15<sup>th</sup></b>		
<b>Do not complete this section until the end of the school year.</b>		
<b>Quarter 1 Goal (August to October) Monitoring updates completed by November 10th</b>		
85 % of students will meet the passing standard of 70% on the 1 <sup>st</sup> six weeks progress monitoring assessment.		
<b>Q1: Intervention 1</b>	<b>Monitoring information</b>	<b>Intervention results</b>
Students work on daily BISD reading fluency practices	Weekly fluency reports -Cold Read word count per minute	Most students increased their fluency and those not improving were placed on RTI to receive further interventions.
<b>Q1: Intervention 2</b>	<b>Monitoring information</b>	<b>Intervention results</b>
Students use the computer lab once a week to work on Istation	Istation Reports	We had a 6% drop for students on Tier 3 in Istation.
<b>Q1: Intervention 3</b>	<b>Monitoring information</b>	<b>Intervention results</b>
Afterschool Extended day activities.	Attendance sheets	Students showed growth in the TPRI/ Tejas Lee MOY assessment in reading
<b>Q1: Intervention 4</b>	<b>Monitoring information</b>	<b>Intervention results</b>
Weekly grade level meetings	Agendas	Include SPED teachers
<b>Quarter 1 Goal met? / Changes for next quarter?</b>		
No, the goal was not met. The reading score for all students tested the 1 <sup>st</sup> Six Weeks was a 38%. We will provide struggling students with Tier 2 interventions and more use of Istation's individualized tracks during SSI and the Extended Day Program.		
<b>Quarter 2 Goal (November to January) Monitoring updates completed by February 10<sup>th</sup></b>		
By the end of the first semester 85% .		



## BISD Targeted Improvement Plan CIP Addendum 2016-2017 TAIS Documentation for **J. Castaneda Elementary**

<b>Problem Statement #1</b>	<b>Root cause #1</b>	<b>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</b>	
<b>Q2: Intervention 1</b>	<b>Monitoring information</b>	<b>Intervention results</b>	
Students work on daily BISD reading fluency practices	Weekly fluency reports -Cold Read word count per minute	Students showed progress in their weekly fluency checks by reading more words correct per minute.	
<b>Q2: Intervention 2</b>	<b>Monitoring information</b>	<b>Intervention results</b>	
Students use the computer lab once a week to work on Istation	Istation Reports	Student reports showed students remained at the same level.	
<b>Q2: Intervention 3</b>	<b>Monitoring information</b>	<b>Intervention results</b>	
Afterschool Extended day activities.	Attendance sheets	Students showed growth in the TPRI/ Tejas Lee MOY assessment in reading	
<b>Q2: Intervention 4</b>	<b>Monitoring information</b>	<b>Intervention results</b>	
Weekly grade level meetings	Agendas	Continue including all Special Program Teachers	
<b>Quarter 2 Goal met? / Changes for next quarter?</b>			
No, the goal was not met but there was a 24% increase. The reading score for all students tested the 4th Six Weeks was a 62%. We will continue to provide struggling students with Tier 2 & Tier 3 interventions and more use of Istation's individualized tracks during SSI and the Extended Day Program.			
<b>Quarter 3 Goal (February to March) Monitoring updates completed by April 10<sup>th</sup></b>			
85% of all third through fifth grade students will meet expectations on February campus reading assessment.			
<b>Q3: Intervention 1</b>	<b>Monitoring information</b>	<b>Intervention results</b>	<b>Changes for next quarters</b>
Students work on daily BISD reading fluency practices	Weekly fluency reports - Cold Read word count per minute	Students showed progress in their weekly fluency checks by reading more words correct per minute.	Continue with fluency practices and increase word number.
<b>Q3: Intervention 2</b>	<b>Monitoring information</b>	<b>Intervention results</b>	<b>Changes for next quarters</b>
Students use the computer lab once a week to work on Istation	Istation Reports	64 percent of all third through fifth grade students score at the Tier I level.	Students will work in small groups for intensive comprehension skills.



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<b>Problem Statement #1</b>		<b>Root cause #1</b>		<b>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</b>
<b>Q3: Intervention 3</b>		<b>Monitoring information</b>		<b>Intervention results</b>
<b>Changes for next quarters</b>				
Afterschool Extended day activities.	Attendance sheets	Students scored a 68% passing rate on the 2016 March STAAR campus assessment.	More tutorial days added for more time on small group interventions.	
<b>Q3: Intervention 4</b>		<b>Monitoring information</b>		<b>Intervention results</b>
<b>Changes for next quarters</b>				
Weekly grade level meetings	Agendas, sign-in sheets, lesson plans	Planning for Saturday tutorials.	More direct small group time during 3 hour Saturday tutorials,	
<b>Quarter 3 Goal met? / Changes for next quarter?</b>				
<i>No the goal was not met. The average for third through fifth grade students meeting the standard was 69%. The interventions will continue however, Saturday tutorials will be added where more time on small group interventions can occur.</i>				
<b>Quarter 4 Goal (April to June) Monitoring updates completed by June 10<sup>th</sup></b>				
90% of all third through fifth grade students will meet expectations on the STAAR reading assessment.				
<b>Q4: Intervention 1</b>		<b>Monitoring information</b>		<b>Intervention results</b>
<b>Changes for next quarters</b>				
Students work on daily BISD reading fluency practices	Weekly fluency reports - Cold Read word count per minute			
<b>Q4: Intervention 2</b>		<b>Monitoring information</b>		<b>Intervention results</b>
<b>Changes for next quarters</b>				
Students use the computer lab once a week to work on Istation	Istation Reports			
<b>Q4: Intervention 3</b>		<b>Monitoring information</b>		<b>Intervention results</b>
<b>Changes for next quarters</b>				
Afterschool Extended day activities.	Attendance Sheets, lesson plans			
<b>Q4: Intervention 4</b>		<b>Monitoring information</b>		<b>Intervention results</b>
<b>Changes for next quarters</b>				
Weekly grade level meetings	Teacher lesson plans, sign in sheets			
<b>Quarter 4 Goal met? / Changes for next quarter?</b>				





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<b><i>Problem Statement #1</i></b>	<b><i>Root cause #1</i></b>	<b><i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i></b>

<b><i>Problem Statement #2</i></b>	<b><i>Root cause #2</i></b>	<b><i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i></b>
Special Education Reading	There was a 35% decrease in Special Education Reading assessment results. There is no longer an alternative test for special education.	By addressing the Special Education Population, specifically in reading, all System Safeguards will be met.
<b><i>Annual Goal #2</i></b>	<b><i>CIP Activity numbers:</i></b>	<b><i>CSFs/ESEA Turnaround Principles:</i></b>
The Special Education population reading scores will increase by 34 percentage points.	1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 3.1.6, 8.1.4	Improve Academic Performance
<b><i>Annual Goal met? / What worked and why? /What did not work and why? Due June 15<sup>th</sup></i></b>		
<b><i>Do not complete this section until the end of the school year.</i></b>		
<b><i>Quarter 1 Goal (August to October) Monitoring updates completed by November 10<sup>th</sup></i></b>		
Special Education students' reading scores will increase by 19 points.		
<b><i>Q1: Intervention 1</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
Students work on Istation in the Special Education class setting at least once a week.	Istation reports	No increase.
<b><i>Q1: Intervention 2</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
The Special Education will be part of grade level meetings to make sure they are receiving the same information as regular education teachers, such as TLI strategies and curriculum updates.	3 <sup>rd</sup> Week Progress Reports and Six Weeks Report Cards, eSchools Failure List	The number of Special Education Students who failed the 1 <sup>st</sup> Six Weeks compared to the 2 <sup>nd</sup> Six Weeks went down by 60%.
<b><i>Q1: Intervention 3</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
<b><i>Q1: Intervention 4</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>



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<b><i>Problem Statement #2</i></b>	<b><i>Root cause #2</i></b>	<b><i>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</i></b>
Special Education Reading	There was a 35% decrease in Special Education Reading assessment results. There is no longer an alternative test for special education.	By addressing the Special Education Population, specifically in reading, all System Safeguards will be met.
<b><i>Annual Goal #2</i></b>	<b><i>CIP Activity numbers:</i></b>	<b><i>CSFs/ESEA Turnaround Principles:</i></b>
The Special Education population reading scores will increase by 34 percentage points.	1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 3.1.6, 8.1.4	Improve Academic Performance
<b><i>Quarter 1 Goal met? / Changes for next quarter?</i></b>		
The Special Education population had a 14% passing rate for the 1 <sup>st</sup> six weeks progress monitoring assessment. There was a 24% gap compared to all students. / We will continue with student interventions.		
<b><i>Quarter 2 Goal (November to January) Monitoring updates completed by February 10<sup>th</sup></i></b>		
Close the gap between all students and Special Education students on reading assessments by 10%.		
<b><i>Q2: Intervention 1</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
Students work on Istation in the Special Education class setting at least once a week.	Istation reports	One of thirteen students moved from Tier 3 to Tier 2.
<b><i>Q2: Intervention 2</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
The Special Education will be part of grade level meetings to make sure they are receiving the same information as regular education teachers, such as TLI strategies and curriculum updates.	3 <sup>rd</sup> Week Progress Reports and Six Weeks Report Cards, eSchools Failure List	The number of Special Education Students who failed the 2nd Six Weeks compared to the 3rd Six Weeks went up by 8%.
<b><i>Q2: Intervention 3</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
<b><i>Q2: Intervention 4</i></b>	<b><i>Monitoring information</i></b>	<b><i>Intervention results</i></b>
<b><i>Quarter 2 Goal met? / Changes for next quarter?</i></b>		



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<i><b>Problem Statement #2</b></i>	<i><b>Root cause #2</b></i>	<i><b>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</b></i>	
Special Education Reading	There was a 35% decrease in Special Education Reading assessment results. There is no longer an alternative test for special education.	By addressing the Special Education Population, specifically in reading, all System Safeguards will be met.	
<i><b>Annual Goal #2</b></i>	<i><b>CIP Activity numbers:</b></i>	<i><b>CSFs/ESEA Turnaround Principles:</b></i>	
The Special Education population reading scores will increase by 34 percentage points.	1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 3.1.6, 8.1.4	Improve Academic Performance	
<p><b>No, the Special Education population had a 40% passing rate for the 4th six weeks progress monitoring assessment. There was a 22% gap compared to all students, However there was a 26% gain from the 1<sup>st</sup> assessment. We will continue with student interventions.</b></p>			
<i><b>Quarter 3 Goal (February to March) Monitoring updates completed by April 10<sup>th</sup></b></i>			
Close the gap between all third through fifth grade students and Special Education students on reading assessments by 10%			
<i><b>Q3: Intervention 1</b></i>	<i><b>Monitoring information</b></i>	<i><b>Intervention results</b></i>	<i><b>Changes for next quarters</b></i>
Students work on Istation in the Special Education class setting at least once a week.	Istation reports	2 more students of 13 moved from Tier 3 to Tier 2.	More small group intervention time spent during Saturday tutorials and reading rotations.
<i><b>Q3: Intervention 2</b></i>	<i><b>Monitoring information</b></i>	<i><b>Intervention results</b></i>	<i><b>Changes for next quarters</b></i>
The Special Education will be part of grade level meetings to make sure they are receiving the same information as regular education teachers, such as TLI strategies and curriculum updates.	3 <sup>rd</sup> Week Progress Reports and Six Weeks Report Cards, eSchools Failure List	13% of SPED students failed the 4 <sup>th</sup> six weeks. However, 4 new students qualified for Special Education Services.	Continue with interventions and add more targeted, intensive small group instruction during reading rotations.
<i><b>Q3: Intervention 3</b></i>	<i><b>Monitoring information</b></i>	<i><b>Intervention results</b></i>	<i><b>Changes for next quarters</b></i>
<i><b>Q3: Intervention 4</b></i>	<i><b>Monitoring information</b></i>	<i><b>Intervention results</b></i>	<i><b>Changes for next quarters</b></i>



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<b>Problem Statement #2</b>		<b>Root cause #2</b>		<b>Rationale for selected Strategies/ interventions to meet annual goal based on root cause.</b>	
Special Education Reading		There was a 35% decrease in Special Education Reading assessment results. There is no longer an alternative test for special education.		By addressing the Special Education Population, specifically in reading, all System Safeguards will be met.	
<b>Annual Goal #2</b>		<b>CIP Activity numbers:</b>		<b>CSFs/ESEA Turnaround Principles:</b>	
The Special Education population reading scores will increase by 34 percentage points.		1.1.25, 1.1.26, 1.1.27, 1.1.28, 1.1.29, 3.1.6, 8.1.4		Improve Academic Performance	
<b>Quarter 3 Goal met? / Changes for next quarter?</b>					
No the Special Education population had a 24% passing rate for the 5th six weeks progress monitoring assessment. There was a 44% gap compared to all students, We will continue with student interventions. Saturday tutorials have begun where the students can receive more learning opportunity for skills needed.					
<b>Quarter 4 Goal (April to June) Monitoring updates completed by June 10<sup>th</sup></b>					
Close the gap between all third through fifth grade students and Special Education students on reading assessments by 10%.					
<b>Q4: Intervention 1</b>		<b>Monitoring information</b>		<b>Intervention results</b>	
Students work on Istation in the Special Education class setting at least once a week.		Istation Reports, TPRI STAAR Results			
<b>Q4: Intervention 2</b>		<b>Monitoring information</b>		<b>Intervention results</b>	
The Special Education will be part of grade level meetings to make sure they are receiving the same information as regular education teachers, such as TLI strategies and curriculum updates.		3 <sup>rd</sup> Week Progress Reports and Six Weeks Report Cards, eSchools Failure List			
<b>Q4: Intervention 3</b>		<b>Monitoring information</b>		<b>Intervention results</b>	
<b>Q4: Intervention 4</b>		<b>Monitoring information</b>		<b>Intervention results</b>	
<b>Quarter 4 Goal met? / Changes for next quarter?</b>					
To be completed at end of quarter					



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