

Brownsville Independent School District
Pena Elementary
2017-2018 Campus Improvement Plan



Mission Statement

Raquel Peña Elementary will provide a challenging and engaging curriculum for all students. School educators and parents will work collaboratively to promote a learning environment of respect and unity, where students take responsibility for their own educational success.

Vision

Raquel Peña Elementary will be a campus that will produce responsible students who will be able to reason critically and become productive members of the school and the community. School staff will have high learning expectations for all learners.

School learning climate will be positive and conducive for students to achieve high levels of academic excellence.

Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

Table of Contents

Comprehensive Needs Assessment	6
Demographics	6
Student Achievement	8
School Culture and Climate	13
Staff Quality, Recruitment, and Retention	15
Curriculum, Instruction, and Assessment	18
Family and Community Involvement	20
School Context and Organization	22
Technology	24
Comprehensive Needs Assessment Data Documentation	26
Goals	29
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.	29
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.	46
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.	49
Goal 4: By improving attendance, the students will be encouraged and challenged to meet their full educational potential.	55
Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.	59
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.	71
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.	77
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.	82
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	88
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]	89
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] ...	91
System Safeguard Strategies	92

State Compensatory 93

 Budget for Pena Elementary: 93

 Personnel for Pena Elementary: 94

Title I 95

 Schoolwide Program Plan 95

 Ten Schoolwide Components 95

Title I Personnel 99

Plan Notes100

2017-18 Site Based Decision Making Team118

Campus Funding Summary119

Addendums125

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Peña Elementary School is approximately 638 as of PEIMS Snapshot (October 28, 2017) and serves students in grades Pre Kinder through Fifth Grade. According to the PEIMS Fall Submission Report Data Review of our campus profile, student population includes: Hispanic 99%, White <1%, African American 0%, Economically disadvantaged 96%, Limited English Proficient (LEP) 45%, At-Risk 73%, Migrant <1%, Gifted and Talented <1%, Special Education <1%. Enrollment numbers for Pena Elementary have shown an decrease over the last year. A decrease has been noted in the LEP population. The mobility rate from home campus to neighboring campus or within the district is high. A total of 472 students are identified as at-risk with the highest number of at-risk students being identified under the LEP category. Based on the 2017 Summer School data, the retention rate is high in the 1st grade level. Overall summer school recommendation percent was at a 9% for our students. Attendance Percentage for the 2016-2017 school year on PEIMS snapshot day was 98.12%. Attendance has been a challenge for Peña Elementary since it opened in 2009 but has shown notable improvements with campus based and district based attendance incentives. The last reported PEIMS generated reports indicate , the demographics for Pena are comparable to that of the student population it serves is over 90% of teachers are Hispanic vs. 99% of students identified as Hispanics. The average class size is 22:1 for K-4th grade. PK and-5th grade do average size is above 22:1. A class-size reduction teacher supports the 5th grade team. Raquel Peña Elementary students reside in the East side near the Port of Brownsville. The academic instructional line for students is Garcia Middle School and students are zoned to Rivera High School.

Demographics Strengths

ELL Placement in Bilingual Program (20 day placement), RTI plans are updated by six weeks with current academic data and decisions are made as team, Early Screening for Dyslexia/Special Education Referrals Screeners. Although enrollment took a hit this year compared to last year based on enrollment reports, there was a minimal loss of students.

Demographics Needs:

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need. Provide instructional support to teachers on how to better serve At-Risk students failing.

- Promote the School to the Community ex. Facebook Page, Flyers

- Provide intervention support to increase ELL student performance in STAAR/District Grading Policy
- Provide support to teachers on how to identify and provide timely intervention to At-Risk students failing.
- Provide supplemental reading materials & supplies to incoming Migrant students
- Identify students in need of academic, dyslexia, behavioral or speech interventions and develop RTI plans in a timely schedule.
- Identifying At-Risk students needing SPED evaluations/504 screeners.
- Increase GT nominations to identify students.

Problem Statements Identifying Demographics Needs

Problem Statement 1: A retention rate of At-Risk students is at a 9% rate. **Root Cause:** Teachers need additional support on how to identify and provide timely intervention to At-Risk students failing.

Problem Statement 2: A decrease in enrollment was noted during the 2017-2018 School Year **Root Cause:** Advertising of the School and the programs offered have been limited. School advertising needs to increase through flyers, school brochures, etc.

Student Achievement

Student Achievement Summary

CIRCLE CPM Summary PK Based on the 2016 – 2017 CPM Assessment Data the following Areas are the met percents:

PK / CPM Spanish

Spanish Letter Knowledge **91%**, Spanish Vocabulary **78%**, Spanish Phonological Awareness **97%**, Spanish Math %.

PK / CPM English

English Letter Knowledge **93%**, English Vocabulary **79%**, English Phonological Awareness **89%**, English Math %.

TPRI/Tejas LEE Summary K-2nd Based on the 2016- 2017 TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

Kinder / Tejas Lee 25 Tested

Spanish Phonological Awareness **68%**, Spanish Phonics **92%**, Spanish Word Reading **68%**, Spanish Listening Comprehension **72%**, Spanish Reading Comprehension **76%**.

Kinder / TPRI 42 Tested

English Phonological Awareness **71%**, English Phonics **95%**, English Listening Comprehension **88%**.

1st Grade / Tejas Lee: No Students were tested with Tejas Lee (2 tested)

Spanish Phonological Awareness **50%**, Spanish Phonics **50%**, Spanish Word Reading **50%**, Spanish TPRI Fluency Goal **0%**, Spanish Reading Comprehension **0%**.

1st Grade / TPRI 91 Tested

English Phonological Awareness **92%**, English Phonics **95%**, English Word Reading **78%**, English TPRI Fluency Goal **56%**, English Reading Comprehension **52%**.

2nd Grade / Tejas Lee 1 Tested

Spanish Phonics **100%**, Spanish Word Reading **0%**, Spanish TPRI Fluency Goal **0%**, Spanish Reading Comprehension **0%**.

2nd Grade / TPRI Tested 104

English Phonics **45%**, English Word Reading **73%**, English TPRI Fluency Goal **43%**, English Reading Comprehension **73%**.

3rd Grade / Tejas Lee Tested 1

Spanish Phonics **0%**, Spanish TPRI Fluency Goal **0%**, Spanish Reading Comprehension **0%**.

3rd Grade / TPRI 104

English Phonics **43%**, English Word Reading **61%**, English TPRI Fluency Goal **26%**, English Reading Comprehension **73%**.

STAAR Summary 3rd-5th Grade

A student group that performed less than or equal to the state average, district average in any given STAAR tested content is identified as a priority. This information is based on the published 2017 Spring STAAR Results

Content Area	STAAR Overall	Approaches GL	Meets GL	Masters GL
Reading (3 rd -5 th)	84%	83%	47%	21%
Math (3 rd -5 th)	91%	90%	58%	28%
Writing (4 th)	76%	74%	44%	7%
Science (5 th)	81%	80%	46%	20%
All subjects	85%			

The trends identified when student performance scores were compared over a period of three years is that students are progressively being able to meet the approaching state expectations for each of the content areas tested. Overall campus showed improvements in subpopulation due to targeted activities such as TAIS Plan, Empowering Writers Training, campus wide writing sample collection on a weekly basis and constant monitoring and collaboration. Students

showed the maintenance of performance as they progressed from 3rd grade to 4th grade and took the Reading assessment. Continued support in the area of Figure 19 is needed to increase 4th Grade scores. The achievement rates of special education students compared with non-special education students is comparable in the area of Reading, Math, and Writing. Increase collaboration between special education teachers and general education teachers is to continue to ensure timely interventions for struggling students. Modeling of effective research based interventions for teachers to turn around and implement with struggling students was identified as a need based on administrative & C& I Specialist observations as well as TPRI/Tejas Lee, STAAR scores.

	Approaches GL	Meets GL	Masters GL
3 rd Grade Reading	90%	44%	23%
3 rd Grade Math	94%	64%	35%
4 th Grade Reading	71%	45%	17%
4 th Grade Math	83%	43%	18%
4 th Grade Writing	74%	44%	7%
5 th Grade Reading	92%	52%	24%
5 th Grade Math	94%	70%	31%
5 th Grade Science	80%	46%	20%

2017 Accountability Summary

- Index 1- 85%
- Index 2-50%
- Index 3-52%
- Index 4-49%

Student Achievement Strengths

TEA 2017 Accountability Performance Index Report Pending:

Based on the 2017 TEA Accountability Summary data analysis and information from surveys and daily operating observations, the following areas of strengths are identified are listed:

- 2017 Distinction Designation in Academic Achievement in Math
 - 2017 Distinction Designation in Academic Achievement in Science
 - 2017 Distinction Designation in Student Progress
 - 2017 Distinction Designation in Top 25% Closing Performance Gaps
 - 2017 Distinction Designation in Post Secondary Readiness
-
- 2017 Index 1 Student Achievement: 85% which is above state Target Score.
 - 2017 Index 2 Student Progress : 50% which is above state Target Score.
 - 2017 Index 3 Closing Performance Gaps: 52% which is above state Target Score.
 - 2017 Index 4 Postsecondary Readiness: 49% which is above state Target Scores.
-
- System Safeguards Met: 24 of 24= 100%%

Student Achievement Needs

Based on the 2016-2017 EOY campus data analysis and information from surveys and daily operating observations, the following areas of need are identified are listed in order of need

- Meet 2017 Distinction Designation in Academic Achievement in Reading
- 2018 Index 1 Student Achievement: Increase % of students meeting satisfactory in Reading, Math and Science to meet the 90% or better and show a growth in areas already at the 90% from 2017 Accountability.
- 2018 Index 2 Student Progress: Increase % of students meeting or exceeding Progress Index 2
- 2018 Index 3 Closing Performance Gaps: Increase % of student meeting Advance Standard in STAAR
- 2018 Index 4 Post Secondary Readiness: Increase % of all students meeting 2016 Post Secondary Readiness at the Phase II accountability standards.
- Start Tutorials for 4th & 5th Grade September 25, 2017with SOY data as a basis.
- Provide substitutes for teachers to participate in Co-planning , training, vertical Alignment and observations by grade levels & subject areas.
- Data analysis using reports generated from Eduphoria, LION, TANGO, Tango Trends to make instructional decisions that directly target students needs and keeping a campus Data Wall up to date with current data.
- PK – CPM English Vocabulary & Phonological Awareness / Spanish Letter Knowledge, Vocabulary, Phonological Awareness & Math

- K – TPRI / Tejas Lee English Phonological Awareness / Spanish Phonological Awareness, Word reading, Listening Comprehension & Reading Comprehension.
- 1st Grade – TPRI / Tejas Lee English Word Reading, Fluency & Reading Comprehension / Spanish Phonological Awareness, Phonics, Word Reading, Fluency & Reading Comprehension.
- 2nd Grade – TPRI / Tejas Lee English Phonics, Fluency & Reading Comprehension / Spanish Phonics.
- 3rd Grade – TPRI / Tejas Lee English Word Ready, Fluency & Reading Comprehension / Spanish Fluency
- Decrease the achievement gap that exists between the All students score and the subpopulations focus on Special Education population
- Increase higher education connection with feeder Middle School.
- Student online portfolios to display their student work.

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: Closing the Achievement Gap between All Students and Sub Populations **Root Cause:** Implementation of instructional delivery was not aligned to the rigor of the general education instruction.

Problem Statement 2: K-3rd Grade students did not meet the 70% Goal for TPRI/Tejas Lee Fluency K-56%, 2nd-43%, 3rd-26% **Root Cause:** Implementation of Fluency Program Read Naturally was not implemented with fidelity.

School Culture and Climate

School Culture and Climate Summary

Based on the 2016-2017 Elementary Student CNA Survey (4/12/2017 Report) Results, **96%** of 2nd-5th grade students feel that they are learning important things in school, **98%** of students feel that teachers at this school help student do their best. Students feel that teachers provide them with the help they need to complete assignment **93%**, Teachers use different ways to help students understand class material **94%**.

Students feel that discipline rules and consequences are fair **91%** while **81%** feel that they can go to the counselor if they need to. One of the weaknesses that both teachers and students noted was the statement that breakfast and lunch served at our campus is of high quality (Teachers- **79%**, Students-**54%**).Students respond positively to interventions that are in place and monitored through Review 360 plans to increase appropriate behavior.

No drug and alcohol use among students has been reported. Effective procedures are in place to promote safety. All visitors must report to the front office and sign in. One security officer is assigned to our campus all day and monitors suspicious behavior and conducts routine checks for campus security.

According to the latest campus needs assessment survey **89%** of students feel safe in this school and **100%** of teachers feel that the campus is safe and secure. Pena Elementary takes a proactive approach to violence and drug use. Counselors and teachers collaborate with administration to plan and deliver effective lessons on anti-violence, anti-drug and a bully free zone campus. Students are responding to strategies that are in place to reduce the threat of bullying. Continued monitoring and intervention programs are in place to empower students to report bullying. Based on staff survey results, **95%** of the staff agrees that the Anti-violence Program at our school is effective as well as the anti-drug program. As per the Antibullying program offered at our campus, **93%** of the staff members feel that it is effective. however, **52%** of our students still feel that there are bullies in our school. This gives us an indication that we need to further continue to create awareness in this area.

Students are encouraged to participate in clubs such as the 5th grade choir, NFL flag football, Volleyball, UIL, Soccer, Science Fair and Chess program, Drill Team, Destination Imagination and Club Code. Students must meet all UIL no pass no play rules to continue their participation in these activities. Students are aware of the academic and behavioral expectations at Peña Elementary.

School Culture and Climate Strengths

Every other week, one student from each class PK-5th is selected for demonstrating White Wing Character and is recognized as the Student of the Week. Each student is publicly recognized and are pictured with our School Mascot. The picture is then displayed to acknowledge their success. Safety procedures are in place, RTI and Review 360 plans implemented, Presentations by Counselors are effective. Small group counseling provides for targeted intervention. Pena students participate in extracurricular activities such as drill team, UIL, Chess and Multiple Library events. Security Officer provided expertise in safety procedures, Higher Education culture is emphasized throughout the school. Campus recognizes a BISD Alumni representing Pena Elementary at the Annual BISD Alumni Luncheon to promote the career readiness and recognize high achievement and community involvement. Administrators treat staff members with respect **77%**. Teachers are involved in decision making process **77%**. Campus meets need of diverse population **98%**. There is an atmosphere of trust

and mutual respect between administration and staff at our campus **74%**. According to staff, the student code of Conduct is applied consistently and fairly among students **89%**

School Culture and Climate Needs

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need.

- Increase number of teachers and staff volunteering to serve as extracurricular events such as DI, Art, etc.
- Increase Health and Wellness for students, faculty, staff and parents through participation in community health events & CATCH, Vive tu Vida
- Continue Educating parents on bullying and how it's defined in the educational setting. Emphasize Internet Safety.
- Provide training to students, parents and staff regarding appropriate use of Internet (5th grade Tablet Program)
- Plan on-going activities in the classroom that focus on creating a bully-free zoned school.
- Promote a college going learning atmosphere with high expectations for academic and behavior success.
- Align instruction and assessments to meet District Plan of Action for Language Arts
- Display Student of the Week Photos in the campus website.
- Increase positive relations with students, parents and staff.

Problem Statements Identifying School Culture and Climate Needs

Problem Statement 1: 18% of Staff members disagree that the special education program at our campus effectively educates students. **Root Cause:** Campus did not meet System Safeguards in Reading and Math for SPED students.

Problem Statement 2: Need for students to believe in the importance of coming of education (being in school everyday, on time and ready to learn). **Root Cause:** Lessons need to be more engaging to motivate students to come to school everyday. Need a variation of incentives and public acknowledgments.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

All teachers and instructional paraprofessionals are highly qualified. An interviewing committee is trained on a yearly basis by the school principal to interview potential candidates with a set of questions that highlight the needs for staff quality at this school. Student teachers are welcome to complete their student teaching hours at this school giving an opportunity to observe students as they become future candidates based on guidelines using Winocular. A grade level mentor is assigned to each new teacher to provide support. The Dean of instruction, C& I Specialist and Administration provide professional development to support learning in the classroom. In addition, new teachers are sent to two day new teacher in-service days and GT Core Hour training. Administration provides one-to-one guidance to new teachers in the areas of need. The District RTI Support Team focuses on sustainability of the RTI Process. Administration ensures that high quality instruction is delivered to all Pena students and provides support by making appropriate recommendations for successful implementations of strategies & RTI interventions.

Peña has a built in structure to increase capacity and leadership. Each grade level nominates a Site Based Decision Making committee member, Lead teacher, LPAC member and Curriculum Point of Contact to represent their grade level and be the representative for concerns or suggestions to better support grade level strengths and weaknesses.

Teachers have multiple opportunities to gain professional development throughout the year. The BISD Professional Development office provides a calendar that is available to all employees through the Professional Development System indicating the sessions available. The campus also assigns teachers from each grade level to leadership roles that require specific training. This training is provided by the different District department as DEIC approved days. At the beginning of the year, all staff members are provided with the PD requirements in a two day back to school in-service with a range of topics that includes Employee Code of Ethics, T-TESS, 504 Requirements, Jenna's Law and extending to mandatory Emergency Operations Plan training.

Teachers have received T-TESS, Cognitive Strategies training, ELPS, Language Enrichment Refreshers, content area strategies, STAAR assessment strategies, etc. Teachers gain PD credit once they submit an evaluation for each session that provides on-going, out of contract, on contract, GT Core or stipend/credit. After teachers attend professional development, the implementation is monitored through walkthroughs, C&I Specialists' visits, as well as formal observations. The professional development given at Peña Elementary is based on campus needs.

Each year teachers complete a campus needs assessment and identify the professional development needs. In addition, data sources such as walkthroughs, TPRI/Tejas Lee Scores, report cards, benchmarks, STAAR scores are used to determine campus professional needs. More than 60% of the faculty meetings conducted at our school are instructional in nature and address strategies to improve student success across the content areas.

According to the latest campus needs input collected through the needs assessment, Peña Elementary is in need of professional development in the area of Language Arts and Math with an emphasis on technology. Professional needs are also present in the implementation the TEKS to align instruction to the STAAR expectations and ensure students meet the standards including the SSI grade. Additional planning time will be needed at least once a six weeks to provide teachers with sufficient time to plan effective lessons.

Classroom walkthroughs conducted on a weekly basis are in place to ensure that teachers and others implement what they learn. Lesson plans are divided into three clusters to include at least one of the testing grade levels. Each administrator is in charge of reviewing the lesson plans for each teacher on Wednesday to better prepare for the observation that is conducted for that grade level the following week starting on Monday. The grade level clusters are as follows: PK, 4th and Special Programs followed by K, 2nd and 3rd Grade and finally 1st, 5th and Special Education.

Teachers in fourth grade continue to implement the Empowering Writers workshop strategies to address the area of Writing. Students are provided with such strategies and attend a Writer's Clinic conducted for Expository Writing the teacher to help students understand the basic structure of expository writing. The students scored a 76% passing rate on the 2017 STAAR Writing test.

Staff Quality, Recruitment, and Retention Strengths

Language Enrichment Trained Teachers, Professional Development learning is implemented systematically. Support is available for teachers regarding student performance. Low teacher turnover rate. Multiple training opportunities available to teachers by Region, District and campus. SIOP Trained Teachers, GT Core Trained Teachers, Bilingual Certified Teachers, MSTAR Trained Teachers, Highly Qualified Paraprofessionals, Extra Duty Tutorial Staff, Google Access School

Staff Quality, Recruitment and Retention Needs

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need.

- Understanding of the the new requirements for SLO (Student Learning Objectives) and continued support with Texas Teacher Appraisal System- T-TESS
- Increase professional development for Special Programs at District and Region level (PE, MUSIC, LIBRARY, etc).
- Increase opportunities for horizontal and vertical alignment and sharing meetings for teachers.
- Increase leadership role opportunities for teachers that have not served in such capacity.
- Ensure that campus personnel are well versed in effective research-based strategies and informed of the District Plan of Action for Language Arts.

Problem Statements Identifying Staff Quality, Recruitment, and Retention Needs

Problem Statement 1: Teachers need more training in the integration of technology in the classroom. **Root Cause:** Not all staff members took advantage of the additional technology training available outside of contract hours.

Problem Statement 2: Teachers need more training in the integration of technology in the classroom. **Root Cause:** Not all staff members took advantage of the additional technology training available outside of contract hours.

Problem Statement 3: Need more vertical alignment meetings. **Root Cause:** Teachers are not aware of the expectations of the receiving grade level in order to adjust their instruction on a timely matter to better improve instruction before students leave the grade level.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

With the increased rigor of STAAR, professional development and curriculum support will be needed in order for teacher to identify root problems leading to students not meeting campus, district and state standards. Professional development using **STAAR Curriculum Support Training** from Region One will allow for our campus to better dissect preliminary reports of scores and make appropriate adjustments to instruction on a timely manner.

Teachers implement the district's curriculum and supplement it with additional resources addressing STAAR expectations. The resources vary depending on the makeup of each class. Weekly tests, grade level benchmark, campus benchmark and district benchmarks are used to measure student achievement. Furthermore, performance on the LION, TPRI/Tejas Lee/CIRCLE CPM and weekly fluency trackers are used to monitor student achievement. Assessment results are used to adjust the instructional plan to meet goals on the instructional plan. Writing samples are collected on a weekly basis with lesson plans from grades PK-5th to support 4th grade composition writing to increase the number of students scoring above a rating of 6 in Expository composition and increase the percent of students Masters Grade level in STAAR Writing.

Assessment results including LION, TPRI/Tejas Lee, CIRCLE CPM, OWL Testing, TELPAS, STAAR, Fitness Gram, NRT, GT retesting and all other campus and/or district based testing impact curriculum and instructional decisions made by administration. Decisions are evident in the area of scheduling of classes, daily schedules, instructional focus for the week and the ordering of materials. The Response to Intervention (RTI) is implemented as follows: Every six weeks, teachers meet with the RTI team to discuss assessment results and RTI- progress monitoring tools for all struggling students. RTI- plans are adjusted to differentiate the instruction based on Tier II or Tier III instruction. Interventions are research based strategies and monitored for effectiveness. The RTI committee proceeds with recommendations for 504 Dyslexia Screener or Special Education screening based on documented Tier interventions and student needs.

Curriculum, Instruction, and Assessment Strengths

STAAR Test Data Analysis through AWARE, Living with Science Program, Grade Level Weekly Meetings, Technology is provided in all PK-5th classrooms (Smart Boards), Accelerated Readers/Math Readers. Accelerated Reading Logs/Accelerated Reader usage increased. Extended Day is available for 1st-5th grade. Administrative Walkthroughs rotation. Fluency and Vocabulary District Initiative Implementation. K-5th Supplemental Reading & Math programs IXL & Istation, Study Island Science are aligned to State Standards. Students are regrouped based on data to support area of need. Campus Wide Spelling City Technology Program available. A-Z Program provided by district.

Curriculum, Instruction, and Assessment Needs

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need:

- Need additional manipulatives for Kinder (building blocks, STEM boxes)
- Increase the number of books in the classroom library (2nd & 4th grade)
- Follow District Scope and Sequence
- Allocate monies to purchase iPads for classrooms.
- Purchase Spanish STAAR resources needed for ELL students.
- Early identification of highly at-risk students based on previous year's data and provide timely tutorials and interventions to meet SSI 1st administration timeline.
- Link classroom teacher lesson plans to Special Programs such as PE, Music and Dyslexia to better align activities to content being covered in general education.
- 2017-2018 New District Grading Procedures Overview for General and Special Populations
- Understanding of the the new SLO (Student Learning Objectives) and Texas Teacher Appraisal System- T-TESS
- Additional Tutorial Funds to provide intervention for students experiencing difficulties in learning.
- SIOP training for new teachers Texas Gateway
- Systematic implementation of Cognitive Strategies, Vocabulary and Fluency Initiative (Sustainability Goal)
- Align planning, instruction and assesment to meet the requirements stated on the District's Plan of Action for Language Arts.

Problem Statements Identifying Curriculum, Instruction, and Assessment Needs

Problem Statement 1: Special Education students are not meeting the STAAR standards. **Root Cause:** The alignment of rigor between GE and SPED lessons is not evident.

Problem Statement 2: Students are entering the testing grade levels with below level fluency, comprehension skills creating a bigger gap for STAAR expectations. **Root Cause:** Curriculum in the lower grades in not aligned to the the Readiness and Supporting standards. Scope and sequence of Math lessons is not paced appropriately.

Family and Community Involvement

Family and Community Involvement Summary

Parents complete two surveys each year to provide us input regarding their perceptions of the school. We had a noticeable increase in parent survey responses in part because each teacher set up laptops/computers in their classrooms during open house and encourage all parents visiting to participate in the survey. As per our 2017 Survey parents at our school feel that: The principal at their child's school is available when they need her: **E 96% /S 98%**, the quality of instruction in their child's school is good: **E 96%/S 98%**, teachers work with them to improve the educational experience of their children **E 98%/S 95%**, are encouraged to be involved in school **E 94%/S 97%**, feel welcome at school **E 94%/S 98%**, the classes at our school are small enough so that each child receives individual attention from the teacher. **E 91%/S 98%**, that their child is safe at our school: **E 96%/S 100%**, that the school administrators and/or teachers take their concerns seriously: **E 94%/S 98%**.

The Site Based Decision Making Committee has two business representative and two community members and two parent representatives that are nominated by school administration. The parent and community membership in the SBDM represents the ethnic and socio make-up of the community. New SBDM Members attend a SBDM training (September 9, 2017). Parents register with the parental involvement office and are cleared to volunteer at our campus. Our parent volunteers are very active and are always willing to collaborate with different members of the school to improve the learning environment for students. Parents attend bi-weekly meeting to obtain information and strategies to impact student learning in a meaningful way. Many PK/K parents are involved with a noticeable decrease in parent volunteers from the upper grades. A parent liaison is available to contact parents and assist parents with multiple instructional skills as well as parenting program skills to better support their child's learning. Volunteer parents support the District Literacy initiative by participating in book reads and plays when author's are invited to Peña Elementary. PK Grant Parental Monthly activities allowed for an increase in parental participation during the 2016-2017 school year. Based on funding, we are looking forward to continuing this activity.

Communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw implemented by some of our classroom teachers. Each teacher is required to keep a parent communication log to document all and any contacts made with parents. All communication is done in both languages to better assist parents.

Faculty and Staff are encouraged to recruit and invite community members to be part of the instructional component of the school. Parents are welcome to collaborate with parent liaison and District parent liaison to support community partnerships as well. Currently, the school welcomes student teachers from UTRGV system, Brownsville Zoo, Turtle Inc., and Brownsville Fire Dept.

Family and Community Involvement Strengths

Parents attend an annual School-Wide Title I Meeting. Pena hosts an Annual Health Fair. Parent Liaison Contact. Community Members partner with our school to present at the weekly * Focus on Future Fridays initiative to promote college awareness. Parent participation in award ceremonies, Parent Access Center, Parent Liaison Contact, Parent Involvement Meetings, School Parent/ Student Compacts, Parent Communication Logs, Early Childhood Center Visits.

Family and Community Involvement Needs

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need.

- Training to teachers on benefits of parental involvement (CIP Activity #8)
- Increase community outreach programs (CIP Activity #7)
- Continue Increasing parent attendance during parent meetings (CIP Activity #1,2,6,9, 10)
- Increase parent communicatin via technology and better public relations by campus personnel to increase parental partnership (CIP #1,2,6, 9, 8)
- Increase Parent Survey response rate (CIP Activiity #1,2,4)

School Context and Organization

School Context and Organization Summary

Students at Peña Elementary find school interesting and feel that the material they learn in class helps them prepare to go to middle school (**91%**). They agree that they are learning important things in school (**96%**). **95%** of student feel that the principal goes into their classrooms to see what they are learning.

The school schedules are designed to maximize the amount of time spent in instruction. Teachers select their computer and library periods to assist them in planning their instructional day. District guidelines are followed when planning the time assigned for each content area on the schedule. A Tier II intervention period is build into the daily schedule to provided additional assistance to struggling learners. A master calendar is maintained by the principal's secretary and all events need to be documented. Instructional meetings and/or events always superseed any other campus event. The campus improvement plan is aligned to the state and district goals. Teachers are invited to join District curriculum alignment committees to have input on the alignment process.

Professional learning communities are organized by content as well as by special programs. Each grade level designates different roles to include: SBDM member, LPAC member, Lead Teacher, Math POC, Reading POC, Science POC. Each team member attends meetings and comes back to share information and complete any tasks assigned. Lead teachers document all turn around meetings in their weekly team meeting minutes. Members are responsible for monitoring student progress and performance via the RTI process. The RTI Team works closely with teachers to provide adequate recommendations for strategies to be implemented for Tier II students.

When situations arise or new traditions are initiated such as the annual talent show, field day, tape your principal to the wall, UIL,etc. a committee is selected by the school principal to handle such event. The committee is selected based on campus staff strengths, training and talents to better target the goal for the given situation and or organized event.

School Context and Organization Strengths

Grade Level Lead Teacher Assignments, SBDM Membership for each grade level, Grade Level Meeting every Tuesday, Team Meetings every Wednesday, Lesson Plans due every Wednesday for upcoming week/Walkthrough focus, Information is disseminated systematically , On-going Student Monitoring (RTI Meeting at the end of every intervention period).

School Context and Organization Needs

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need.

- Teachers needing suggestions on how to improve.
- Ensure assignment of lead teacher roles to better support grade level.
- Assign grade level expert teachers as mentors to new teachers.
- Increase Counseling Sessions.
- Increase Extra Curricular Activities and Character Building Lessons.
- Provide opportunities for teachers new to the grade level to observe experience teachers.
- Provide hands-on workshop opportunities and training for to impact campus wide writing proficiency.
- Increase Make & Take Workshop opportunities.
- Increase extracurricular program opportunities such as Debate and/or Speech Club Nights, Art Clubs, etc.
- Increase collaboration time between BI/Dylexia/Resource and Inclusion teachers to coordinate activities with general ed. teachers.
- Increase input from teachers through their SBDM member on necessary upgrades or instructional material needs.
- Need paraprofessionals to support Tier II and Tier III instruction by grade level cluster.

Problem Statements Identifying School Context and Organization Needs

Problem Statement 1: Need to develop a rotation schedule for After School Extended Day Program Teachers **Root Cause:** Budget only allows for limited amount of teachers vs. unknown participants per day.

Problem Statement 2: Need more parents to be involved with the campus and classroom activities. Increase the opportunities for parents to be involved. Example: Campus Wide Class Dojo, Parent Nights/Pena Parent App to communicate events **Root Cause:** Parents are not able to come during the day to parent meeting/activities.

Technology

Technology Summary

Students have access to four computer labs. One lab is integrated within the library and is available for students to conduct research and take Accelerated Reader tests. The campus is equipped with wireless internet access and all stakeholders have access to such technology. The campus has instructional programs such as Brain Pop, Brain Pop Jr., IXL, Study Island Spelling City, Lone Star Math and state computer programs are also available to 3rd-5th grade students. These state funded programs such as Istation are monitored by the campus and district administration for usage.

The district requires all teachers to have a minimum of 12 hours of on-going training in the integration of technology in the classroom. The campus requires for all teachers to be proficient in the use of technology to include Teacher Access Center, Tango, and Eduphoria Aware. With the ongoing professional development, teachers are able to integrate technology to support instruction and learning via the use of programs such as Living with Science, Smart Board integration and Accelerated Readers. Based on the 2017 CNA results, there is still a need for technology integration into teachers' and students' daily lives. Technology Support Teacher works with teachers to trouble shoot technology issues and provided program support. In addition, a computer lab assistance provides support to students in the computer lab in order for them to access technology programs that support instruction. District professional development is available for off-contract hours for teachers wishing to acquire technology skills. Classroom teachers are responsible for integrating the Technology TEKS into their daily lessons.

Each year, teachers and students complete a technology survey for the curriculum and instruction department. In addition, teachers complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. Data from the most recent STaR Survey indicates the need for additional support in integrating technology into the classroom. Teachers are needing ink for the network printers assigned by grade levels. Pena Elementary is in need of upgrading computers, printers and projectors. Through state compensatory funds, 5th grade classes have been provided with COWs by classroom. Additional State Compensatory Education funds have been allocated for technology in third grade. Two mobile computing carts with thirty Dell laptops per cart are available to use by third graders. With this additional technology in the classroom and continued effective instructional delivery, our students will increase academic performance.

Technology Strengths

District/Campus Partnership with Google3, Computer Labs, 5th Grade Equipped with Computers on Wheels (COW) cart per classroom, 3rd SCE Funded 2 Computers on Wheels (COW), 4th Local Funding 2 Computer on Wheels (COWS), Kinder-2nd Grade 211 Funded and SCE Funded iPads, Project Document Cameras and Smart Boards in all Classrooms, Web Based Software Programs: Istation, Study Island and IXL, Technology Aide to support with technology applications and use of websites and eSchool Plus to view and monitor progress, Bilingual IPAD cart, Library Nooks.

Technology Needs

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need.

- Technology programs appropriate for Early Childhood needs.
- Increase the number of computers on Wheels (COW) carts in 3rd & 4th Grade.
- Increase the number of iPads in PK, Kinder and Second
- Small Group training opportunities on Microsoft programs including district based Office 360, Google, etc.) by district technology specialist/teacher experts.
- Software renewal of computer based programs to integrate technology in the classroom (IXL, Study Island and Vocabulary Spelling City and LoneStar Math).
- Maintain network printers with ink per hallways to upgrade current printers and allow for students to produce products across the content areas.
- Update projectors in each classrooms.
- Infrastructural technology upgrades (longer internet cables, light bulb for projectors, etc.)

Problem Statements Identifying Technology Needs

Problem Statement 1: Need more iPads per classroom. **Root Cause:** Students need more access to technology to enhance their learning and increase basic and advance content skills.

Problem Statement 2: From the 64% of Staff Members that would like additional professional development -25% requested other including technology. **Root Cause:** Even though the amount of technology purchased for the classroom has increased, teachers still need training of how to incorporate such items into the daily schedule and instruction.

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
- Accountability Distinction Designations
- 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
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

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
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee 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
- Communications data

- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices



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: A minimum of 90% of students at Pena will achieve Approaching Performance on STAAR Reading, Math, Writing and Science. A minimum of 50% of students will achieve Masters Grade Level Performance.





Evaluation Data Source(s) 1: Increase of students meeting Approaching, Meets and Master Grade Level Performance to exceed 2017 STAAR Assessment results and improve Index 1-4 scores.






Summative Evaluation 1:





Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Implement researched based and effective teaching practices to develop student's proficiency in all content areas with the use of ancillary /supplementary materials and instructional tools.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS Timeline- August 2017-June 2018 CNA- p. 9</p>	1, 2, 3, 10	Campus Administration Teachers Administrator for State Compensatory Education	Formative: High % of students meeting determined criteria District Benchmark. Progress Monitoring CPM TPRI ANDTejas LEE BOY,MOY results Walkthroughs Lesson Plans Grades Summative: STAAR TELPAS SUPERA TERRANOVA PBMAS EOY TPRI/Tejas Lee EOY OWL /CPM Evaluation	 33%	 33%		
Funding Sources: 199 Local funds - \$8,788.00, 211 Title I-A - \$19,355.00, 162 State Compensatory - \$6,763.00, 163 State Bilingual - \$4,425.00							





<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>2) Provide Professional Development opportunities for all teachers & support staff to implement core & supplemental programs in order for students to improve student achievement in the state assessment requirements.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2017-July 2018 CNA-pgs. 9, 14</p>	3, 4, 5	<p>Bilingual/ESL District Contact Principal Dean of Instruction PK-5th teachers SPED Resource/Inclusion/BI Teachers Curriculum & Instruction Specialists</p>	<p>Formative: .Agendas .Sign In Sheets.Benchmarks .Progress Monitoring results . Walkthroughs . Lesson Plans .Grades</p> <p>Summative: .PD Evaluations .STAAR .TELPAS SUPERA TERRANOVA . PBMAS .EOY TPRI/Tejas Lee AYP .EOY OWL Evaluation STAAR Scores TELPAS Reading Scores NRT PK OWL</p>				
<p>Funding Sources: 199 Local funds - \$1,880.00, 211 Title I-A - \$2,000.00, 166 State Special Ed. - \$500.00, 162 State Compensatory - \$500.00, 163 State Bilingual - \$1,900.00</p>							





<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Struggling students will be identified and assessed for present competencies. Research based interventions will be implemented as well as trainings to support interventions to improve student success in state assessments and grade level expectations. IEPs /AIPs components will be adhered. Goals must include timeframes for identified students. RTI/504 Committee/ARD committee will utilize the participation requirements when making testing recommendations based on the progress of identified students.</p> <p>PLAAFP's will be documented for identified students in SPED. Computer-Based Programs and tools will be used to support instruction.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. , Nov. , Dec. , 2017- Feb. , April , June , 2018</p>	<p>Dean of Instruction ARD Administrator 504 Campus Administrator RTI Campus Administrator Curriculum Specialist Classroom Teacher Special Education Teachers ARD committee Diagnostician SPED Supervisor</p>	<p>PLAAFP and IEP Goal Implementation</p>				
<p>Funding Sources: 166 State Special Ed. - \$3,040.00</p>						



<p>Critical Success Factors CSF 1 CSF 2</p> <p>4) Language Proficiency Assessment Committee will meet periodically to identify bilingual students, monitor student assessment and recommend category changes or exit students from the bilingual program.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. , Nov. Dec. , 2017- Feb. , April , June , 2018</p>		<p>LPAC Administrator Bilingual Lead Teacher LPAC Committee Teachers</p>	<p>TELPAS/PBMAS Terranova/Supera District /Campus Benchmark Scores BISD Writing Portfolio Collection Compliance with all Federal, State and District Requirements</p>				
<p>Funding Sources: 163 State Bilingual - \$600.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Pena teachers will meet with the RTI Committee at the end of each intervention period to review the progress of students on RTI plans and make appropriate educational decisions to support the learning of students through evidence based instruction.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. , Nov. , Dec. , 2017- Feb. , April , June , 2018 CNA pg. - 16</p>		<p>RTI Coordinator Teacher Support Staff Dean of Instruction Assistant Principal</p>	<p>Decrease in RTI referrals. Increase in qualifying students that were identified and recommended for services.</p>				





<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>6) In order to provide additional assistance with Reading, classified instructional personnel will assist teachers to work with at risk students. Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2017-June 2018</p>	Principal Assistant Principal Teachers	Increase in CPM growth from Beginning of Year Assessment to End of Year assessment to meet campus goals.				
<p>Funding Sources: 211 Title I-A - \$107,509.00</p>						
<p>7) Dean of instruction and grade level designee will conduct campus Turn-Around training on various instructional topics such as cognitive strategies, explicit instruction, data analysis of CPM, TPRI/Tejas LEE, District Benchmarks to increase student local and state assessment performance. Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2017-June 2018 CNA pg. 10</p>	Campus Administration .Classroom Teachers .Special Ed Teachers .Dyslexia Teachers. .Dean of Instruction	<p>Increase in Approaching & Meeting Grade Level performance of 3rd-5th STAAR scores</p> <p>Increase in Developed Areas of TPRI/Tejas Lee CPM EOY results.</p>				





<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Conduct at least 3 data analysis meetings in collaboration with the dean of instruction each year to make adjustments to plans, and use data to drive campus decisions in order to impact student success rates.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Campus Administration Dean of Instruction Teachers</p>	<p>Increase level of proficiency in TELPAS PBMAS Indicators Met Increase in District /Campus Benchmark Scores</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) The campus will implement a coordinated systematic assessment plan to monitor students progress data in order to provide reinforcement strategies to improve students skills as measured in campus, district and state EOY assessments.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: TPRI and TejasLEE/2017-2018 Academic Year State/District Campus Assessment Schedules</p>		<p>Campus Adm. RTI Committee Diagnostician Special Ed. Teachers Classroom teachers</p>	<p>Formative: Agendas Sign-In & handouts RTI Plans Tutorial Rosters Progress Monitoring Report Cards Nov. District Benchmark Scores Feb. District Benchmark Scores Brigance Inventory</p> <p>Summative: Increased percentage of students meeting campus, district and state assessment proficiency goals. STAAR TELPAS TERRANOVA PBMAS TPRI/Tejas LEE CPM</p>				
<p>Funding Sources: 199 Local funds - \$900.00</p>							







<p>10) Evaluate and recommend necessary upgrades for instructional facilities equipment and supplies to ensure an appropriate environment and student safety.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS Timeline: August 2017-June 2018</p>	10	Administration PE Coaches C & I PE Specialist	Increase use of safe and durable equipment while participating in core PE programs.				
<p>Funding Sources: 199 Local funds - \$1,000.00</p>							
<p>11) Provide opportunities for All PK-5 Bilingual/PD students to participate in activities that increase English Language Learners Domains in Listening /speaking, reading/writing to systematically transition to English literacy.</p> <p>Examples: poetry, drama, characterization in school programs, foldables, Reading Theatre, campus wide Writing composition bulletin board display.</p> <p>Population- TI MI LEP SE AR GT DYS Timeline- August 2017- June 2018</p>		Principal Dean Bilingual/ESL Teachers PK-5	<p>Formative: TPRI/TejasLEE BOY, MOY Benchmark testing Progress Monitoring . Fluency Monitoring Observations ELL Progress Monitoring</p> <p>Summative: EOY TPRI/Tejas Lee Fluency Rates TELPAS Proficiency Level Cumulative Reports EOY TPRI STAAR Scores</p>				
<p>Funding Sources: 263 Title III-A Bilingual - \$3,138.00</p>							

<p align="center">Critical Success Factors CSF 5</p> <p>12) Encourage student participation in BISD Annual Track & Field Events to maintain students fitness level.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: March 2018-May 2018</p>		<p>Administration PE Coaches Teachers</p>	<p>Formative: Student Roster</p> <p>Summative: Competition Results</p>				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>13) Pena Elem. will keep students, faculty and parents abreast of the Wellness/Nutrition Policy and Guidelines to be in compliance with respective policies and guidelines set forth by the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007 through</p> <ul style="list-style-type: none"> -Annual Health Fair -Parent meetings -Teacher and Staff Development -CATCH Teams Instructional Lessons <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Open House October r2017 and March 2018</p>		<p>Administration PE Coaches Nurse Counselors Teachers</p>	<p>Percent of parents attending the Health Fair as reflected in the sign in sheet, number of medical screenings and eye screenings completed.</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>14) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Administration PE Coaches CATCH Champions Teachers</p>	<p>Formative: Implementation Documentation Lesson Plans Book reports Health Journals Field Trips to the Cafeteria Local Running Event rosters Fitness Assessment Observation Attendance Rates</p> <p>Summative: CATCH Activities CATCH Binder School Health Index Improvement Plan Standardized Tests Results</p>				
---	--	---	---	--	--	--	--

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>15) PE Coaches will incorporate and integrate math, reading, and writing academic concepts inherent to the Physical Education curriculum programs, Project FIT Grant Lesson and CATCH lesson in order to enhance students academic skills through the physical activity.</p> <p>Population:Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2017-June 2018</p>		<p>Physical Ed. Specialist Physical Ed. Teachers Physical Ed. Paras Teachers Administrations</p>	<p>Formative- Curriculum Frameworks Lesson Plans HB5 Documentation Staff Development Agenda Project Fit Lessons</p> <p>Summative- Monthly Campus Visitation Documentation CATCH Binder</p>				
<p>16) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007</p> <p>Population:Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2017-June 2018</p>		<p>Administration Physical Ed. School Nurse CATCH Team members</p>	<p>Formative- Updated District Policy Classroom Observations</p> <p>Summative- TEA required report for Fitness Assessment Results Student Follow-up Texas Fitness Gram Program Results Project Fit Yearly Report</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>17) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Principal Assistant Principal Dean of Instruction Physical Ed. Teachers</p>	<p>Formative: Classroom Observations PE student attendance records</p> <p>Summative: School Health Index Physical Fitness Assessment</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>18) In order to monitor AMAO 1 Progress K- 5 and AMAO 2 --ATTAINMENT K- 12 all K-5 Bilingual/ESL students will be monitored for current English proficiency in the areas of listening and speaking, reading and writing.</p> <p>Population: ALL Students TI MI LEP SE AR GT</p> <p>Timeline: August 2017-June 2018</p>		<p>Campus Administration Testing Coordinator Classroom Teachers Special Ed Teachers Dyslexia Teachers ELACurriculum</p>	<p>Formative: Data Review TELPAS Progress Monitoring Aware input for PK-5th Walkthroughs REACH Tests ELL Writing Portfolios</p> <p>Summative: TELPAS PBMAS</p>				

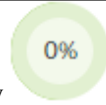
<p align="center">System Safeguard Strategy</p> <p align="center">PBMAS</p> <p>19) The TAIS (Texas Accountability Assessment System) Committee will meet twice throughout the year to monitor and provide recommendations for intervention to decrease the performance level gap between ALL vs. Special populations identified as not meeting System Safeguards.</p> <p>Timeline: November 2017 & February 2018</p>	1, 9	Campus Administration TAIS Committee Members Lead Teachers Classroom Teachers	Formative: Data Review Walkthroughs Six Weeks Tests November/February Benchmark Results Summative: TAPR Report System Safeguards Results				
<p>20) Raquel Pena Elementary will support Early Childhood Education by offering high quality 3 year old full day program for students who qualify under Title I-A criteria to increase early literacy and student school readiness</p> <p>PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>(supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2017 - June 2018 (Added SBDM 01.17.2018)</p>	2, 7, 10	Campus Administration Federal Programs Administrator, Supervisor,	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Personnel Requisitions, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: Tango Central will track the C-PM data				
Funding Sources: 211 Title I-A - \$0.00							
<p>21) Raquel Pena Elementary will ensure that the BISD Plan of Action for ELA and Reading guidelines are met in order to support continuous improvement by:</p> <ul style="list-style-type: none"> * Following the instructional expectations such as the use of journals, Learning A-Z programs and implementation of novels * Participating in professional learning requirements such as Learning A-Z workshops, Dr. Kay text structure training * Completing progress monitoring using TPRI/Tejas LEE, LION testing, fluency to indicate 10 wpm growth by six weeks <p>Population: PK-5th Grade ALL Timeline: August 2017-June 2018 (Added SBDM 01.17.2018)</p>	1, 2, 4, 9	Campus Administration C&I Administrator ELA Curriculum Specialist Teachers	Formative: Dr. K. training and ELAR Maintenance PD, BOY testing, LION Tier 2 and 3 accelerated instruction, Literacy Conference November DBM Middle of the Year (MOY) testing, February DBM, Countdown Plans Summative: EOY TPRI/Tejas LEE Testing State Assessments Results				



= 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: Pena Elementary students will participate in activities and opportunities to enhance college readiness aligned to the Career and Readiness Standards.

Evaluation Data Source(s) 2: Increase in percent of students that meet Approaching and Master Grade level to exceed the 2017 STAAR assessment results and increase in Index 4 score as reported in TAPR.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Pena students and teachers will increase college awareness by participating in the BISD College Awareness Day and encourage opportunities for students to learn about different universities and the programs offered.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2017-June 2018 CNA: 12</p>		<p>Campus Administrators Counselor Classroom Teacher</p>	<p>Formative: Student Participation Staff Participation</p> <p>Summative: Increase Student Awareness HB 5 Documentation</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Pena students and staff will participate in campus wide initiative to increase college and career readiness awareness by completing a unit of study of designated University by grade level.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA:12</p>	<p>Campus Administration Counselor Faculty and Staff Community Members</p>	<p>Formative: -Student Participation -Staff Participation</p> <p>Summative: -Increase Student Awareness -HB 5 Documentation</p>			
<p>Funding Sources: 199 Local funds - \$0.00</p>					
<p>Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Students maintaining an Honor Roll every six weeks for the entire year will be recognized as Pena Honor students and provided with an incentive.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA:12</p>	<p>Campus Administrators Counselors Teachers</p>	<p>Formative: Report Card</p> <p>Summative: Cumulative Grade</p>			
<p>Funding Sources: 199 Local funds - \$1,400.00</p>					

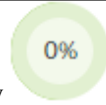
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Dean of Instruction/district specialist will conduct regular research based professional development workshops on -College Career Readiness Standards -TEKS Standards -ELA/Math/Science Content Programs to aide teachers with the implementation of state standards.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA:19</p>		<p>Administrators Curriculum and Instruction Specialists</p>	<p>Formative: . Agendas . Sign in Sheets . Increase use of lessons that address college readiness standards. . Walkthroughs</p> <p>Summative: . Aligned instruction and compliance of all campus, district, state and federal guidelines resulting in student success. . Increase Masters Grade Level percentages scores per subject per grade level in STAAR.</p>			
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 6 CSF 7</p> <p>5) Teachers will participate in Tuesday's Grade level meetings to obtain instructional guidance, support and training needed to address student needs and will plan as a team every Wednesday using campus data, district's scope and sequence and frameworks as a guide to planning.</p> <p>Population: All Students AR LEP MI DYS TI</p> <p>Timeline: August 2017-June 2018</p> <p>CNA:19</p>	<p>4, 8</p>	<p>Administration Teachers Counselors Curriculum & Instruction Specialist Special Ed. Dept. Personnel</p>	<p>Formative: PD Session Evaluation Report Lesson Plans Classroom Observations Benchmark Scores Lead Teacher Documentation</p> <p>Summative: STAAR Scores T-TESS Observations</p>			



= 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: Pena students will participate in a minimum of fifteen musical/art/dance performance for the public and community.

Evaluation Data Source(s) 1: Pena Elementary students will excel in fine arts. Performance in the fall- Christmas Caroling, Honor's Choir, Grade Level Shows.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Academic Vocabulary and concepts will be reinforced through fine arts curricular activities such as participation in UIL events, dance, choral, musicals, readers theatre, gross motor skills and healthy living/ CATCH, volleyball, soccer, races to enhance student critical thinking skills, creativity and teamwork.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Music Teacher Classroom Teachers Campus Administration</p>	<p>Formative: Student Presentations/ Performance Lesson Plans Displays</p> <p>Summative: Videos Projects STAAR Scores</p>				
<p>Funding Sources: 199 Local funds - \$636.00</p>							

<p>2) Increase opportunities for Pena students to participate in campus, district/community events such as Santa & Friends and other Fine Arts Showcase programs, UIL events, musicals, art exhibition, DI and ballroom dancing competitions to showcase fine arts talents and develop leadership and increased student participation as noted in SB5.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Music Teacher Classroom Teachers Campus Administration</p>	<p>Formative: Presentation/ Performances</p> <p>Summative: UIL Competition Rosters Assemblies Talent Show</p>			
<p>Funding Sources: 199 Local funds - \$2,500.00</p>						
<p>Critical Success Factors CSF 5</p> <p>3) Pena 5th grade choir will have public performances at the district/campus, parent meetings and community outreach activities to apply their music and fine arts talents.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: October 2017-May 2018</p>		<p>Music Teacher Classroom Teachers Campus Administration</p>	<p>Formative: Presentation/ Performances</p> <p>Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show</p>			

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>4) Provide opportunities for Fine Arts teacher to attend professional development to obtain new ideas and strategies to incorporate into the classroom instruction.</p> <p>Population: ALL TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-May 2018</p>		<p>Music Teacher Campus Administration Elementary Music Advisor</p>	<p>Formative: Walkthroughs Assemblies Lesson Plans T-TESS</p> <p>Summative: Increase participation in fine arts events-UIL, Ballroom Dancing, Art Shows, Talent Show # of students qualifying for All-Star Choir.</p>			
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Club Code, Stock Market Games and UIL Academics. at the local, state and national level.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2017-June 2018</p> <p>CNA: 9 & 18</p>		<p>Campus Administration Teachers Advance Academics Dept. Chess Coaches Chess Tutor DI Coaches</p>	<p>Formative: Local Tournament Results Campus/District Math benchmark scores</p> <p>Summative: End of Year USCF rating District/Region/State Overall places STAAR Results</p>			<p>Funding Sources: 199 Local funds - \$3,600.00, 199 G/T Advanced Academics - \$864.00</p>
<p style="text-align: center;">  = 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: 90% of Pena Elementary at-risk students will demonstrate Approaching grade level on all STAAR tests and a minimum of 90% of at-risk students will meet the attendance rate.






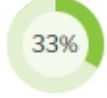

Evaluation Data Source(s) 1: Increase of STAAR percentage of students meeting Approaching, Meeting and Mastering Grade level from the 2017 STAAR Assessment, At-Risk Student Attendance Rate, and Retention Rates





Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4</p> <p>1) Students will participate in the After School Programs offered Monday-Friday to gain instructional reinforcement and remediation in core-area subjects in order to improve student achievement.</p> <p>Population: ALL Timeline: August 2017-June 2018 5 days a week CNA pg. 17</p>	1, 2, 9, 10	Principal Assistant Principal Dean Of Instruction Teachers Data Entry Administrator for State Compensatory Education	Formative eSchoolPLUS Generated Extended Day Schedule Extended Day Lesson Plans Classroom Observations Benchmark Scores Student Progress reports Summative STAAR Scores Retention Rate				
Funding Sources: 162 State Compensatory - \$47,897.00, 211 Title I-A - \$33,300.00							
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) The Dean of Instruction will provide leadership, researched-based professional training and coordination of instructional programs necessary for a well-rounded academic program to improve performance of At-Risk students.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2017-June 2018 CNA pg.10, 16, 20</p>		Principal Administrator for State Compensatory Education	Formative: PD Session Evaluation Report PD Session Attendance Report Lesson Plans Student Progress Reports Classroom Observations Benchmark Scores Summative: STAAR Scores				
Funding Sources: 211 Title I-A - \$2,209.00, 162 State Compensatory - \$73,666.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) The full day Pre-K program will be provided in order to better prepare qualified student academically.</p> <p>Population:AR Timeline:August 2017-June 2018</p>		Principal Assistant Principal Dean of Instruction Teachers Administrator for State Compensatory Education	Formative: Lesson Plans Classroom Observations Student Progress Reports CPALLS (BOY, MOY) Summative: CPALLS (EOY)				
Funding Sources: 162 State Compensatory - \$55,677.00							
<p>4) Pena will have a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents.</p> <p>Population:AR Timeline: August 2017-June 2018</p>		Principal PEIMS Administrator Data Entry	Formative: Campus Registration Packet Evaluation Report Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Homeless Dept. Training Information Student Progress Reports Summative: STAAR Attendance Rate Retention Rate				
Funding Sources: 199 Local funds - \$250.00							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>5) Pena will provide homeless and unaccompanied youth with available food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: AR Timeline: August 2017-June 2018</p>		Administration Parent Liaison Counselor Nurse	Formative: Student Progress Reports Benchmark Scores Daily Attendance Summative: STAAR Attendance Rate Retention Rate				

<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Pena standard registration procedures will be followed for students. Student residency questionnaire will be completed to help the school determine the services the student may be eligible to receive through student referral forms. Campus principal will recommend students that meet the eligibility criteria for Homeless services. Referral will be submitted to the Homeless Dept. Population: AR Timeline: August 2017-June 2018</p>		<p>Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse</p>	<p>Formative: Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p>Funding Sources: 199 Local funds - \$2,500.00, 263 Title III-A Bilingual - \$5,430.00</p>							
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>7) Pena Elementary data entry clerk and office personnel will attend available training on the identification of homeless and unaccompanied youth during registration to ensure barrier-free enrollment using sensitivity techniques and directing families on a timely manner the Homeless Youth Project for further intake. Population: AR Timeline: August 2017-June 2018</p>		<p>Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse</p>	<p>Formative: ERO Session Evaluation Report Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Promote awareness throughout the campus and regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Population: AR Timeline: August 2017-June 2018</p>		<p>Administration Parent Liaison Counselor Nurse</p>	<p>Formative: Parent Meetings Teacher Meetings Student Progress Reports</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				

<p>Critical Success Factors CSF 1 CSF 2</p> <p>9) 5th grade students at Pena Elementary going to middle school will have an individual choice slip plan delineating their course of study.</p> <p>Population: 5th Grade AR</p> <p>Timeline: April 2017-May 2018</p>		<p>Administration 5th Grade Teachers Counselors</p>	<p>Formative: Counselor Presentation Log Student Choice Slips</p> <p>Summative: Middle School Choice Slip Recommendations</p>				
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>10) Administrators from Garcia Middle School and Pena Elementary will share transition student reports to properly identify students in need of assistance and schedule courses accordingly.</p> <p>Population: 5th Grade AR</p> <p>Timeline: May 2018 CNA pg. 12</p>		<p>Administration Feeder School (Garcia M.S.) TLI Teachers</p>	<p>Formative: Benchmark Data Review Walkthroughs</p> <p>Summative: STAAR Scores</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>11) Pena teachers will be trained on CAVI - Sheltered Instruction Strategies to enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency.</p> <p>Population: LEP Students</p> <p>Timeline: August 2017-December 2017 (Bilingual Schedule of Training)</p> <p>CNA pg. 5, 16</p>		<p>Administration Bilingual Specialist Teachers</p>	<p>Formative: ELL Portfolios Walkthroughs Lesson Plans Benchmarks</p> <p>Summative: Annual demonstration and obtaining of measurable progress on oral, reading, and written English proficiency measures and met expectations on adequate yearly progress (AYP) for LEP students.</p>				

<p>12) Teachers will administer state mandated assessments using allowable linguistic accommodations as noted on the participation decision documentation provided for identified bilingual students in special programs folders. Population: LEP Timeline: State Assessment Calendar</p> <p>CNA pg. 5</p>		<p>LPAC Administrator Bilingual Lead Teacher LPAC Committee Teachers</p>	<p>Formative: Data Review REACH Test Walkthroughs Six Week Writing Portfolios TPRI/Tejas Lee CIRCLE CPM OWL Benchmarks</p> <p>Summative: STAAR, STAAR L, STAAR M TELPAS PBMAS TERRANOVA/SUPERA District /Campus Benchmark Scores BISD Writing Portfolio Collection</p>				
<p>13) The Dyslexia program and strategies will be implemented for identified students with dyslexia and teachers will be provided IAP plans to implement accommodations and support students instructional needs.</p> <p>Population: 504 Dyslexic Students Timeline: August 2017-June 2018</p>		<p>Dyslexia Department Dyslexia Teachers Teachers RTI/Dyslexia/504 Administrators</p>	<p>Formative: TPRI/TejasLEE Benchmark testing Fluency Monitoring TeacherObservations TELPAS SUPERA TERRANOVA</p> <p>Summative: STAAR Progress Reports Cumulative Score</p>				
<p>Funding Sources: 162 State Compensatory - \$0.00</p>							



<p>Critical Success Factors CSF 5 CSF 6</p> <p>14) Capitalize on District community resources by creating partnership agreements with agencies and organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Coordinate Head Start On-Site Visit Fall/Spring. Invite pre-registered PK students and their parents to a School Camp day as a transition effort from home to school. Population: PK Students Timeline: May 2018-June 2018 CNA pg. 17</p>		<p>Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers</p>	<p>Formative Agendas Sign-in Sheets MOUs On-Site Visits Attendance School Camp Day</p> <p>Summative: Increased partnerships EOY Award/Social Presentations</p>				
<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 4: By improving attendance, the students will be encouraged and challenged to meet their full educational potential.





Performance Objective 1: Pena students will meet attendance expectations of 98.5% on each marking period.

Evaluation Data Source(s) 1: Pena students will attend school on a daily basis to meet the required ADA % as reported by PEIMS.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>1) Implement campus training that address procedures, roles, responsibilities and a formal written plan for Monitoring / management to ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2017</p>		Principal PEIMS Supervisor Parent Liaisons Attendance Office Data Entry Clerk	<p>Formative Weekly review of campus attendance rates -Phone Master Log</p> <p>Summative Daily Log Monitor Campus Attendance</p>				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Parent attendance liaisons & data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2017-June 2018</p>		<p>Campus Administration Teachers Parent Liaison Records Clerk</p>	<p>Formative: Requests</p> <p>Summative: Completed PRC</p>			
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>3) Teachers will identify students not in class before the attendance marking period and post information outside classroom. Implementation of campus attendance log to ensure Pena meets State and District attendance goals.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2017-June 2018</p>		<p>Campus Administration Teachers Parent Liaison Records Clerk</p>	<p>Formative: Daily Attendance Log Data</p> <p>Summative: Meet ADA Goal</p>			

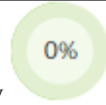
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Parents/guardians will be informed of student attendance goals and requirements through: School Marquee, Student Progress Reports, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Meeting</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2017-June 2018</p>		<p>Campus Administration Teachers Parent Liaison Records Clerk</p>	<p>Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance. Sign In Sheets Agendas</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p>			
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year via public campus announcement and incentives to ensure students attend school daily.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2017-June 2018</p>		<p>Teachers Counselors Administration Parent Liaison Data Entry</p>	<p>Formative Attendance Roster Documentation Grade Book</p> <p>Summative Teacher Access Center Report</p>			
<p>Funding Sources: 199 Local funds - \$2,000.00</p>						



= Accomplished



= Continue/Modify



= No Progress





= Discontinue






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





Performance Objective 1: By the end of 2017-2018 school year, discipline referrals reported to PEIMS at Pena will be less than 2%.





Evaluation Data Source(s) 1: Decrease % of students reported for discipline referrals requiring ISS or OSS as reported to PEIMS.





Summative Evaluation 1:




Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Pena Elementary will ensure through master scheduling 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 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2017-June 2018</p>		<p>PE Teachers Campus Safety Coordinator Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration</p>	<p>Formative: Lesson Plan addressing Safety Emergency Evacuation Drill Log</p> <p>Summative- Reviews of Campus Safety Action Plan Emergency Operating Procedures Decreased Incident/Accident Referrals</p>				


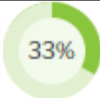
<p>Critical Success Factors CSF 1 CSF 6 CSF 7</p> <p>2) Counselors will train students, teachers and parents using resources developed by the Texas Education Code (TEC) under Section 38.004 in compliance with House Bill 1041 (Jenna's Law effective 09/01/2009) on</p> <ul style="list-style-type: none"> -the District's Policy/guidelines on reporting sexual abuse of children -warning signs indicating that a child may be a victim of sexual abuse <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: August 2017-October 2017</p>		<p>Administrators Counselors Teachers Community Agencies BISD PD</p>	<p>Formative: Student sign in sheets Parent Sign in sheets Counselor logs Agenda PD Workshop # Attendance Roster</p> <p>Summative: Classroom PD Evaluation Student CIP Survey</p>				
<p>3) School counselor will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: August 2017-June 2018</p>		<p>Administration Counselor Teachers</p>	<p>Formative: Counselor Log Agency Referrals</p> <p>Summative: Counselor Log</p>				





<p>4) School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 CNA pg. 11</p>		<p>Administration Nurse Safety Coordinator Teachers</p>	<p>Formative Health Screening Nurse Referrals</p> <p>Summative: Decrease in Health Related Absences and incidents.</p>				
<p>Funding Sources: 199 Local funds - \$480.00, 211 Title I-A - \$19,543.00</p>							
<p>5) Pena Elementary will develop and maintain a multi-hazard Emergency Operations Plan and is reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation.</p> <p>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- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security</p>	<p>Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>Summative: Evaluation Sheets</p>				
<p>Funding Sources: 199 Local funds - \$650.00</p>							

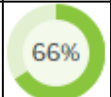
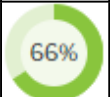
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>6) Counselors will conduct bi-weekly presentations on multiple topics such as conflict resolution skills, study skills, internet safety cyber bullying etc. to train students on strategies they can use to handle these situations.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2017-June 2018 CNA pg. 12 , 21</p>		<p>Administration Counselor Teachers</p>	<p>Decrease in discipline referrals.</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>7) Students will be read Words of Wisdom everyday during morning announcements to encourage positive behavior and character building.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:Daily from August 2017-June 2018</p>		<p>Administration Counselor Teachers</p>	<p>Formative: Announcement Log Participation</p> <p>Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations.</p>				

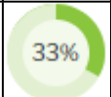
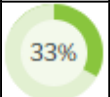
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>8) Provide training for all teachers: -to effectively use Review 360 to prepare and implement a plan to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; -assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Administration Counselors Behavior Specialist RTI Specialist</p>	<p>Formative Agenda Sign-in sheets Action Plans</p> <p>Summative Evaluations Audits Sign-In Sheets</p>				
<p align="center">Critical Success Factors CSF 6</p> <p>9) Pena Elementary has an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In and obtain a numbered visitors pass.RAPTOR. Visitors escorted at all times.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Administrators Office Staff Teachers BISD Police Security</p>	<p>Formative: ID Cards Audits Sign In Sheets</p> <p>Summative: Logs Audit Results</p>				





<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>10) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Administrators Counselors BISD Police and Security Services.</p>	<p>Formative: Safety Coordinators Reports Counselors log Student Code of Conduct PEIMS -Discipline Reports</p> <p>Summative: Decrease in number of incidents reported to campus administration and/or PD.</p>				
--	--	---	---	--	--	--	--









<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>11) Provide professional development based on need: Bullying Violence Presentation Drug, Alcohol and Tobacco Awareness Gun Safety Truancy Conflict Resolution Career Awareness Character Education Responsible Behavior Goal Setting and Long Range Goals Dropout Prevention Human Growth & Development Signs of Child Abuse Response to Intervention (RtI) Review 360 Model for behavior research based interventions to allow teachers and staff to recognize antecedent behavior and address issue using preventive measure to decrease inappropriate behaviors that impede student learning or safety of self or others. Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Principals Assistant Principals Counselors Community Agencies District Counseling Services Behavior Specialist RTI Specialist BISD PD</p>	<p>Formative: Student sign in sheets Counselor logs Agenda PD Workshop# Attendance Roster</p> <p>Summative: Classroom PD Evaluation Student CIP Survey</p>				
<p>Funding Sources: 199 Local funds - \$300.00</p>							

<p>12) Parent Presentations will be made periodically at campuses regarding but not limited to the listed topics: Gang Awareness Bullying CyberBullying Dating Violence Cyberbullying Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy Suicide Prevention Nutrition EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Timeline: August 2017-June 2018</p>		Administrators Counselors Parental Involvement BISD Police and Security Services. Parent Liaison	Formative: Counselors log Lesson Plans Student Code of Conduct Acknowledgement PEIMS Discipline Reports Summative: PD Sign-In Rosters Agendas				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>13) Promote awareness and notification of Student Code of Conduct to students, parents, staff & community through campus distribution and campus presentations in order to promote a safe campus environment</p> <p>Population: All Timeline: August 2017-June 2018</p>		Administrators Counselors Parental Involvement BISD Police and Security Services. Parent Liaison	Formative Sign-in sheets Signed Student Code of Conduct Acknowledgement Forms Agendas Summative Completed Referral Forms Sign-in Forms				

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>14) Notify parents of any discipline referral outlined in the Student code of conduct immediately in order to ensure parental awareness of student discipline.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 CNA pg. 18</p>		Principal Asst. Principal	Formative Conference Notes Summative Discipline Referral Document				
---	--	------------------------------	--	--	--	--	--

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>15) Ensure that campus counselors provide individual and group counseling sessions on a regular basis in order to ensure that students needs are addressed such as:</p> <ul style="list-style-type: none"> -Behaviors interfering with learning -Emotional distress -Family problems -Bullying issues (victim/perpetrator) -Lack of motivation -Self-hurting behaviors -Low Self-Esteem -Peer relationships <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 CNA pg. 16</p>		<p>Administration Teachers Counselors</p>	<p>Formative RTI</p> <p>Summative Counselor Log Counselor Referrals</p>				
--	--	---	---	--	--	--	--

<p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>16) Staff will be provided mandatory Professional development annually on -conflict resolution and behavior management intervention strategies -suicide prevention training</p> <p>ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017 CNA pg. 14</p>		<p>Principal Assistant Principal Dean of Instruction Counselor</p>	<p>Formative: Counselors log Lesson Plans Student Code of Conduct PEIMS Discipline Reports</p> <p>Summative: Decrease in office referrals Sign-In Rosters PD Evaluations Agendas</p>				
<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>17) Campus Safety Coordinator will conduct bi-monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018</p>		<p>Safety Coordinator- Assistant Principal</p>	<p>Formative Agenda Sign-in Sheets</p> <p>Summative Safety Compliance Report from BISD Safety Dept. Decreased Injury Reports</p>				



<p>18) Students needing assistance in the area of behavior will be identified and referred for RTI interventions. RTI Review 360 behavior intervention plans will be developed for TIER II & TIER III students.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 CNA pg. 16</p>	2	<p>Teachers RTI Team Nurse Counselors</p>	<p>Formative RTI Review 360 Plan Observation Forms</p> <p>Summative RTI Review 360 Plan Decision Counselor Log Counselor Referrals</p>				
<p>19) Pena Elementary will ensure through maintenance calendar and campus procedures that all school grounds are maintained to meet safety and aesthetic standards for all students to attend school.</p> <p>Population: All Students</p> <p>Timeline: August 2017-June 2018</p>	10	<p>Campus Administration Campus Safety Coordinator Emergency Operations Coordinator Custodians Teachers</p>	<p>Formative: Custodial Meetings Custodial Upkeep/Routine Cleaning Area Inspections</p> <p>Summative- Fire Extinguisher Audit Report Maintenance Order Completions Yearly Safety Compliance Reports</p>				
<p>Funding Sources: 199 Local funds - \$6,100.00</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>							








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: There will be a 10% increase of parents involved in campus parental involvement activities during each school year





Evaluation Data Source(s) 1: End of Year Parental Involvement Report participation reports showing an increase of parental involvement at Pena Elementary.







Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents</p> <p>Timeline: August/September 2017</p> <p>CNA: 17-18</p>	6	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: District and Campus Parental Involvement Policy Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance. Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Title I-A Parental Involvement Compliance Checklist				
Funding Sources: 199 Local funds - \$0.00							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.</p> <p>Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August/September 2017 CNA:pg. 17-18</p>	6	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: School-Parent-Student Compacts Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
Funding Sources: 199 Local funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents</p> <p>Timeline: September 2017 CNA:17-18</p>		Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance. Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Increased Attendance Rates Decreased Discipline Referrals				
Funding Sources: 199 Local funds - \$0.00							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus parental involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: March 2018 During Open House CNA: 17-18</p>		Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: Increase Parent Survey participation. Summative: Title I-A Parental Involvement Compliance Checklist				
Funding Sources: 199 Local funds - \$0.00							

<p>Critical Success Factors CSF 1 CSF 5</p> <p>5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents Community Members</p> <p>Timeline: Nov. 2017 Jan 2018, April 2018 CNA pg. 17-18</p>	<p>6</p>	<p>Parent Liaison Parent Trainer SBDM Parent Representative Principal Assistant Principal</p>	<p>Formative: Parent Participation and Input during SBDM Meetings.</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist</p>				
<p>Funding Sources: 199 Local funds - \$0.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>6) Participate in a Parent Orientation Day as scheduled by grade levels to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Population: Parents</p> <p>Timeline: Fall 2017/Spring 2018 CNA: 17-18</p>		<p>Parent Liaison Parent Trainer Principal Counselor</p>	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Authority to Volunteer Clearance Letter</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist</p> <p>STAAR Results Attendance Rates Discipline Referrals</p>				

<p>7) Create partnership agreements with agencies and organizations. Invite them to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Head Start On-Site Visit Fall/Spring Telemundo, Brownsville PD Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: Fall 2017/Spring 2018 CNA:17-18</p>	7	Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers	Formative: Increase community involvement partnerships as noted throughout the school year's activities. Summative: Increased partnerships EOY Award/Social Presentations				
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Include strategies from the Customer Service training attended by parent liaison and using digital media to increase communication with parents.</p> <p>Population: Staff</p> <p>Timeline: Fall 2017/Spring 2018 CNA pg. 17-18</p>		Parent Liaison Parent Trainer Principal	Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
Funding Sources: 199 Local funds - \$0.00							

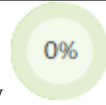
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>9) Provide parent bi-weekly meetings to encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p> <p>Population: Parents</p> <p>Timeline: Bi-Weekly from August 2017-July 2018 CNA: pg. 17-18</p>	6	Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches	Formative: Increase Parental Involvement noted: Teacher Communication Log Open house attendance Weekly Meeting Attendance. Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist				
Funding Sources: 211 Title I-A - \$321.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>10) Parent Liaison will conduct home visits to monitor student attendance, inform parents of requested conferences, verify home residency and attend parental Involvement training.</p> <p>Population Parents</p> <p>Timeline: October 2017-June 2018 CNA: pg. 17-18</p>		Parent Liaison Attendance Liaison Principal Assistant Principal Dean of Instruction Nurse	Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance. Summative: Title I-A Parental Involvement Compliance Checklist				
Funding Sources: 211 Title I-A - \$21,574.00							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>11) Parent Liaison will collect attendance log from teachers by 8:30 a.m. to note students not in attendance and will communicate to parent via phone to encourage and improve attendance.</p> <p>Population: Teachers</p> <p>Timeline: August 2017-June 2018 CNA: 18</p>		Teachers Parent Liaison Principals Assistant Principal Dean of Instruction Counselor	Formative: Daily Attendance/Tardy Log Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Yearly Attendance Rate: 97.5%				



= Accomplished



= Continue/Modify



= No Progress





= Discontinue







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: Pena Elementary will provide supplemental instructional materials to Priority Migrant students in order to support the STAAR assessment rigor.

Evaluation Data Source(s) 1: 90% of Pena Priority Migrant Students will participate in the supplemental activities as required by Title I, Part C Migrant Program.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) All PFS migrant students will monitored and be provided immediate remediation through small group instruction in the classroom and all migrant students will be provided additional reading materials such as fiction and nonfiction readers; Read All About it Reading, Math, Science kits, computer based instruction; math tools, counselings services and or referrals to nurse for needed assistance or services.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2017-June 2018</p> <p>CNA pg. 5</p>		<p>Teachers Counselor Nurse Administration</p>	<p>Formative: NGS Campus Reports Parental, Student and District Requests for Supplies Progress Reports</p> <p>Summative: RTI Plans Completed PFS Monitoring Tool Cumulative Report Cards Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - \$380.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2017-June 2018 CNA pg. 5</p>		<p>Campus Administrators Parent Liaison</p>	<p>Formative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p> <p>Summative: 3rd-5th STAAR Scores 1st-2nd Report Cards Scores</p>			
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Penas PFS migrant students will receive supplemental support services and supplies to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant Students Timeline: August 2017-June 2018 CNA pg. 5</p>		<p>Campus Administrators Parent Liaison Teachers</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-2nd 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.</p> <p>Population: Migrant Students Timeline: August 2017-June 2018 CNA pg. 16</p>		<p>Principal Teachers Counselor Nurse</p>	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPM , TPRI, Tejas LEE, Terranova, Supera Post Assessments</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						

<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>5) Migrant students 3rd- 5th 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: 3rd -5th Grade PFS Migrant Students Timeline: August 2017-Sept 2017 5th Grade students Review BOY, after 1st Administration and 2nd Administration. CNA pg. 16</p>		<p>Parent Liaison Teachers Dean of Instruction Assistant Principal Principal Migrant Parents</p>	<p>Formative: STAAR Remediation NGS STAAR Report District Benchmark Results November /February</p> <p>Summative: STAAR Assessment Test Results Increase of number of migrant students meeting state Level II standards or above in all assessed areas.</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Parents of migrant PK-5th Pena students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.</p> <p>Population: PK-5th Migrant Students Timeline: October 2017-June 2018</p>		<p>Parent Liaison DMC Campus Administration</p>	<p>Formative: Sign-in Sheets Visitation Logs</p> <p>Summative: Session Evaluations and Participants Surveys</p>			
<p>7) Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: Each Six Weeks CNA: pg. 4</p>		<p>Campus Administration Teachers</p>	<p>Formative: District Benchmarks Attendance Reports 3wk progress reports</p> <p>Summative: Report Card STAAR</p>			
<p>8) Teachers and staff will complete a survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results.</p> <p>Population: Migrant Students Teachers and Staff Timeline: April 2018 CNA pg. 4</p>		<p>Campus Administration Teachers Staff</p>	<p>Formative: Parent Meeting Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p>			
<p>  = 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 2: Pena Elementary identified Migrant Students will meet passing standards on all areas of their report card as noted in the end of year retention report for Migrant Students

Evaluation Data Source(s) 2: 90% of Pena Migrant Students will participate in the supplemental activities as required by Title I, Part C Migrant Program.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) The academic progress of migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion from 1st to 2nd grade.</p> <p>Population: Migrant Students Timeline: Sept. , Nov. , Dec. , 2017- Feb. , April , June 2018 CNA pg. 16</p>		<p>Special Programs Administrator Principal Teachers</p>	<p>Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI and Tejas LEE Assessment Decrease in student retention rates for 1st & 2nd Grade students.</p>				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							
<p>2) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PK-5th Migrant Students Timeline: June 2018-July 2018</p>		<p>Special Programs Administrator Principal Summer Teachers Summer School Lead Teacher</p>	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation Decrease in student retention rates for 1st & 2nd Grade students.</p>				
Funding Sources: 212 Title I-C (Migrant) - \$0.00							



<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>3) Migrant students will be offered extended day tutorial session at Pena Elementary 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. Population: Migrant and PFS students Timeline: September 2017-May 2018 SSI Tutorial Schedule/Regular Tutorial Schedule</p>	<p>Campus Admin Classroom Teacher Teacher MSC</p>	<p>Increase promotion rates & test performance</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students as funds become available in order to sharpen their skills and prepare them academically for the STAAR assessment. Population: Elementary PFS Migrant Students Timeline: March 2018</p> <p>Budget: As it becomes available</p>	<p>DISTRICT LEVEL MSC Migrant Counselor Migrant Clerks Migrant Teachers</p>	<p>Increased STAARS Scores for PFS students</p>			
<p>Funding Sources: 212 Title I-C (Migrant) - \$0.00</p>					
<p>  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>					



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: Pena students will be provided with technology resources and skills so they can exceed expected performance standards on state assessments.





Evaluation Data Source(s) 1: End of Year Student Survey results will indicate a minimum of 80% exposure to computer integrated instruction and availability of technology to the learner.





Summative Evaluation 1:







Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will implement research based and effective teaching practices in conjunction with technology based programs and tools that develop students skills and concepts such as IXL, Study Island and Accelerated Reader, Spelling City, LoneStar Math and other test banks, iPads. Technology TEKS will be integrated and taught across the content areas.</p> <p>Population: PreK-5 At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: Sept. , Nov. , Dec. , 2017- Feb. , April , June , 2018 CNA pg. 22</p>		<p>Teachers Technology Lab Aide Campus Administration District Computer Specialist Curriculum & Instruction Aide Technology Support Teacher</p>	<p>Formative: Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData</p> <p>Summative: STAAR Results TTESS Increase STAAR Approaching achievement Increase % in usage report Increase technology proficiency</p>				
<p>Funding Sources: 211 Title I-A - \$6,450.00, 162 State Compensatory - \$15,250.00</p>							

<p style="text-align: center;">PBMAS Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Staff will be provided with professional development hours on campus computer software programs and integration of technology to enhance instructional delivery. Cyber Bullying, Eschools, PearsonRealize, Tango Trends, Lonestar Math, Tango Central, Spelling City, Living with Science, etc., will be included in the training. A minimum of 12 hours of technology PD will be completed by teachers through campus and district based training.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2017-Jan. 2018 CNA pg. 22</p>	<p>Principal Assistant Principal Dean of Instruction Technology Support Teacher Teachers PE Coaches Music Teacher Librarian</p>	<p>Formative: Professional Development ERO Records Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData</p> <p>Summative: STAAR Results ERO Evaluations PDAS STaRChart Survey</p>			
--	---	--	--	--	--

<p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>3) Students and teachers will be provided instruction with on-line testing in order for students to be prepared to take online tests such as the TELPAS Reading and District Benchmarks.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: October 2017-April 2018 CNA pg. 21</p>		<p>Principal Campus Testing Coordinator Dean of Instruction Teachers Technology Aide</p>	<p>Formative: . Student Proficiency Usage of State assessment procedures and ETAZO inputting. . Lesson Plans . Walkthroughs</p> <p>Summative: . Program Reports . TELPAS Reading Scores</p>			
<p>Critical Success Factors CSF 2 CSF 3 CSF 7</p> <p>4) Teachers will be required to complete an annual school technology and readiness (STaR) Chart in order to survey the teacher in what technology equipment they need.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Spring 2018 CNA pg. 21</p>		<p>Principal Teachers Technology Support Teacher</p>	<p>Formative: . Teacher Completed Survey</p> <p>Summative: . STAR Chart Response and Completion Report . Technology Equipment Needs Report</p>			

<p>Critical Success Factors CSF 1 CSF 4</p> <p>5) 1st-4th Students will attend computer lab on weekly basis to work on computer station software programs that increase reading, math and science skills to help increase the level of academic success and assist students to produce computer generated projects.</p> <p>Population:Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2017-June 2018 Blue Computer Lab Schedule CNA- pg. 22</p>		<p>Principal Assistant Principal Dean of Instruction Teachers Computer Lab Aide</p>	<p>Formative . Increase student participation during assigned computer lab schedule. . . Walkthroughs . Progress Software Usage Reports</p> <p>Summative . Assessment Scores . Report Cards . EOY Software Usage Reports</p>				
<p>Funding Sources: 162 State Compensatory - \$18,150.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>6) Technology aide will provide assistance with instructional technology, computer troubleshooting, and creating and maintaining campus network and website in order to maintain technical equipment working and upgrades.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 Computer Lab Schedule for K-4th grade.</p>		<p>Principal Technology Support Teacher Technology Lab Aide</p>	<p>Formative . Increase student participation during assigned computer lab schedule. .Website . Walkthroughs</p> <p>Summative . Assessment Scores . Report Cards . Teacher E-mail request for troubleshooting</p>				
<p>Funding Sources: 211 Title I-A - \$23,000.00</p>							

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>7) Pena students will access their content area ebooks, tools and resources using online access during class presentations and home-based learning. Think Through Math, Istation, PearsonRealize, etc.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: September 2017-June 2018 CNA pg. 21</p>	<p>Teachers Principal Assistant Principal Dean of Instruction</p>	<p>Formative: Increase student use of ebooks, tools and online resources during class instruction as observed during walkthroughs, usage reports and TLI visitations.</p> <p>Summative: End of Year Report Card STAAR Assessments Computer Program Usage Reports.</p>			
<p>Funding Sources: 211 Title I-A - \$11,000.00</p>					
<p>Critical Success Factors CSF 1 CSF 4</p> <p>8) Librarian and instructional aide will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance. An incentive program is implemented to recognize literary academic progress.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 CNA pg. 9, 22</p>	<p>Administration Media Specialist Library Aide</p>	<p>Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays</p> <p>Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students</p> <p>Increase fluency rates and comprehension in state and district assessments.</p>			
<p>Funding Sources: 199 Local funds - \$804.00</p>					


<p>Critical Success Factors CSF 1 CSF 4</p> <p>9) Librarian & Classroom Teachers will work collaboratively to monitor reading progress of students in grades 1st-5th through the Accelerated Reader Program to increase reading fluency and comprehension as reflected in the TPRI/Tejas Lee and STAAR results.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2017-June 2018 CNA pg.9, 22</p>		<p>Administration Media Specialist Library Aide Classroom Teachers</p>	<p>Formative . Reading Log .AR Reports</p> <p>Summative .TPRI/Tejas Lee EOY Testing Results .STAAR Results</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>							

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: Pena Elementary will implement energy savings strategies; submit work orders to maintain current facility needs and prioritize major updates by year to provide a healthy and positive learning environment. (Added SBDM 01.17.2018).

Evaluation Data Source(s) 1: Energy Saving Strategy Plan adopted by campus, updated yearly.

Summative Evaluation 1:




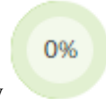

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All Campus Personnel/Departments Timeline: January 2018- June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	2	Principal Assistant Principal Custodians	Campus based implementation of energy saving strategies to decrease energy usage. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage.	➔			
2) Pena Elementary will create and implement a systematic approach to the upgrades and improvements needed for facilities to include prioritizing based on yearly safety needs of the campus. Population: All indoor and outdoor campus facilities Timeline: January 2018- June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	2	Principal Assistant Principal Custodian Secretary	Campus safety inspections will indicate priority need of improvements needed. Formative: Safety inspections/Work Order completions Summative: Evaluation/analysis of survey data.	➔			
							

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: Pena Elementary will ensure the effective and efficient use of 100% of available budgeted funds to be used within the district spending timeline to meet the needs of all students. (Added SBDM 01.17.2018)

Evaluation Data Source(s) 1: Fiscal reports for campus.

Summative Evaluation 1:






Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement. Population: Campus Stakeholders Timeline: January 2018- June 2018 Need: Board approved goal priority (Added SBDM 1.17.2018)	1, 8, 10	Campus Administration Grade Level Teams SBDM	Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published timeline. Summative: End of Year Expenditure Reports.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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: Pena Elementary will commit to promoting teacher retention which includes campus based motivational strategies for recognition of 100% of teachers based on designated criteria. (Added SBDM 01.17.2018)

Evaluation Data Source(s) 2: End of Year Campus Needs Survey results.

Summative Evaluation 2:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc. Timeline: January 2018-June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	2, 5	Campus Administrative Team SBDM	Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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: Raquel Pena Elementary will collect from all grade levels and special programs students success recognition , co-/extra-curricular activities, and parent/community events to submit to the District Public Information Officer. (Added SBDM 01.17.2018)

Evaluation Data Source(s) 1: Media records submitted to the District Public Information Office.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Apr	June
1) Raquel Pena Elementary will designate a Public Information Officer contact to provide featured articles, current and prior students/parents/staff recognition, co/extra-curricular activities, and parent/community events. Population: Raquel Pena Stakeholders Timeline: January 2018-June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	1, 2	Campus Administration SBDM Contact Person for: Public Information Officer	Formative: *Submissions of information for articles and showcases. *Regular features in media showcasing current campus accomplishments. Summative: Annual compilation of articles and presentation/showcases.				
2) Raquel Pena Elementary will update website at least monthly to include the showcasing of student and community activities to support district enrollment/recruitment and retention efforts. Timeline: January 2018-June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	1, 2	Campus Administration Campus TST Webmaster Contact Person for: Public Information Officer	Formative: Monthly review of website indicating current events. Summative: End of Year Clearance of District Monthly Checklist results.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	19	The TAIS (Texas Accountability Assessment System) Committee will meet twice throughout the year to monitor and provide recommendations for intervention to decrease the performance level gap between ALL vs. Special populations identified as not meeting System Safeguards. Timeline: November 2017 & February 2018

State Compensatory

Budget for Pena Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-141-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$6,321.00
162-11-6118-00-141-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$12,376.00
162-11-6118-00-141-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$29,200.00
6100 Subtotal:		\$47,897.00
6200 Professional and Contracted Services		
162-11-6299-62-141-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$2,000.00
6200 Subtotal:		\$2,000.00
6300 Supplies and Services		
162-11-6395-62-141-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$1,650.00
162-11-6395-62-141-Y-30-TEC-Y	6395 Supplies, DP Operations - Locally Defined	\$1,045.00
162-11-6396-00-141-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,001.00
162-11-6398-62-141-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$13,600.00
162-11-6399-00-141-Y-30-000-Y	6399 General Supplies	\$5,262.00
6300 Subtotal:		\$23,558.00
6600 Capital Outlay Accounts		
162-11-6649-62-141-Y30-TEC-Y	6649 Capital Assets - Locally Defined	\$15,105.00
6600 Subtotal:		\$15,105.00

Personnel for Pena Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delfina Aldape	Dean of Instruction	(SCE)-State Compensatory	1.0
Evangelina Nunez	PRE-K TEACHER	(SCE)-State Compensatory	0.5
Karina Lash	PRE-K TEACHER	(SCE)-State Compensatory	0.5
Nancy Trevino	PRE-K TEACHER	(SCE)-State Compensatory	0.5
Rene Villafuerte	Dyslexia 1/2	(SCE)-State Compensatory	0.5

Title I

Schoolwide Program Plan

Peña Elementary School 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(CNA) 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 meeting approaching grade level on all parts of state mandated assessments for the 2017-2018 and to increase the Mastering Grade Level percentages in all content areas. In addition, the committee will implement a plan of action to meet the Annual Measurement Achievement Objective System (AMAOS) indicators.

2: Schoolwide Reform Strategies

Pena Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school extended day 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. Peña Elementary offers programs that assist students with remediation strategies in core-area subjects. Identified students are provided support services in Reading/Math/Writing/Science in order to improve their performance and overall success in the state assessment.**Goal #1: Activity #1,3,5,10 Goal #3: Activity #1,12**

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. 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, highly qualified teachers will be provided with training and knowledge of core reading programs. **Goal #1: Activity #2 Goal #2: Activity#4, Goal#3, Activity#11,13**

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

Peña Elementary provides high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences, campus webinars and workshops which will be intensive and sustained. Professional development will concentrate on the following areas: STAAR, TELPAS, TEKS updates, STAAR Comprehensive Support on Data Analysis, content area intervention strategies and bully free schools. **Goal #1: Activity #2 Goal #2: Activity#4, Goal#3, Activity#11,13, Goal#4: Activity #1, Goal#5: Activity#2, #8, Goal#7: Goal #8,9 Goal #9: Activity#2**

5: Strategies to attract highly qualified teachers

Strategies to attract high-quality teachers to high needs schools will include the selection of teachers from the District's list of certified and approved candidates, recruiting teachers from District recommended program, explaining the paying stipends for attainment of a Master's Degree that our district offers, as well as the district's plan for paying stipends for math, science and social studies. Peña Elementary hiring committee consists of representation from teachers, special programs, specialized area representative, instructional staff and administration. The hiring committee follows standard procedures for scoring interviewees and provides recommendations to the principal for finalists.

6: Strategies to increase parental involvement

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. An orientation for preschool children from Head Start to assist with the transition to Peña Elementary will be held annually in the Fall and Spring. A week before transitioning to middle school, 5th grade students and parents will be invited to an evening ceremony celebrating academic and social accomplishments. A BISD Alumni will be the featured guest and will address the audience to encourage continuing education after graduation. **Goal#7: Activity #1, 2,5,6,7,9,**

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

Pena Elementary will coordinate with early childhood center director a visit to the campus so that we can assist preschool children in the transition to our campus. Parent liaison will coordinate biweekly meetings to distribute information to parents regarding community services for students age 0 to school entry and Child Find opportunities. **Goal #7: Activity #7**

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 to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION Testing, TERRANOVA, SUPERA, TELPAS, TPRI/Tejas Lee, CIRCLE CPM, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. **Goal#1: Activity #4,#5,#10,18,21**

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. 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 Tier II class schedule and/or extended day enrichment courses based on his/her individual needs in the content areas. In addition, Pena Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral. **Goal 1: Activity # 1,3,8,10 Goal 3: Activity #1,3**

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. 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, State Bilingual, State Special Ed 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 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. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Peña Elementary. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Peña migrant family request for school supplies upon their return from migrant travel will be supported to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and implement plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available services/opportunities in the school and or community. Readers & school supplies will be ordered to support PFS student achievement in the area fluency

and comprehension skills. Teachers will monitor progress of PFS migrant students and provide immediate remediation through small group instruction; computer based instruction; counseling's services and or referrals to nurse for needed assistance or services.

Bilingual Funds 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. The Language Proficiency Assessment Committee at Peña Elementary meets periodically to identify bilingual students, monitor student assessment and provide recommendations based on data reviewed. TELPAS progress monitoring is conducted on a six weeks basis and documentation is kept in ELL Portfolios that are found in the students' PRC. Bilingual students have accessibility to programs such as Rosetta Stone to increase their language proficiency.

Pena Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including SSI after school tutorials starting in September 25, 2017. After School Extended Day will be from Monday-Friday 1.5 hours starting August 29, 2017. Students will be provided cognitive based strategies. Pena Elementary will implement the BISD Fluency Initiative and Vocabulary Word of the Week to support this instruction. Interventions, supplemental materials, and support services will be provided using the 3 Tier Model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with additional 30 minutes of research based reading interventions and will be monitored every two weeks using PMBR tool. Struggling students will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized reading instruction. Additionally, supplemental instructional resources will be provided to identified at-risk students to improve academic achievement.

Special education funding 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. **Goal #1: Activity# 3,4,6,7,8, Goal #2: Activity# 1,2,3 Goal#3: Activity#2,3,4**

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
BRYAN DAVILA	PK3 AIDE	TI)-Federal	1.0
JESSICA AGUILAR	TECHNOLOGY AIDE	TI)-Federal Programs	1.0
KARLA PARKER	DYSLEXIA PARAPROFESSIONAL	TI)-Federal Programs	1.0
LYNDAROSE INFANTE	PARENT LIAISON	TI)-Federal Programs	1.0
MARIA LOPEZ	PK-AIDE	T10-Federal Programs	1.0
MARIELA ACEBO	LIBRARY AIDE	TI)-Federal Programs	1.0
MARISELA SANCHEZ	PRE-K AIDE	(TI)-Federal Programs	1.0
RUBY BARRIENTOS	PRE-K AIDE	TI)-Federal Programs	1.0
VERONICA LOSOYA	NURSE	TI)-Federal Programs	0.40

Plan Notes

Please list by monitoring period any activities conducted (include dates) that were aligned to the Campus Improvement Plan Goals & Objectives

PreKindergarten:

August-October 2017

- August 24- Meet the teacher
- September 11- 15 grandparents week, they were invited to come to the library to read to the children
- September 12 dental presentation
- September 25-29 Johnny Appleseed week
- September 26- lice presentation
- September 28- University Day
- October 2- Open House
- October 6- fire prevention presentation
- October 8-14 fire prevention week
- October 9-13 School Lunch week (parents were invited to come to the cafeteria and eat with their children)
- October 10- 1st six weeks perfect attendance awards ceremony(parents were invited)
- October 16-20- Pumpkin project (parents were asked to help their children decorating a pumpkin as their favorite book character)
- October 23-27- red ribbon week
- October 23-31- Kids voting week
- October 30- pumpkin carving in class
- October 31 - Book Character Parade

November-December 2017

-

Jan. -March 2018

-

April- June 2018

-

Kinder:

August-October 2017

- August 16- Round Up (kinder teachers)
- August 24- Meet the teacher
- September 6- Math Placement Test
- September 8- Beginning of year Reading Assessment
- September 11-15- Grandparents Week (grandparents were invited to come read books for children)
- September 12- Dental Presentation at Cafeteria
- September 18-22- Constitution Week
- Sept. 25-Oct. 6- TPRI/Tejas LEE BOY Testing
- September 26- Lice Presentation at Gym
- September 25-29- Johnny Appleseed Week
- September 28- University Day (Baylor University)
- October 2- Open House
- October 5- Unit 1 Reading Test
- October 5- Reach Unit 1 for Bilingual Students
- October 6- Fire Prevention Presentation
- October 8-14- Fire Prevention Week
- October 9-13- School Lunch Week (parents were invited to come eat with their children)
- October 10- 1st Six Weeks Perfect Attendance Awards Ceremony (parents were invited to ceremony)
- October 23-27- Red Ribbon Week (to unify against drugs)
- October 23-31- Kids Voting Week
- October 27- PEIMS SNAPSHOT (Students were given an incentive for having perfect attendance)
- October 31- Book Character Parade

November-December 2017

- November 3- Unit 2 Reading Test
- November 7- 2nd Six Weeks Perfect Attendance Awards Ceremony
- November 10- Reach Unit 2 for Bilingual Students
- November 13- Library Texas Celebration Week
- December 18-21 Christmas Dress Up Week
- December 20- Reach Unit 3 for Bilingual Students

Jan. -March 2018

- January 8- Supper Initiative Begin
- January 9- Party Palooza Field Trip for Perfect Attendance students
- January 12- 3rd Six Weeks Perfect Attendance Awards Ceremony
- January 12- Math Benchmark Topics 5-8

- **January 15- American Heart Association Presentation**
- **January 24- Buster the Bus Presentation**
- **January 22-26- Library 50's Rock n' Roll-Reading Restaurant**
- **February 6- 100 Day Celebration**
- **February 9- Reach Unit 4 for Bilingual Students**
- **February 13- The Leukemia & Lymphoma Society Presentation**

April- June 2018

-

1st Grade:

August-October 2017

- **August 24 Meet the teacher**
- **September 4-8 TPRI/Tejas Lee BOY**
- **September 11-15 Lion Testing BOY**
- **September 12 Dental Presentation at Cafeteria**
- **September 18-22 Constitution Week**
- **September 26 Lice Presentation at Gym**
- **September 28 University Day**
- **October 2 Open House**
- **October 6 Fire Prevention Presentation**
- **October 8-14 Fire Prevention Week**
- **October 10 1st Six Weeks Awards (A, A-B, Perfect Attendance)**
- **October 9-13 School Lunch Week**
- **October 23-27 Red Ribbon Week**
- **October 23-31 Kids Voting Week**
- **October 27 PEIMS Snapshot (Make our attendance count)**
- **October 27 ICE Presentation**
- **October 31 Book Character Parade**

November-December 2017

- **November 1 Zoo Presentation**
- **November 13 Library Texas Celebration Week**
- **November 15 Lego Presentation**
- **December 18-21 Christmas Dress Up Week**

Jan. -March 2018

- **Janurary 24 Buster the Bus Presentation**

April- June 2018

2nd Grade:

August-October 2017

- **August-October 2017**
- **August 24-Meet the Teacher**
- **August 29-Extendend Day Started**
- **August 30- Reading Diagnostic Test**
- **August 31- Food and School Supplies Donations for Houston Hurricane victims**
- **September 5-9- TPRI/Tejas Lee BOY testing**
-

September 6- Math Pearson Diagnostic Test

- **September 11- LION TEST BOY week**
- **September 11- 9/11 activity**
- **September 12- Dental Presentation**
- **September 18-Constitution Week**
- **September 26-Lice Presentation (Gym)**
- **September 28- University Day**
- **September 28- REACH Test Unit 1 and 2 for Bilingual Students**
- **October 2- Open House**
- **October 6-Fire Prevention Week**
- **October 9- Columbus Day song and activity**
-

October 10- Awards Ceremony (perfect attendance and honor roll)

- **October 11-School Lunch (parents were invited to eat with their children)**
- **October 19-27- Breast Cancer Awarness Donations**
- **October 23-Kids Voting**
- **October 23-27- Red Ribbon Week**

- **October 25- Unity Day Against Bullying**
- **October 27- ICE Presentation**
- **October 31- Book Parade**

November-December 2017

- **November 1st Zoo Presentation**
- **November 7 Second six weeks Awards Ceremony**
- **December 13 2nd grade Performance**

Jan. -March 2018

- **January 8- Supper Initiative Begin**
- **January 9- Party Palooza Field Trip for Perfect Attendance students**
- **January 11-12 Awards Ceremony 3rd Six Weeks**
- January 12- 3rd Six Weeks Perfect Attendance Awards Ceremony popcorn was given**
- January 9-12 2nd grade Swimming Classes**
- January 15- American Heart Association Presentation**
- January 15-18- LION MOY Testing**
- January 24- Buster the Bus Presentation**
- January 22-26- Library 50's Rock n' Roll-Reading Restaurant**
- January 30- Bus Evacuation Safety Presentation**
-

April- June 2018

3rd Grade:

August-October 2017

August 24-Meet the Teacher

August 29-Extendend Day Started

August 30- Reading Diagnostic Test

August 31- Food and School Supplies Donations for Houston Hurricane victims

September 5-9- TPRI/Tejas Lee BOY testing

September 6- Math Pearson Diagnostic Test

Spetember 8- Mid checkpoint 1st six weeks (reading,math, and science)

September 11- LION TEST BOY week

September 11- 911 activity

September 12- Dental Presentation

September 18-Freedom week

September 26-Lice Presentation (Gym)

September 28- University Day

September 28- REACH Test Unit 1 and 2 for Bilingual Students

September 29- End of 1st six weeks checkpoint (reading,math, and science)

October 2- Open House

October 5- Party Palooza Fundraiser

October 6-Fire Prevention Week

October 6- Science Fair Project Class Presentation

October 9- Columbus Day activity

October 11- Awards Ceremony (perfect attendance and honor roll)

October 12-School Lunch (parents were invited to eat with their children)

October 19-27- Breast Cancer Awareness Donations

October 23-Kids Voting

October 23-27- Red Ribbon Week

October 25- Unity Day Against Bullying

October 26- Veronique Medrano Tejano Music Award nominee Presentation

October 27- ICE Presentation

October 27- PEIMS Snapshot(students were given an incentive for having perfect attendance)

October 27-Halloween Dance

October 31- Book Parade

November -December 2017

November 1st Zoo Presentation

November 6-2nd Six Weeks Awards Ceremony

November 7 Second six weeks Awards Ceremony

November 7- District Benchmark Testing

November 11- Science Fair

November 13- LION Testing

November 13- Library Texas Celebration Week

November 14- Lego Presentation

November 15- HEB Diabetes Presentation

Jan. -March 2018

•

April- June 2018

4th Grade:

August-October 2017

August 24- Meet the Teacher

September 4- HMH Unit 1

September 5- Pearson Placement Test

September 11- LION Testing

September 17- Constitution Week

September 26- Lice Presentation

September 28- University Day

October 2- Open House

October 12- 4th Grade Hispanic Heritage Presentation for parents

October 8- Fire Prevention Week

October 23- Red Ribbon Week

October 26- Pearson Topic 1-4 Test

October 27- HMH Unit 2

October 27- ICE Presentation

October 27- Red Ribbon Rally

October 31- Book Character Parade

November-December 2017

November 6- 2nd Six Weeks Awards Ceremony

November 7- District Benchmarks

November 13- LION Testing

November 13- Library Texas Celebration Week

November 15- HEB Diabetes Presentation

December 7- District Writing Sample Collection Taken

December 8- Hour of Code

December 9- UIL District Competition

December 13- Reading HMH Unit 3 Progress Test

December 14- Pearson Topic 5-8 Progress Test

December 15- AR Party Palooza Incentive Field Trip

Jan. -March 2018

January 9- Perfect Attendance Party Palooza Field Trip

January 9- Writing Tutorial Commences

January 11- Awards Ceremony 3rd Six Weeks

January 15-18- LION MOY Testing

January 30- Bus Evacuation Safety Presentation

- **April- June 2018**

5th Grade:

August-October 2017

- **August 24- Meet the teacher**
- **August 28- Placement Tests**
- **August 29- Extended day started**
- **September 17- Constitution Week**
- **September 26- Lice Presentation**
- **September 26- Patriotism Night**
- **September 28- University Day**
- **October 2- Open House**
- **October 5- Party Palooza Fundraiser**
- **October 8-14- Fire prevention Week**
- **October 12- School Lunch Week**
- **October 13- Parental Involvement Welcome back meeting**

- **October 21- Vive tu Vida Wellness Rally**
- **October 23- Kids Voting**
- **October 23- Red Ribbon Week**
- **October 25- Unity Day: Together Against Bullying**
- **October 27- Red Ribbon day (wear red)**
- **October 27- PEIMS SNAPSHOT**
- **October 31- Book Characters Parade**

November-December 2017

- **November 6-2nd Six Weeks Awards Ceremony**
- **November 7- Benchmark Testing**
- **November 11- Science Fair**
- **November 14- Lego Presentation**
- **December 8- Hour of Code**
- **December 5-6 - Christmas pictures with Santa**
- **December 9- UIL District Competition**
- **December 15- AR Celebration at Party Palooza**
- **December 21- End of 3rd Six weeks**
- **December 1-14- Dazzling White Wings Christmas Performances**

Jan. -March 2018

- **January 8- Supper Initiative began**
- **January 9- Tutorial Classes Resume**
- **January 9- Party Palooza Perfect Attendance**
- **January 11- Awards Ceremony**
- **January 15- American Heart Association Presentation**

April- June 2018

Special Education:

August-October 2017

August 24-Meet the Teacher

August 29-Extendend Day Started

August 30- Reading Diagnostic Test

August 31- Food and School Supplies Donations for Houston Hurricane victims

September 5-9- TPRI/Tejas Lee BOY testing

September 6- Math Pearson Diagnostic Test

September 8- Mid checkpoint 1st six weeks (Reading,Math, and Science)

September 11- LION TEST BOY week

September 11- 911 activity

September 12- Dental Presentation

September 18-Constitution Week

September 26-Lice Presentation (Gym)

September 28- University Day

September 28- REACH Test Unit 1 and 2 for Bilingual Students

September 29- End of 1st six weeks checkpoint (Reading,Math, and Science)

October 2- Open House

October 5- Party Palooza Fundraiser

October 6-Fire Prevention Week

October 6- Science Fair Project Class Presentation

October 9- Columbus Day activity

October 11- Awards Ceremony (perfect attendance and honor roll)

October 12-School Lunch (parents were invited to eat with their children)

October 19-27- Breast Cancer Awareness Donations

October 23-Kids Voting

October 23-27- Red Ribbon Week

October 25- Unity Day Against Bullying

October 26- Veronique Medrano Tejano Music Award nominee Presentation

October 27- ICE Presentation

October 27- PEIMS Snapshot(students were given an incentive for having perfect attendance)

October 27-Halloween Dance

October 31- Book Parade

November-December 2017

November 1st -Zoo Presentation

November 6th-2nd Six Weeks Awards Ceremony

November 7th- Second six weeks Awards Ceremony

November 7th - District Benchmark Testing

November 11th- Science Fair

November 13th- LION Testing

November 13th- Library Texas Celebration Week

November 14th- Lego Presentation

November 15th- HEB Diabetes Presentation

Jan. -March 2018

January 8- Supper Initiative Begin

January 9- Party Palooza Field Trip for Perfect Attendance students

January 9- Writing Tutorial Classes Resume for 4th grade

January 11- Awards Ceremony 3rd Six Weeks

January 12- 3rd Six Weeks Perfect Attendance Awards Ceremony

January 12- Math Benchmark Topics 5-8

January 15- American Heart Association Presentation

January 15-18- LION MOY Testing

January 24- Buster the Bus Presentation

January 22-26- Library 50's Rock n' Roll-Reading Restaurant

January 30- Bus Evacuation Safety Presentation

February 6- 100 Day Celebration

February 9- Reach Unit 4 for Bilingual Students

•

April- June 2018

Special Programs:

August-October 2017

-

November-December 2017

-

Jan. -March 2018

-

April- June 2018

Parent Liaison:

August-October 2017

-

November-December 2017

-

Jan. -March 2018

•
April- June 2018

Added Goals 9-11

Goal 10-Recommendations from the SBDM Members for Goal 10: Peña Elementary will commit to promoting teacher retention which includes campus based motivational strategies for recognition of 100% of teachers based on designated criteria. (Added on 01.17.18)

PK-

K- wear jeans/tennis shoes

free lunch from cafeteria

1st-

2nd -extra time in lunch

-extra time for planning

-extra time to clock in for example instead of 7:50 at 8:00 for the week or day

- every six weeks a morning or afternoon have sub to go through data

-no after school duty for that day or week

-Free breakfast or lunch from cafeteria

-Have a sub a whole day in class to catch up on anything

-wear a princess crown or king crown for the day or week

3rd-

- **Double planning**
- **come in at 8:15 am**
- **1 hr. lunch**
- **wear jeans**

4th-

- **Birthday acknowledgement through morning announcements**

- **Extra planning day per six weeks to plan**

- **Rotation for tutorial duty. Leaving at 5 instead of 5:15, 5:20, without pay**

- **Extended lunch for teachers with perfect attendance per six weeks**

5th- Extended lunch time- 1 1/2 hours

Round-up (1 Full day of planning every 6 weeks)

Someone to deliver food during our lunch time

Have an assistant (paraprofessional) for a week

SPED-

-Extra time for planning

-Wear jeans/tennis shoes

-No after school duty for that day or week

-Free breakfast or lunch from cafeteria

-Extra time to meet with our folder students after the Coordination day to discuss about their strengths and weakness.

-A special parking spot for the teacher with perfect attendance.

-Class with the best attendance for the whole 6 weeks

-Best performance on assessments and treating those individuals to lunch etc.

SPP-

2017-18 Site Based Decision Making Team

Committee Role	Name	Position
Administrator	Yolanda Turbeville	Principal
Meeting Facilitator	Delfina Aldape	Dean of Instruction
Classroom Teacher	Gloria Nasser	2nd Grade
Classroom Teacher	Noemi Valdez	Kinder
Classroom Teacher	Melissa De la Torre	4th Grade
Paraprofessional	Jessica Aguilar	Paraprofessional
Classroom Teacher	Perla Torres	5th Grade
Classroom Teacher	Auxilia Edinbarough	SPED
Community Representative	Judi Rodriguez	Community
Classroom Teacher	Leticia Castilleja	1st Grade
Non-classroom Professional	Lorena Medina	Assistant Principal
Classroom Teacher	Laura Garza	3rd Grade
Classroom Teacher	Evangelina Nunez	PK
Community Representative	John Herton	Community
Business Representative	Olga Mancias	Business
Business Representative	Rene Medina	Business
Student	Annali Cantu	Student
Parent	Brenda Campos	Parent
Parent	Flor Zuniga	Parent

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies, Instructional Ancillary Material, STAAR Preparation Materials, RTI Intervention Materials,Supplemental Workbooks	199-11-6399-00-141-Y-11-000-Y	\$8,288.00
1	1	1	Duplicating	199-11-6396-00-141-Y-11-000-Y	\$0.00
1	1	1	IT Equip/Power Surge Protectors	199-11-6399-62-141-Y-11-000-Y	\$500.00
1	1	1	General Supplies - Media Center	199-23-6399-16-141-Y-99-000-Y	\$0.00
1	1	2	Employee Travel	199-13-6411-23-141-Y-11-000-Y	\$800.00
1	1	2	Admin. Out of District Travel/Fes, Meal, Etc.	199-23-6411-23-141-Y-99-000-Y	\$1,000.00
1	1	2	Employee Travel-Librarian	199-12-6411-23-141-Y-99-000-Y	\$80.00
1	1	9	Reading & Math Six Assessment Printing/LE	199-11-6399-16-141-Y-11-000-Y	\$900.00
1	1	10	General Supplies Equipment	199-11-6399-51-141-Y-11-000-Y	\$1,000.00
1	2	2	Designated University Logos/Signs /Information/Banners		\$0.00
1	2	3	Honor Roll, Ribbons, Certificates	199-11-6399-16-141-Y-11-000-Y	\$1,400.00
2	1	1	General Supplies,State Adopted Resources, Supplementary resources .Field Trips	199-11-6399-57-141-Y-11-000-Y	\$636.00
2	1	2	Transportation	199-11-6494-00-141-Y-11-000-Y	\$2,500.00
2	1	5	Fees & Dues	199-36-6497-24-141-Y99-021-Y	\$3,600.00
2	1	5	Meals & Travel	199-36-6412-24-141-Y-99-021-Y	\$0.00
2	1	5	Incentives	199-36-6498-24-141-Y-99-021-Y	\$0.00
2	1	5	Supplies & Materials	199-36-6399-24-141-Y-99-021-Y	\$0.00
3	1	4	Software	199-23-6395-65-141-Y-99-000-Y	\$250.00
3	1	6	General Supplies	199-23-6399-00-141-Y-99-000-Y	\$500.00
3	1	6	Admin & Office Comp. Equip	199-23-6649-65-141-Y-99-000-Y	\$2,000.00
4	1	5	Awards, Trophies, Incentives	199-11-6498-00-141-Y-11-000-Y	\$2,000.00
5	1	4	Printed Forms .Presentation Supplies . Notices .Health Supplies	199-33-6399-16-141-Y-99-000-Y	\$50.00

5	1	4	General Supplies	199-33-6399-00-141-Y-99-000-Y	\$250.00
5	1	4	Toner	199-33-6399-62-141-Y-99-000-Y	\$60.00
5	1	4	CPR Training	199-11-6299-00-141-Y-11-000-Y	\$120.00
5	1	5	Equipment Supplies/Portable Radios	199-23-6398-00-141-Y-99-000-Y	\$650.00
5	1	11	General Supplies	199-31-6399-00-141-Y-99-000-Y	\$300.00
5	1	19	Supplies-Custodian	199-51-6315-00-141-Y-99-000-Y	\$6,000.00
5	1	19	Extra Duty-Custodian	199-51-6121-47-141-Y-99--000-Y	\$100.00
6	1	1	Parent Handouts		\$0.00
6	1	2	Handouts and Brochures		\$0.00
6	1	3	Handouts, Brochures and Notices		\$0.00
6	1	4	Surveys		\$0.00
6	1	5	Handouts, Brochures and Notices		\$0.00
6	1	8	Handouts, Brochures, Fliers Professional Development Agenda and Sign In Sheets		\$0.00
8	1	8	Reading Materials	199-12-6325-00-141-Y-99-000-Y	\$500.00
8	1	8	General Supplies	199-12-6399-00-141-Y-99-000-Y	\$150.00
8	1	8	Lost Library Books	199-12-6329-00-141-Y-99-021-Y	\$154.00
Sub-Total					\$33,788.00
Budgeted Fund Source Amount					\$33,788.00
+/- Difference					\$0
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	5	C & I General Supplies	199-11-6399-00-141-Y-21-000-Y	\$864.00
Sub-Total					\$864.00
Budgeted Fund Source Amount					\$864.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount

1	1	1	Paper	162-11-6396-00-141-Y-30-000-Y	\$2,001.00
1	1	1	General Supplies	162-11-6399-00-141-Y-30-000-Y	\$4,762.00
1	1	2	Substitutes	162-11-6112-18-141-Y-30-000-Y	\$500.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-141-Y-24-SSI-Y	\$6,321.00
3	1	1	Extra Duty Pay	162-11-6118-00-141-Y-30-000-Y	\$12,376.00
3	1	1	After School Program Extra Duty Pay	162-11-6118-00-141-Y-30-ASP-Y	\$29,200.00
3	1	2	Personnel	162-13-6119-31-141-Y-30-000-Y	\$73,666.00
3	1	3	Personnel 3 PK Teachers	162-11-6119-00-141-Y-34-PKK-Y	\$55,677.00
3	1	13	1/2 Dyslexia Teacher	162-11-6119-00-141-Y-30-054-Y	\$0.00
8	1	1	Software	162-11-6395-62-141-Y-30-000-Y	\$1,650.00
8	1	1	Supplies & Materials	162-11-6398-62-141-Y-30-000-Y	\$13,600.00
8	1	5	Living With Science	162-11-6299-62-141-Y-30-000-Y	\$2,000.00
8	1	5	New Computers for Blue Lab	162-11-6649-62-141-Y-30-TEC-Y	\$15,105.00
8	1	5	Software for new computers for the Blue Lab	162-11-6395-62-141-Y-30-TEC-Y	\$1,045.00
Sub-Total					\$217,903.00
Budgeted Fund Source Amount					\$217,903.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399-00-141-Y25-000-Y	\$4,425.00
1	1	2	Substitutes	163-13-6399-00-141-Y-25-000-Y	\$1,900.00
1	1	4	LPAC Substitutes/Professional Development Substitutes	163-13-6112-18-141-Y-25-000-Y	\$600.00
Sub-Total					\$6,925.00
Budgeted Fund Source Amount					\$6,925.00
+/- Difference					\$0
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Out of District Travel	166-13-641123-141-Y-23-0P5-Y	\$500.00

1	1	3	Toner	166-11-6399-62-141-Y-23-000-Y	\$340.00
1	1	3	BI General Supplies, Instructional Materials, Ancillary Materials	166-11-6399-00-141-Y-23-0P3-Y	\$400.00
1	1	3	Resource/Inclusion General Supplies, Instructional Materials, Ancillary Materials	166-11-6399-00-141-Y-23-0P4-Y	\$800.00
1	1	3	OHI Reports	166-31-6219-00-141-Y-23-0N7-Y	\$1,000.00
1	1	3	Supplies-gloves	166-11-6399-00-141-Y-23-0B0-Y	\$500.00
Sub-Total					\$3,540.00
Budgeted Fund Source Amount					\$3,540.00
+/- Difference					\$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Ancillary Materials, Instructional Tools, Supplemental Workbooks	211-11-6399-00-141-Y-30-0F2-Y	\$17,355.00
1	1	1	Duplicating Paper	211-11-6396-00-141-Y-30-0F2-Y	\$2,000.00
1	1	2	Employee Travel	211-13-6411-23-141-Y-30-AYP-Y	\$2,000.00
1	1	6	4.0 FTE	211-11-6129-00-141-Y320F2	\$85,704.00
1	1	6	1.0 FTE	211-11-6129-06-141-Y-24054	\$21,805.00
1	1	20	1 FTE 3 Year Old Teacher		\$0.00
3	1	1	After School Program	211-11-6118-00-141-Y-24-ASP-Y	\$24,217.00
3	1	1	After School Program Para Professional	211-11-6121-00-141-Y-24-ASP-Y	\$7,500.00
3	1	1	Medicare ASP	211-11-6141-00-141-Y-24-ASP-Y	\$414.00
3	1	1	Health ASP	211-11-6142-00-141-Y-24-ASP-Y	\$525.00
3	1	1	TRS ASP	211-11-6146-00-141-Y-24-ASP-Y	\$626.00
3	1	1	ACA	211-11-6148-00-141-Y-24-ASP-Y	\$18.00
3	1	2	Professional Development Supplies	211-13-6399-00-141-Y-30-AYP-Y	\$2,209.00
5	1	4	General Supplies, Health Supplies, Flyers, Health Service Training Materials	211-33-6399-00-141-Y-30-0F2-Y	\$500.00
5	1	4	1 FTE (0.4 Distribution)	211-33-6119-00-141-Y-30-0F2-Y	\$18,893.00
5	1	4	General Supplies -Toner	211-33-6399-65-141-Y-30-0F2-Y	\$150.00

6	1	9	Parent Center Supplies	211-61-6399-00-141-Y-30-0F2-Y	\$171.00
6	1	9	Healthy Snacks/Drinks	211-61-6499-53-141-Y-30-0F2-Y	\$150.00
6	1	10	Mileage for Visits	211-61-6411-00-141-Y-30-0F2-Y	\$100.00
6	1	10	1 FTE		\$21,474.00
8	1	1	Software Renewal, Computers, SmartBoards, Laptops, Elmos, General Upkeep Equipments	211-11-6249-00-141-Y-30-0F2-Y	\$6,450.00
8	1	6	1 FTE Computer Lab Aide	211-11-6129-06-141-Y240F2	\$23,000.00
8	1	7	iPads	211-11-6398-62-141-Y-30-0F2-Y	\$11,000.00
Sub-Total					\$246,261.00
Budgeted Fund Source Amount					\$246,261.00
+/- Difference					\$0

212 Title I-C (Migrant)

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	1	Supplemental Reading Materials, Tools, General Supplies	212-11-6399-00-141-Y-24-0F2-Y	\$380.00
7	1	3	NGS PFS Report		\$0.00
7	1	4	Tier 2 Intervention TPRI/ TJL Intervention Guide Technology Base Instructional Support		\$0.00
7	1	5	STAAR Test Results: Eduphoria Reports NGS Student Transfer Document NGS State Assessments Report		\$0.00
7	2	1	State Assessments: TPRI Tejas LEE Benchmarks.		\$0.00
7	2	2	All Non-Migrant Summer School Programs NGS Currently Enrolled Report		\$0.00
7	2	3	Professional Extra Duty		\$0.00
7	2	4	Tutorials		\$0.00
Sub-Total					\$380.00
Budgeted Fund Source Amount					\$380.00
+/- Difference					\$0

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
------	-----------	----------	------------------	--------------	--------







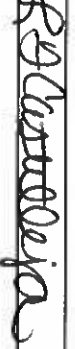


1	1	11	Supplies, Ancillary Materials . Sheltered Instruction (SIOP) .	263-11-6399-00-141-Y-25-000-Y	\$3,138.00
3	1	6	Desktop/Computers	263-11-6649-62-141-Y-25-000-Y	\$5,100.00
3	1	6	Software	263-11-6395-62-141-Y-25-000-Y	\$330.00
Sub-Total					\$8,568.00
Budgeted Fund Source Amount					\$8,568.00
+/- Difference					\$0
Grand Total					\$518,229.00

Addendums

2017-18 Site Based Decision Making Team

Meeting Date: January 24, 2018

4:00 PM

Committee Role	Name	Position	Signature
Administrator	Yolanda Turbeville	Principal	
Meeting Facilitator	Delfina Aldape	Dean of Instruction	
Classroom Teacher	Gloria Nasser	2nd Grade	
Classroom Teacher	Noemi Valdez	Kinder	
Classroom Teacher	Melissa De la Torre	4th Grade	
Paraprofessional	Jessica Aguilar	Paraprofessional	
Classroom Teacher	Perla Torres	5th Grade	
Classroom Teacher	Auxilia Edinbarough	SPED	
Community Representative	Judi Rodriguez	Community	
Classroom Teacher	Leticia Castilleja	1st Grade	
Non-classroom Professional	Lorena Medina	Assistant Principal	
Classroom Teacher	Laura Garza	3rd Grade	
Classroom Teacher	Evangeline Nunez	PK	
Community Representative	John Herton	Community	
Business Representative	Olga Mancias	Business	
Business Representative	Rene Medina	Business	
Student	Annali Cantu	Student	
Parent	Brenda Campos	Parent	
Parent	Flor Zuniga	Parent	

III. Questions/Comments

- Goal 9
- Goal 10
- Goal 11

goals.

II. Goals added to the Campus Improvement Plan to align to newly added district

I. January Progress Monitoring – Plan4Learning website

A G E N D A

Lorena Medina, Assistant Principal

Yolanda Turbeville, Principal

Delina Aldape, Dean of Instruction



Knowledge Round-Up!



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: Pena Elementary will implement energy savings strategies; submit work orders to maintain current facility needs and prioritize major updates by year to provide a healthy and positive learning environment. (Added SBDM 01.17.2018).

Evaluation Data Source(s) 1: Energy Saving Strategy Plan adopted by campus, updated yearly.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Nov Formative	Jan	Apr	Summative June
1) Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All Campus Personnel/Departments Timeline: January 2018- June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	2	Principal Assistant Principal Custodians	Campus based implementation of energy saving strategies to decrease energy usage. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage.				
2) Pena Elementary will create and implement a systematic approach to the upgrades and improvements needed for facilities to include prioritizing based on yearly safety needs of the campus. Population: All indoor and outdoor campus facilities Timeline: January 2018- June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	2	Principal Assistant Principal Custodian Secretary	Campus safety inspections will indicate priority need of improvements needed. Formative: Safety inspections/Work Order completions Summative: Evaluation/analysis of survey data.				








 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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: Pena Elementary will commit to promoting teacher retention which includes campus based motivational strategies for recognition of 100% of teachers based on designated criteria. (Added SBDM 01.17.2018)

Evaluation Data Source(s) 2: End of Year Campus Needs Survey results.

Summative Evaluation 2:








Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative Nov	Jan	Apr	Summative June
1) Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc. Timeline: January 2018-June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	2, 5	Campus Administrative Team SBDM	Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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: Pena Elementary will ensure the effective and efficient use of 100% of available budgeted funds to be used within the district spending timeline to meet the needs of all students. (Added SBDM 01.17.2018)

Evaluation Data Source(s) 1: Fiscal reports for campus.

Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative Nov	Jan	Apr	Summative June
1) Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement. Population: Campus Stakeholders Timeline: January 2018- June 2018 Need: Board approved goal priority (Added SBDM 1.17.2018)	1, 8, 10	Campus Administration Grade Level Teams SBDM	Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published timeline. Summative: End of Year Expenditure Reports.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

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 : Raquel Pena Elementary will collect from all grade levels and special programs students success recognition , co-/extra-curricular activities, and parent/community events to submit to the District Public Information Officer. (Added SBDM 01.17.2018)

Evaluation Data Source(s) 1 : Media records submitted to the District Public Information Office.

Summative Evaluation 1 :

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Nov	Jan	Apr	June
1) Raquel Pena Elementary will designate a Public Information Officer contact to provide featured articles, current and prior students/parents/staff recognition, co-/extra-curricular activities, and parent/community events. Population: Raquel Pena Stakeholders Timeline: January 2018-June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	1, 2	Campus Administration SBDM Contact Person for: Public Information Officer	Formative: *Submissions of information for articles and showcases. *Regular features in media showcasing current campus accomplishments. Summative: Annual compilation of articles and presentation/showcases.				
2) Raquel Pena Elementary will update website at least monthly to include the showcasing of student and community activities to support district enrollment/recruitment and retention efforts. Timeline: January 2018-June 2018 Need: Board approved goal priority (Added SBDM 01.17.2018)	1, 2	Campus Administration Campus TST Webmaster Contact Person for: Public Information Officer	Formative: Monthly review of website indicating current events. Summative: End of Year Clearance of District Monthly Checklist results.				

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue