

Brownsville Independent School District

Castaneda Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: A

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2019

Needs Assessment Overview

Josephine Castañeda Elementary is located in the Southmost area of Brownsville, Texas, and originally opened its doors on November 1965, to temporarily serve the migrant students of Brownsville. Today the school operates as a regular school, serving a diverse student population of 598 students from early education to fifth grades. After thirty-five years of being housed in temporary buildings, on March 28, 2000, the Castañeda Crusaders finally moved into the new facility, which was constructed and known as B.I.S.D's first new state of the art school of the millennium.

The ethnic distribution of the school's student population includes 99% Hispanic, and less than one percent made up of white; 81 Gifted and Talented, 54 Special Education, 270 Bilingual, 435 At-Risk, 8 migrant, and 595 economically disadvantaged. The school is composed of three administrators, and four administrative office staff members. The instructional staff includes 28 classroom teachers, 4 special education teachers, and 15 instructional assistants. Our professional support staff includes: one counselor, one librarian, one technology teacher, two P.E. coaches, and a part time diagnostician, speech therapist and dyslexia teacher. Other support staff members include 3 custodial personnel and 6 food service personnel.

Key features that have contributed to Castañeda's success are our extremely dedicated, hard-working faculty and staff as well as the supportive parents and community members. These factors have labored together to recognize and focus on the potential in each student, evaluate their needs and take action to ensure that positive, long-lasting results are obtained. Castañeda Elementary is devoted to high academic excellence.

Castañeda, along with all the other schools in the district, is a Title-I school wide school. Our school benefits from a three-year old program in which young eager minds are educationally enriched, programs and teachers funded by Title I that have helped enhance the instructional program are the instructional assistants, computer labs, the parent liaison, and the reading enrichment lab. Aside from academics, Castañeda believes in creating well-rounded individuals by providing opportunities for the students to participate in extra-curricular activities. These activities include: flag football, cheerleading, choir, science fair, Destination Imagination, Jump Rope for Heart, Spelling Bee, safety patrol, Accelerated Reader, Coding Club and chess club.

Castañeda's school colors are royal blue and white and it proudly displays the "Crusader" as its mascot. The faculty and staff will continue to work by its motto "Committed to Excellence."

The campus has received the following recognition: 5 of 6 TEA Distinctions 2016-2017; Named to Texas Honor Roll 2017; 5 of 6 TEA Distinctions 2015-2016;

5 out of 5 STAR TEA Distinctions 2014-2015 School Year

Named to the Texas Honor Roll 2016

6 STAR TEA Distinctions: 2013-2014

2014-2015: TEA High Performance Reward School

2014-2015: TEA High Progress Reward School

A TEA Recognized Campus: 1993-1994 1994-1995 1995-1996 1996-1997 1999-2000 2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006
2006-2007 2007-2008 2008-2009 2009-2010

TBEC Honor Roll Campus: 2008

A TEA Exemplary Campus: 1997-1998

4-Star Rating by Texas Monthly Magazine in 1996-1997

5-Star Rating by Texas Monthly Magazine in 2001-2002

2004 Gold Performance Acknowledgement in Attendance and Reading

2007 Gold Performance Acknowledgement in Attendance (2005-2006): Commended in Writing, Mathematics and Science

2008 Gold Performance Acknowledgement in Attendance (2006-2007): Commended in Writing, Mathematics and Science

2009 Gold Performance Acknowledgement in Attendance (2007-2008): Commended in Reading, Writing, Mathematics and Science

2010 Gold Performance Acknowledgement in Attendance (2008-2009): Commended in Mathematics and Science

2011 Gold Performance Acknowledgement in Attendance (2009-2010): Commended in Reading, Mathematics and Science

2009 The National Center for Educational Achievement (NCEA) recognizes CASTANEDA EL as part of its 2009 Just for the Kids Campaign for Higher Performing Schools in Texas.

Demographics

Demographics Summary

The student population at Castaneda Elementary School is approximately 540 and serves students in grades PK-3 through 5th. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic, African American, Economically Disadvantaged, Limited English Proficient (LEP), At-Risk, Migrant, Gifted and Talented, and Special Education. Enrollment numbers for Castaneda have decreased by approximately 44 students. The mobility rate for the campus is 17%. A total of 410 students are identified as at-risk with the highest number of at-risk students being identified under the Hispanic sub population. Additionally, the retention rate is as follows: All students-4%, At-Risk Students-4%. The Attendance Rates for the 2017-2018 school year is 97.3% for all students and 96.6% for at-risk students. The campus will provide incentives for perfect attendance that include various activities including weekly, six-weeks, end of semester and at the end of the year. At-Risk and LEP populations activities include participation in tutorial, vocabulary rich environments and identifying individual needs of students to meet mastery of standards.

Demographics Strengths

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

Demographic Needs

1. Increase academic achievement for Economically Disadvantaged students, Bilingual/LEP population, Migrants, and the Special Education program (At-Risk Population) through after school programs such as the Extended Day Enrichment program and State Compensatory tutorials.
2. Migrant students will receive added support from the campus such as purchasing school supplies, clothing and items for personal hygiene.
3. Increase Attendance Rate for sub-populations
4. Raise reading/language skills in both native and second language for ELL students
5. Maintain highly qualified teachers by providing program stipends and campus recognition activities such as the annual *Thanksgiving Teacher Luncheon*, *The Twelve Days Before Christmas Holidays*, *Teacher Appreciation Week* and *End of the Year* educator recognitions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special population groups such as Economically Disadvantaged and ELL students are in need of language

acquisition/vocabulary/comprehension in the foundation grades. **Root Cause:** A greater percentage of Economically Disadvantaged, Special Needs and ELL populations who have gaps in language arts skills.

Student Academic Achievement

Student Academic Achievement Summary

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

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade (94%), 4th Grade (83%), 5th (83%)

Writing: 4th Grade (75%)

Math: 3rd Grade (91%), 4th Grade (78%), 5th (92%)

Science: 5th Grade (83%)

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

Performance variation between all student groups:

Reading: At-Risk (55%), Economically Disadvantage (68%), Hispanic (68%), Female (81%), Male (72%), Gifted and Talented (95%), LEP (46%), Migrant (33%), Special Education (57%)

Writing: At-Risk (41%), Economically Disadvantage (66%), Hispanic (66%), Female (85%), Male (61%), Gifted and Talented (91%), LEP (32%), Migrant (0%), Special Education (0%)

Math: At-Risk (76%), Economically Disadvantage (76%), Hispanic (76%), Female (83%), Male (77%), Gifted and Talented (90%), LEP (63%), Migrant (100), Special Education (23%)

Science: At-Risk (74%), Economically Disadvantage (82%), Hispanic (82%), Female (92%), Male (78%), Gifted and Talented (88%), LEP (69%), Migrant (50%), Special Education (50%)

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

Student Academic Achievement Strengths

- Tutorials: State Compensatory, SSI
- Extended Day Enrichment Program
- STEAM Academy in 2nd Grade and one to one iPad per child in first through fourth grades
- Student/Teacher ratio
- Prekindergarten 3 and 4 Year Old Program

Student Achievement Needs

1. Provide more supplemental instructional materials and supplies in all academic content areas to support classroom instruction for all student special populations.
2. The Spring 2019 Campus Needs Assessment Survey compiled for the campus showed that 75% of teachers believe they need more professional development. Teachers specifically indicated they need more professional development in math, language arts, and science. More weekly grade level meeting academic strategies shared among colleagues. More instructional supplies purchased for professional development so teachers may have hands on sessions to turn around strategies immediately in the classrooms.
3. Improve TELPAS scores; Increase Advanced High percentage on TELPAS; Increase ELL students achievement (Science)
4. Increase reading (fluency & comprehension), math (fluency and comprehension) and writing academic achievement by analyzing data such as STAAR, TPRI, Tejas Lee, CPALLS (3 Year-Old Program-Prekindergarten), SUPERA, Terra Nova, Accelerated Reader reports and District Checkpoints as well as utilizing state compensatory after school funds and federal funds (extended day enrichment program) for all populations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in the sub-populations need more intensive instruction in language arts to develop and strengthen thier vocabulary , comprehension and writing skills. **Root Cause:** Sub-population students are below grade level expectations in vocabulary, comprehension and writing skills.

School Processes & Programs

School Processes & Programs Summary

Castaneda has strived to strengthen the communication and collaboration between and among the school and our community. At the beginning of the school year, our campus personnel began working strategically on analyzing the campus data to implement programs that would target our areas of need in kindergarten through fifth grade. The teachers attended professional development in assessing students, reading and using the assessment data, and in planning and implementing targeted instructional groups. Each respective content area implemented, and monitored district frameworks that reflected research-based strategies and best practices. All core content areas conducted grade-level, the Fall Literacy Conference that focused on raising the district performance on all state assessments.

English Language Arts

The district compiled an Action Plan for ELA that included the guidelines for the implementation of the ELA Plan created in the summer of 2016. It laid out the key strategies, activities, and monitoring actions that needed to take place at each level and identified key personnel for following up on the implementation. The plan was implemented at Castaneda.

Fiction and non-fiction literature was expected to be used as the basis for not only reading but writing throughout the campus at all appropriate grade levels. Weekly fluency and writing samples were picked up and reviewed at grade level meetings. TLI and Dr. Kay's reading strategies were used to strengthen reading comprehension.

Mathematics

The main activities for elementary math teachers were focused on professional learning communities with representation from each grade level and on-campus/in-campus supports based on specific needs identified by campus leadership.

Science

Science in fifth grade is departmentalized. The science class follows the district's curriculum frameworks for both classroom and lab activities.

Social Studies

The social studies program at Castaneda is focused on the district's curricular programs. In addition, programs such as Brain Pop and Social Studies Weekly are used to increase student knowledge.

Technology

The campus TST provides support with computing, networking, web services, and technology systems. His responsibility primarily focuses on teaching

computer technology to our prekindergarten through fifth grade students.

School Processes & Programs Strengths

- In 2018-2019, a major factor contributing to our strengths continued to be professional development opportunities across core areas in the use of iPads and educational apps such as SeeSaw. All certified personnel were asked to receive 12 hours of professional development in technology. Walkthroughs and observations showed the implementation of the technology and the strategies acquired during the staff developments.
- Extra-curricular activities such as Fine Arts and Destination Imagination continued to see some increases in participation and students advancement beyond the district and region.
- Frequent visitation to classrooms ensured constant monitoring of classroom instruction based on the diverse needs of the campus. In the classroom, activities involved modeling and providing instructional support to the teachers.
- Collaboration between administration and the staff in analyzing of assessment data was critical to improve student outcomes to address academic needs.
- Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. Determination of the final 2018-2019 attendance rate is pending but is expected to be about 98%.
- Castaneda was one of six schools selected to be a STEAM academy for the 2018-2019 school year and now this 2019-2020 school year all students in grades first through third will have iPads/tablets to enhance learning, strengthen technology skills and increase communication with parents.

School Processes & Programs Needs

1. RTI 3-tiered model will be monitored to ensure implementation of differentiated/individualized interventions for both academic and behavior. The RTI behavior model will include counseling sessions (weekly and individualized).
2. Purchase software programs, applications, warranties, licences, and computer hardware such as desktops, tablets, printers, and iPads to be implemented in all grade levels and administration for the blended learning approach and data analysis. Purchase STEAM resources to support the STEAM initiative such as the Goblin car.
3. 2018-2019 attendance was 97.28%;The 2019-2020 campus goal is 98%; There is a need to continue monitoring students' daily attendance, provide campus incentives and awards to students meeting the attendance goals. The parent liaison will assist in monitoring students' attendance through home visits as needed. Therefore, a budget will be allocated for mileage reimbursement.
4. Increase parent volunteer percentage; More parent communication through the use of technology apps and involvement through the addition of various parental involvement activities.
5. Maintain a safe learning environment by purchasing general supplies and resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase technology available to all grade levels prekindergarten through fifth. **Root Cause:** Second grade

STEAM classrooms were the initial investment and models.

Perceptions

Perceptions Summary

Overall, Castaneda continues to maintain its student enrollment. The information provided by the 2018-2019 Campus Needs Assessment Survey provided valuable insight to continue to improve partnership and communication with all stakeholders involved in the success of the campus.

Perceptions Strengths

The Parent Survey indicators showed that parents were overall satisfied (100% combining "strongly agree" and "agree" with the regular and 905% special program) instruction provided. 100% of parents agree that the teachers expect their children to do their very best and over 100% "strongly agree" and "agree" that the quality of instruction at Castaneda is good. Technology resources available for students to assist with school work was scored at an 88%. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 75%). 100% of all parents who completed the survey strongly agreed that they feel welcomed at Castaneda.

Parental Involvement Department has identified the following as areas of strength:

- Increased parent participation
- Combined strongly agree and agree statements are in the 90% range for parental support of the education program.
- Weekly parent meetings with well structured and well informed presentations
- 98% of our students believe their teachers "help students do their best"
- Coffee with Crusaders teacher- parent gathering once per six weeks per grade level

Perceptions Challenges (Needs):

1. Based on the 2019 Parent Survey results, parents believe that the school building needs more assistance with maintenance.
2. According to the 2019 Teacher Survey, teachers are requesting more professional development in the area of technology and servicing special education students in the regular classroom.
3. 94% of parents feel their child(ren) are safe at school.
4. Increase the number of students participating in more school activities such as athletics, chess, dramas/plays, coding

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More parents would like to be involved in campus decision-making process. **Root Cause:** Low parent involvement in decision-

making process.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- 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
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) 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 EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

- Parent surveys and/or other feedback
- Parent engagement 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
- Action research results

Goals

Revised/Approved: May 27, 2019

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

Performance Objective 1: J. Castaneda student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.

Evaluation Data Source(s) 1: STAAR performance reports



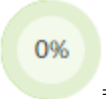

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase instructional materials and resources, supplies, copy paper, tablet cases, and capital outlay equipment as needed for instructional and professional development use. Purchase instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction. Population: Teachers, AR, SE, MI, T1, Timeline: December 2019 CNA: SA 1, 2 TLI Sustainability Activity	2.4, 2.5, 2.5	Teachers N. Camargo M. Garcia	Formative: Walk Throughs, Benchmarks, Report Cards Summative: TPRI/Tejas Lee, State Assessment Test Results				
Funding Sources: 162 State Compensatory - 8596.00, 211 Title I-A - 39525.00, 199 Local funds - 15033.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Provide high quality professional staff development and methodologies to address deficiencies in the STAAR/state assessments results.</p> <p>Reading Strategies Writing Process Training Math(New TEKS) Science Social Studies Population: Teachers Timeline: August 7, 2019- May 27, 2020 Scheduled Campus & District Training CNA: SA 2 TLI Sustainability Activity</p>	2.4	Teachers Principal Dean of Instruction Assistant Principal	<p>Formative: Session Evaluations, Walk throughs, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				
<p>3) Teachers in EE-5th grades will analyze campus and district benchmarks , previous STAAR Reading, TPRI/Tejas Lee (BOY, MOY, EOY), CPALLS, Education Galaxy assessments to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS. Utilize Eduphoria and TANGO reports to facilitate disaggregation of data.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Timeline: August 7, 2019- May 27, 2020 CNA: SA 4 TLI Sustainability Activity</p>	2.4, 2.6	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	<p>Formative: Benchmark Aware Reports, TANGO Reports, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				
<p>4) Paraprofessionals in Library, Science Lab, EE, and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged.</p> <p>Populations: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 7, 2019- May 27, 2020-Daily CNA: Demo 1</p>	2.5	Principal Teachers Paraprofessionals Librarian	<p>Formative: Walk throughs</p> <p>Summative: Teacher Assistant EOY Evaluations</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>TEA Priorities Recruit, support, retain teachers and principals 5) Teachers and the RTI team will comply with the RTI process prior to referring students for academic or behavioral concerns and will utilize Review 360 for classroom interventions.</p> <p>Population: RTI Team, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 7, 2019- May 27, 2020 - District Designated Six Weeks Periods CNA: SPP 1</p>	2.5	Principal Assistant Principal / RTI Coordinator Dean of Instruction Teachers	Formative: Weekly Assessments, Daily Schedule, Progress Monitoring Reports, Lesson Plans Summative: State Assessment Test Results				
<p>6) CSR teacher will help alleviate the number of 5th grade students per class to increase student academic achievement.</p> <p>Population: 5th Graders-AR, LEP, Non LEP, 504/ Dys, Sp. Ed., TI, Mig Timeline; August 7, 2019- May 27, 2020-Daily CNA: Demo 1</p>	2.5, 2.6	Principal Dean of Instruction	Formative: Daily Schedule, Lesson Plans, Walk Throughs, TANGO & AWARE Reports Summative State Assessment Test Results				
<p>7) Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points, and encourage a love of reading. Second through fifth grade students will read novels bimonthly to strengthen reading achievement.</p> <p>Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 14, 2019-May 27, 2020 Daily CNA: Demo 1; SA 4</p>	2.4, 2.5	*M. I. Colglazier *1st -5th Grade Teachers	Formative: AR Weekly Student Reports, Summative: STAAR Assessment Results, TPRI, Tejas Lee BOY, MOY, EOY Results, TELPAS Results, 1st and 2nd Grade NRT				
<p>Funding Sources: 199 Local funds - 500.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>8) Fluency practices for K-5th grade students will be sent home daily. Weekly fluency reading and writing check-ups (journal writing/portfolios) will be completed and reviewed by the Dean of Instruction.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, PK-5th Grade Timeline: August 14, 2019- May 27, 2020 Daily TLI Sustainability Activity CNA: SA 4</p>	2.4, 2.5	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	<p>Formative: Weekly Log, Progress Reports</p> <p>Summative: State Assessment Test Results</p>				
<p>9) Teachers in Prekindergarten through 5th grades will use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary).</p> <p>Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 14, 2019- May 27, 2020 TLI Sustainability Activity CNA: Demo 1; SA 4</p>	2.5	Principal Dean of Instruction Teachers	<p>Formative: Progress Monitoring Reports, Tango Reports, Walk Throughs, Lesson Plans</p> <p>Summative: Tango (TPRI, Tejas Lee, C-PM) EOY Reports, STAAR Results</p>				
<p>10) Purchase instructional materials, consumable supplies, and electronic equipment such as iPads to supplement the core curriculum. Utilize consumable supplies such as paper to make instructional booklets to support the ELL student in the classroom. Supplemental supplies such as dictionaries, glossaries, and thesauruses will be utilized so ELL students may determine or confirm meanings of words or phrases. Provide bilingual teachers with duplicating paper, supplies, and materials as needed. Provide substitutes for testing, planning and professional development.</p> <p>Population: ELL Students Timeline: December 2019 CNA: SA 1</p>	2.4, 2.5, 2.6	Principals Dean of Instruction Teachers	<p>Formative: RAPS 360, Benchmarks, Lesson Plans, Walk Throughs</p> <p>Summative: TELPAS, Terra Nova</p>				
<p>Funding Sources: 263 Title III-A Bilingual - 6877.00, 163 State Bilingual - 7350.00</p>							
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: J. Castaneda Elementary early childhood performance will increase by 7 percentage points over end-of-year 2019 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALLS, LION and CIRCLE PM

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Highly qualified teachers in EE/3-Yr Old Half Day Program will carry out age appropriate instructional curricula required for the program to ensure academic and social success. Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Timeline: August 14, 2019- May 27, 2020-Daily CNA: SA 4	2.4, 2.5, 2.6	Principal Asst. Principal Dean of Instruction EE Teachers	Formative: Student Attendance, Progress Reports, Walk Throughs Summative: PDAS				
2) Utilize allotted three-year old funds to purchase supplemental supplies, technology resources and materials needed in the classroom. Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Timeline: September 2019 CNA: SA 4	2.4, 2.5, 2.6						
3) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Population: Prekindergarten Students, AR, LEP, TI, MI Timeline: August 20, 2018-May 30, 2019 CNA: SA 4	2.4, 2.5, 2.6	Principal, Dean of Instruction, Administrator for State Compensatory	Formative: Lesson Plans, Classroom Observations, CPALLS (BOY and MOY) Summative: CPALLS (EOY)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

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





Performance Objective 3: 80% of J. Castaneda students will be on grade level within 2 years and 70% will be at Meets Grade Level for all STAAR assessments.

Evaluation Data Source(s) 3: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) All migrant students will receive grade appropriate supplemental school supplies on a needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. The campus will purchase school supplies and materials that include pens, pencils, paper, notebooks, binders, crayons, glue, pocket folders, scissors, dividers, writing tablets, pencil colors, and pencil bag for zipper bags for supplies. The campus will purchase clothing for migrant students to encourage school attendance.</p> <p>Population: PFS and Migrant Students Timeline: August 14, 2019- May 27, 2020 CNA: Demo 1</p>	2.4, 2.6	<p>Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ student NGS Number and Parent / Student signature</p>				
<p>Funding Sources: 212 Title I-C (Migrant) - 330.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Migrant students' 3rd through 5th grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: Migrant Students Timeline: August 7, 2019 CNA: Demo 1</p>	2.4, 2.6	Special Programs Administrator Campus Principal Counselors Core Subject Teachers	Formative: STAAR Remediation Enrollment Lists, NGS STAAR Report, Benchmark Results Summative: State Assessment Test Results				
<p>3) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3)so they can receive the same educational experience as non-migrant students.</p> <p>Population: Migrant Students Timeline: July 2019-June 2020 CNA: Demo 1; SA 4</p>	2.4, 2.6	Campus Principals Recruiters Migrant Lead Clerk MSC	Formative: Attendance Sheets, NGS Currently Enrolled Reports Summative: Three Year- Old Program Completion Certificates				
<p>4) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Parents of PK-2nd grade students Timeline: August 14, 2019- May 27, 2020 District/Campus Scheduled Mtgs CNA: PERC 1</p>	2.4, 3.2	Migrant Funded: Parent Liaison Recruiters DMC MSC	Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Participation Surveys				
<p>5) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Populations: Migrant students Timeline: April 2020 CNA: SA 1</p>	2.4, 2.6	Elem. Student Survey Parent Survey Survey Monkey	Formative: Parent Meeting Evaluations, Student Session Evaluations Summative: Survey Results, Implementation of Survey Suggestions				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Populations: Campus, Administration, Faculty and Staff Timeline: September 2019- May 2020 CNA: DEMO 1; SA 4	2.4, 2.6	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Formative: STAAR/ EOC Remediation Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations Report Cards				
<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>							



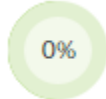

Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts by 5% over 2018-2019 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Fifth grade students will participate in Celebration of Song and represent the campus as part of the honor choir. Students will have the opportunity to sing as part of a large choir and encourage continuing studying music.</p> <p>Population: Selected 5th Grade Students Timeline: April 21, 2020 CNA: PERC 4</p>		Music Teacher	<p>Formative: Lesson Plans, Walk throughs</p> <p>Summative: Final Parent Performance State Assessment Test Results</p>				
<p>2) Teachers will implement a structured theatre arts / drama program as part of the fine arts curriculum. Present to the campus and community.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020-Daily CNA: DEMO 1; PERC 4</p>		Principal Dean of Instruction Classroom Teachers	<p>Formative: Lesson Plans, Walk throughs,</p> <p>Summative: Programs and Presentations State Assessment Test Results</p>				
<p>3) Students will participate and compete in UIL music memory activities, in order to excel and participate in spelling, oral reading, math number sense, art, and music appreciation.</p> <p>Population: 4th-5th Grade UIL Participants Timeline: December 14, 2019 CNA: PERC 4</p>		UIL Coordinators Music Memory Coach	<p>Formative: Lesson Plans, UIL Practice Student Contact Logs</p> <p>Summative: UIL Results, State Assessment Test Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) GT students will participate in district competitions such as Brainsville, DI, Spelling Bee, Science Fair and Chess. Supplies will be purchased to enrich student projects/products as needed.</p> <p>Population: GT Students Timeline: Brainsville January 2019, Science Fair (Cluster 3) November 2018, Spelling Bee February 2019, Scheduled District Chess Tournaments September 2018-June 2019 CNA: PERC 4</p>		Administration Group Sponsors	<p>Formative: Student Rosters, Student Project Journals,</p> <p>Summative: Competition Results</p>				
<p>Funding Sources: 199 G/T Advanced Academics - 0.00</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 2: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)

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

Evaluation Data Source(s) 1: New Energy Plan adopted by campus, updated Five-year facilities renovation plan

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Purchase office supplies and equipment, and instructional materials, as needed. Purchase administrative supplies and computers to be used for student registration and administrative office needs. Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 7, 2019- May 27, 2020 CNA: SPP 2	2.4, 2.5	Principal Assistant Principal	Formative: Sign In Sheets Summative: Parent Surveys, Student Surveys				
Funding Sources: 211 Title I-A - 1800.00							
2) Purchase materials, resources, supplies and capital outlay equipment as needed for school maintenance use, in order to have proper maintained facilities for students. Population: All Students Timeline: December 2019 CNA: SPP 5	2.4, 2.5	Administration Head Custodian	Formative: Monthly Safety Checks Summative: State Assessment Test Results				
Funding Sources: 199 Local funds - 2000.00							





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use).</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Parents, Community Members Timeline: January 2020-June 2020 CNA:</p>	2.5	Administration Counselor Faculty and Staff	<p>Formative: Lesson Plans, Student Projects, Parent Meeting Agendas,</p> <p>Summative: District Energy Savings Report;</p>				
<p>4) A systematic approach such as a needs assessment survey/form will be implemented to renovate/upgrade/improve facilities to prioritize the safety and needs of the campus.</p> <p>Population: Faculty, staff, administration Timeline: August 2019- June 2020 CNA: SPP 4</p>	2.5	Administration Head Custodian Faculty and Staff District Maintenance Department	<p>Formative: Campus Walk Throughs by Administration and Custodians Reports</p> <p>Summative: CNA Staff Surveys and Facilities List</p>				
<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 3: The District will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

Performance Objective 1: The campus will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

Evaluation Data Source(s) 1: Campus Budget Reports

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The campus will utilize available budgeted funds based on the Campus Needs Assessment. Population: SBDM, Administration, Faculty and Staff Timeline: August 2019- June 2020 CNA: DEMO 1;	2.4, 2.5, 2.6	Administration	Formative: PO's, CIP Budget Accounts Summative: Budget Reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished </div> <div style="text-align: center;">  = Continue/Modify </div> <div style="text-align: center;">  = No Progress </div> <div style="text-align: center;">  = Discontinue </div> </div>							

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

Performance Objective 2: The campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Stipends will be paid as a strategy to attract high quality teachers to high needs schools. Population: Teachers Timeline: August 14, 2019- May 27, 2020 CNA: DEMO 4	2.4, 2.5, 2.6	District's Human Resources Dept. Campus Hiring Committee	Formative: Lesson Plans, Walk Throughs Summative: PDAS				
							

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

Performance Objective 3: The camps will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Campus will recognize faculty and staff by activities such as the BOY PD raffle, Thanksgiving Luncheon extended lunch, Twelve Days Before Christmas Vacation gifts, Teacher Appreciation Week and grade level weekly meetings recognition. Population: Faculty and Staff Timeline: August 7, 2019- May 27, 2020 CNA: DEMO 4		Administration	Formative: School Calendar of Events, Luncheon Schedules Summative: CNA				



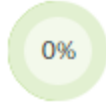

Goal 4: All BISD programs and campuses will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

Performance Objective 1: The campus program areas will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

Evaluation Data Source(s) 1: Campus and District websites and media reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The Campus will promote the history and origin along with current accomplishments weekly through the school and BISD websites. Historical school documentation will be held in the library for community and parent viewing.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Community and Parents</p> <p>Timeline: August 14, 2019- May 27, 2020</p>	3.2	Administration TST Librarian	<p>Formative: Weekly School Website, Pictures on BISD Website, Sign In Sheet of Viewing Historical Campus Documentation, Newspaper</p> <p>Summative: Report of Number of Website Views, Newspaper, Archived BISD Media Releases</p>				
<p>2) The campus PIO (Public Information Officer) selected will submit articles, current and prior students/parents/staff recognition, co-/extra-curricular activities and parent/ community events to the BISD public information department and media.</p> <p>Population: PIO, TST, Faculty and Staff, Parents, Community, All Students</p> <p>Timeline: August 14, 2019- May 27, 2020</p>	3.2	Administration PIO TST	<p>Formative: BISD Website, Media, Campus Calendar of Events</p> <p>Summative: Archived BISD Media Releases</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The campus website will be utilized to showcase student and community activities and communicate with parents and the community school data and important events. Population: All Students, Faculty and Staff, Community, Parents Timeline: August 14, 2019- May 27, 2020	3.1, 3.2	Administration TST	Formative: Weekly Website Summative: End of the Year Number of Views Website Report				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: J. Castaneda Elementary discipline referrals including ISS and OSS placement will decrease by 5%.

Evaluation Data Source(s) 1: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020 CNA: SPP 1	2.5, 2.6	Principals Counselors	Formative: Student sign in sheets, Summative: Counselor logs				
2) Assistant principal and counselors will conduct presentations on Conflict Resolution during faculty meetings. Population: Faculty Timeline: August 7-8, 2019 CNA: PERC 3	2.5, 2.6	Counselors	Formative: Session Evaluations Summative: PEIMS Report				







100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

Performance Objective 2: J. Castaneda Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students and parents will be informed of classroom discipline and rules as per the Student Code of Conduct booklet in to maintain discipline and ensure safety. Teachers will follow campus discipline procedures and utilize Review 360 for behavior interventions. Population: All Students Timeline: August 14, 2019- May 27, 2020 CNA: PERC 3	2.5, 2.6, 3.1	Administration Counselors Classroom Teacher	Formative: Contact Logs, SCOC Book Receipt Summative: PEIMS Report				
<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 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)





Performance Objective 3: The campus will refine and implement safety plans on campus and across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campuses will develop and maintain an Emergency Operations Plan. The Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: EOP Committee, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020 CNA: PERC 3</p>	3.1, 3.2	Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police	Formative: After Action Reviews, Contact Logs, Session Evaluations Audits Summative: EOP Plan				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Parent Presentations will be made periodically at campuses -Gang Awareness -Bullying -Dating Violence -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Teen CERT -Truancy -EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. Population: Parents August 14, 2019- May 27, 2020 Timeline: Weekly-Wednesdays Scheduled Parent Meetings CNA: PERC 3	3.1, 3.2	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Meeting Minutes Summative: Decreased referrals, Increased attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Security Officer(s) will be placed and assigned throughout the year at each elementary. Campus Officers and Counselors, when possible, will address current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019-May 27, 2020 Counselors' weekly student classroom presentations CNA: PERC 3	3.1, 3.2	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>100% = Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>0% = 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. (TEA Ch. 4, Obj. 1)

Performance Objective 1: J. Castaneda will have a 10% increase of parents involved in campus parental involvement activities from 2018-2019 to 2019-2020








Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) The Parental Involvement Department along with the instructional leader will provide parents with continued training on how to help their child improve academic performance through the concepts of self-confidence and self-responsibility throughout the school year. Regularly scheduled parental involvement meetings will take place as well as added meetings such as Coffee with Crusaders to open more communication with parents and the community.</p> <p>Population: Castaneda Parents Timeline: September 2019 - May 2020 CNA: SPP 4, PERC 1</p>	3.2	N. Camargo R. Martinez M. Garcia Abby Cuellar	Formative: Flyer, Contact Logs Summative: Participant Evaluation/Feedback				
Funding Sources: 211 Title I-A - 900.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Parent Orientation Night and Meet the Teacher Night will be held the Thursday before school starts for EE-5th grades in order to orient the students and the parents with the</p> <ul style="list-style-type: none"> *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig & Parents Timeline: August 2019 CNA: PERC 1, 3</p>	3.1, 3.2		Formative: Contact Logs, School Marquee Summative: Parent Sign-In				
<p>3) Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Supplies will be purchased as needed to maintain the parent volunteer center. Recognition will be given to volunteers who partake on a regular basis. Parents are encouraged to attend in order to play an active role in the campus.</p> <p>Population: Parent Volunteers Timeline: August 14, 2019- May 27, 2020- Daily CNA: SPP 4,PERC 1</p>	3.1, 3.2	N. Camargo H. Castillo M. Garcia Abby Cuellar	Formative: Contact Logs End-of-Year Awards, Authority to Volunteer Clearance Summative: Parental Program Feedback , Volunteer Sign-In				
Funding Sources: 211 Title I-A - 900.00							
<p>4) Open House for all parents and community members will be held during the fall and spring semesters.</p> <p>Population: Parents, Community Members Timeline: Fall 2018- Spring 2019 CNA: PERC 1</p>	3.1, 3.2	N. Camargo R. Martinez M. Garcia EE-5th Grade Spec. Ed./Prog. Teachers	Formative: Contact Logs Summative: Increased Attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e: home visits and parental involvement trainings.</p> <p>Population: Parent Liaison Timeline: August 14, 2019- May 27, 2020 CNA: SPP 3</p>	3.1, 3.2	Parent Liaison Principal	Formative: Monthly contact log, Composite Report Summative: Monthly Mileage Log				
Funding Sources: 211 Title I-A - 900.00							
<p>6) Conduct an annual Title I meeting to inform parents of the programs and services provided by Title I funds.</p> <p>Population: Castaneda Parents Timeline: August 2019 CNA: PERC 1</p>	3.1, 3.2	Parent Liaison Parent Trainer Administration	Formative: Contact Logs Summative: Survey Results, Title I-A PI Compliance Checklist				
<p>7) School-Parent-Student Compacts will be disseminated in order to indicate each groups responsibility to ensure student achievement. The Compact will be reviewed and revised as needed annually by the SBDM Committee.</p> <p>Population: Parents, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Timeline: August 2019 CNA: PERC 1</p>	3.1, 3.2	Parent Liaison N. Camargo	Formative: School-Parent-Student Compacts Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist				
<p>8) In order to effectively evaluate and review district and/or Campus Parental Involvement efforts Title I will conduct an annual Parent Survey.</p> <p>Population: Castaneda Parents Timeline: April 2019 CNA: SPP 4, PERC 1</p>	3.1, 3.2	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations, STAAR Results, Title I-A PI Compliance Checklist				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well as 5th grade students going to middle schools.</p> <p>Population: 3 Year-Old Students, 5th Grade Students Timeline: April 2020 CNA: SPP 4, PERC 1, 3</p>	3.1, 3.2	Administration EE-K Teachers H. Castillo	Formative: Newsletter to Parents, Counselor Portfolio Documentation, Memo to Parents, Sign-In Rosters Summative: Student Enrollment List				
<p>10) In order to increase parent participation, parents will be actively involved in completing and disseminating a Parental Involvement Policy.</p> <p>Population: Castaneda Parents Timeline: October 2019 CNA: SPP 4, PERC 1</p>	3.1	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist				
<p>11) Have student presentations during Hispanic Heritage Month, Charro Days and different holidays and celebrations to invite parents and the community to visit and be a part of the school activities.</p> <p>Population: Castaneda Parents, All Students Timeline: August 14, 2019- May 27, 2020 CNA: SPP 4</p>	3.1	Administration Classroom teachers Librarian Counselor Music Teacher	Formative: Student Programs Awards Programs Summative: Parent Survey Evaluations				
<p>12) The school will utilize apps such as SeeSaw and Classroom Dojo to keep in communication with parents/guardians over their child(ren)'s instructional results. Uploaded student work (assignments, assessments, fluency) will be posted as well as individual parent messages and whole classroom messages.</p> <p>All Student Populations Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	3.2	Principal Classroom Teachers	Higher Academic Results in all state assessments Increase communication with parents/guardians				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

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

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth. Population: Faculty Timeline: August 14, 2019- May 27, 2020 CNA: DEMO 1, SA 2, PERC 2	2.4, 2.5, 2.6	Principal Asst. Principal Dean of Instruction Counselors PK-5th Grade Teachers	Formative: Session Evaluations Summative: State Assessment Test Results				
Funding Sources: 199 Local funds - 3250.00							
2) Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments. Population: Teachers, LEP Timeline: SIOP Training: August 14, 2019- May 27, 2020 CNA: DEMO 1, SAA 4	2.4, 2.5, 2.6	N. Camargo *R. Martinez *M. Garcia *EE-5th Grade Teachers	Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held at least twice a year to align reading curriculum across the grade levels. Substitutes will be used to allow teachers time for vertical teaming activities, student evaluations and professional development trainings. Professional development supplies will be purchased for staff trainings to increase academic results.</p> <p>Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Timeline: August 14, 2019- May 27, 2020- Weekly-Tuesdays TLI Sustainability Activity CNA: DEMO 1, SA 4</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Teachers	<p>Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters</p> <p>Summative: STAAR Assessment Results, CiPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results</p>				
<p>Funding Sources: 199 Local funds - 1500.00, 211 Title I-A - 12847.00</p>							
<p>4) GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP.</p> <p>Population: Kinder-5th Grade Students; GT Teachers Timeline: June 2019 - May 27, 2020 CNA: PERC 1</p>	2.4, 2.5	Principal, Dean of Instruction	<p>Formative: GT Projects</p> <p>Summative: Professional Development Transcripts of GT On-Going Hours of Completion</p>				
<p>5) Teachers will be trained on Project Based Learning. They will plan and begin to use the PBL approach to increase critical thinking skills and improve academic results.</p> <p>All Student Populations Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	2.5	Principal Dean of Instruction Teachers	Increased academic results on report cards, district benchmarks, and state assessments				
<p> = Accomplished = Continue/Modify = No Progress = Discontinue </p>							

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



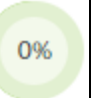




Performance Objective 1: J. Castaneda will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Students will be taught the technology TEKS for their grade level in order to complete assignments and promote critical thinking. Utilize campus TST and technology teacher in the computer lab.</p> <p>Population: -AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	2.4, 2.5, 2.6	Classroom teachers Technology Teacher TST M. Garcia	Formative: Computer lab schedule Summative: Report card grades				
<p>2) Teachers will participate in a minimum of 30 hours of technology professional development hours annually to maintain and keep updated in changing technology.</p> <p>Population: Faculty Timeline: August 7, 2019- May 27, 2020 On-Going Scheduled Campus and District Trainings CNA: SPP 2, PERC 2</p>	2.5	Classroom teachers Technology Teacher TST M. Garcia	Formative: P.D. Evaluations Summative: ERO Reports				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Teachers will complete an annual School Technology and Readiness(StaR) chart, in order to comply with regulations. Results will be used to improve the technology in the campus.</p> <p>Teachers & Librarians Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	2.5	Classroom Teachers Campus TST	Formative: Completion of Survey Summative: AdminAccess to Survey participation				
<p>4) Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement in reading and all disciplines. Colored printers will also be used for student icons during Life Skills lessons.</p> <p>Special Education Teachers Special Education Students Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	2.4, 2.5, 2.6	Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons	Formative: Walk throughs, Lesson Plans Summative: State Assessment Test Results				
Funding Sources: 166 State Special Ed. - 3360.00							
<p>5) Students will work at computer stations and tablets/iPads on programs such as Education Galaxy that will increase their reading, writing, math and science skills to help increase their level of academic performance.</p> <p>All Student Populations PK-1st Grade-1 x per week 2nd - 5th Grade 2 x per week Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	2.4, 2.5, 2.6	Principal Dean of Instruction Asst Principal Teachers Support Staff	Formative: Benchmarks, Report Card Grades Summative: EOY Grades, State Assessment Test Results				
<p>6) Teachers will integrate technology in their lesson plans using the technology TEKS in order to prepare students for applying technology in their daily lives.</p> <p>All Student Populations Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2</p>	2.4, 2.5, 2.6	Classroom teachers Campus TST	Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Report card grades, Technology Program reports (Pearson, LWS Science & Math, Edusmart, iReady Math & Reading)				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Teachers will utilize Office 365 to upload and share their lesson plans on the One Drive program. The lesson plans will be reviewed biweekly by the campus administrators and as requested by district administrators. Population: Faculty and Staff August 14, 2019- May 27, 2020 CNA: PERC 2	2.4, 2.5	Principal Dean	Formative: Lesson Plans, One Drive Teacher File, Walk Throughs Summative: State Assessment Test Results				
8) Purchase technology and STEAM resources such as computers, printers, iPads, tablet charging carts, document cameras, projectors, Goblin car, warranties and licences for both administrative and classroom use to supplement the core curriculum and provide hands on practice and instruction. Population: Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2	2.4, 2.5, 2.6, 3.2	Principal Dean TST	Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Report card grades, Technology Program reports (Pearson, LWS Science & Math, Galaxy Education Math & Reading)				
Funding Sources: 199 Local funds - 2500.00, 211 Title I-A - 58500.00, XXX Grant Funds - 0.00, 162 State Compensatory - 175.00, 289 GEAR UP/P-TECH/Other Source - 10000.00							
9) Students in grades first through third will each be assigned an iPad where they will be in a one to one device classroom setting. Their teachers will use programs/apps such as SeeSaw, Epic, Spelling City and the districts' adoptions' online resources through Pearson to enhance instruction through technology. All Student Populations Timeline: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2	2.5, 2.6	Principal Dean of Instruction TST					
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							





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

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Monitor daily classroom attendance by submitting absences forms at the start of the day. The parent liaison will make parent contact to check on the absences. Teachers will monitor absences and report to the parent liaison for home visits if needed. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: All Students Timeline: August 14, 2019- May 27, 2020-Daily CNA: DEMO 2</p>	2.4, 2.5, 2.6	R. Martinez N. Camargo B. Perez A. Cuellar	<p>Formative: Weekly review of campus attendance rates</p> <p>Summative: Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p>				
<p>2) Classrooms that obtain a 98% attendance or higher will be rewarded at the end of the week with popcorn party in order to encourage all students to maintain attendance rate.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020-Fridays-Weekly CNA: DEMO 2, SPP 3</p>	2.4, 2.5, 2.6	N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers H. Castillo A. Cuellar	<p>Formative: Six Weeks Attendance Reports</p> <p>Summative: Yearly ADA, Increased attendance</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) All students with perfect attendance, A honor roll, A - B honor roll, and Academic Achievement will be recognized during the Awards Ceremony at the end of each six weeks and the end of the school year as a reward and an incentive to maintain perfect attendance and academic excellence.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020 CNA: DEMO 2, SPP 3</p>	2.4, 2.5, 2.6	N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers	<p>Formative: Six Weeks Attendance Reports</p> <p>Summative: Yearly ADA, Increased attendance</p>				
<p>Funding Sources: 199 Local funds - 3000.00, 211 Title I-A - 3000.00</p>							
<p>4) The school marquee will display our campus attendance goal and announce the two top classes per six weeks to motivate all students to be all school daily.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020 Daily CNA: DEMO 2, SPP 3</p>	2.4, 2.5, 2.6	N. Camargo R. Martinez M. Garcia Custodians	<p>Formative: Six Weeks Attendance Reports</p> <p>Summative: Yearly ADA, Increased attendance</p>				
<p style="text-align: center;">  = Accomplished  = Continue/Modify  = No Progress  = Discontinue </p>							

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

Performance Objective 2: The campus will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

Evaluation Data Source(s) 2: STAAR reports disaggregated for At-Risk students.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs such as the 5th grade SSI Program, the SCE Extended Day Program, and the Extended Day Enrichment Program in order to improve at-risk student achievement, and decrease the retention rate.</p> <p>Populations: Elementary At-Risk, TI, MI, LEP Timeline: 5th Grade SSI Tutorial August 2019 - May 2020 Mon.-Thurs. SCE Tutorial November 2019 - May 9, 2020 Extended Day Enrichment Program August 2019 CNA: DEMO 1</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Dean of Instruction, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs, PK-5th Grade Teachers	<p>Formative: eSchoolPlus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, Student Progress Reports</p> <p>Summative: STAAR, Retention Rate</p>				
Funding Sources: 162 State Compensatory - 60142.00, 211 Title I-A - 37500.00, 199 Local funds - 100.00							
<p>2) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development, facilitate curricular information to teachers as needed and conduct walk throughs to improve instruction and ensure academic success.</p> <p>Population: At-Risk Students Timeline: August 7, 2019- May 27, 2020-Daily CNA: SA 2, 4,</p>	2.4, 2.5, 2.6	Principal, Administrator for State Compensatory Education	<p>Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores</p> <p>Summative: STAAR</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June


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

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

Evaluation Data Source(s) 3: Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Population: Campus Nurse, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 14, 2019- May 27, 2020-Daily CNA: SPP 5</p>	2.4, 2.5, 2.6	Health Services Administrator Special Programs Administrator Federal Programs Administrator	<p>Formative: Time and Effort Logs, Referrals</p> <p>Summative: Increased Attendance Rates</p>				
<p>2) Update and monitor the campus School Health Index and Assessment Tool.</p> <p>Population: Physical Education Teachers Timeline: April 2020 CNA: SPP 5</p>	2.5	Teachers P.E. Coach P.E. Assistants Nurse Administration	<p>Formative: Lesson Plans</p> <p>Summative: Health Index Assessment</p>				
<p>3) CPR and other emergency training (Safety information / videos) will be provided to faculty, staff, parents, and volunteers in order to promote awareness about safety issues and student safety.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: CPR Training- April 2020 CNA: SPP 5</p>	2.5	Administration Counselors Classroom Teachers	<p>Formative: Session Evaluations, Contact Logs</p> <p>Summative: PEIMS Report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Purchase supplies and resources for the school health office for student use by the nurse. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: September 2019 CNA: SPP 5	2.5	Administration Nurse	Formative: Parent & Student Contact Log Summative: Nurse Log				
	Funding Sources: 199 Local funds - 200.00						
							

State Compensatory

Budget for Castaneda Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-115-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$12,288.00
162-11-6118-00-115-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$17,000.00
162-11-6118-00-115-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$37,500.00
6100 Subtotal:		\$66,788.00
6300 Supplies and Services		
162-11-6396-00-115-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$2,000.00
162-11-6398-62-115-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$3,600.00
162-11-6399-00-115-Y-30-000-Y	6399 General Supplies	\$6,060.00
6300 Subtotal:		\$11,660.00

Personnel for Castaneda Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Magdalena Garcia	Prekindergarten Teacher	State Compensatory	.5
Maria Granado	Prekindergarten Teacher	State Compensatory	.5
Marisa Garcia	Elementary Dean of Instruction	State Compensatory	1
Zandra Fernandez	Prekindergarten	State Compensatory	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The results of the annual campus comprehensive needs assessment are utilized for the following:

- Information on academic achievement of students using district measures such as the TPRI/Tejas Lee, CPALLS, TELPAS and district benchmarks
- STAAR Results for third through fifth grades
- eSchools Failure Lists to monitor students on Tier 2 and Tier 3 RTI interventions
- Monitor school programs
- The CNA Summary can be found on page 5
- SBDM committee looked at the CNA Survey and used the data to revise strategies in the plan. Meeting date May 27, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus will use Title 1 funds for activities that support the needs of students as identified by by the CNA.

- The community along with the faculty, staff and parents will implement instructional strategies that address needs and strengthen the academic program in the school
- provide more learning opportunities for all students by holding extended day enrichment programs and state compensatory after school at-risk tutorials
- Strategies supporting students include tier 1 small group instruction and RTI tier 2 and 3 intensive instructional interventions.
- Parents/Guardians, staff, administration and community met to revise and review strategies.

2.2: Regular monitoring and revision

- The SBDM Committee which includes parents meet regularly to monitor and revise the CIP plan as needed.
- The SBDM meetings are held monthly
- The plan is reviewed at grade level meetings with all faculty and staff
- The SBDM Committee reviewed the CIP quarterly

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

- The plan is in a format that is understandable and uniformed
- The CIP plan is available for all stakeholders on the campus and district websites and upon request be translated.
- The parents are shown at a parent meeting how to locate the plan on the website as well as how to read the various sections

2.4: Opportunities for all children to meet State standards

The plan is monitored and revised regularly based on student need by the SBDM Committee to ensure students are provided opportunities to meet the challenging State academic standards. Such opportunities include:

- Extended Day Enrichment Program
- RTI
- Computer based blended learning approach, one to one device/iPads classrooms
- Data Analysis meetings, Vertical Planning
- Parental Involvement academic meetings
- District Literacy Programs, BISD ELAR Plan

2.5: Increased learning time and well-rounded education

The plan is comprised of activities in all subject areas that describe learning opportunities for all students. The curriculum is set by the district using research-based differentiated instruction. All students have the opportunity to work at their appropriate levels. A daily schedule is set with the following activities:

- TLI Comprehension Strategies, Language Enrichment
- Computer Lab- Coding, Technology Skills, Computer Assisted Individual Pathways in Reading and Math
- Sheltered Instruction Strategies
- Tier 2 and Tier 3 instruction
- Extended Day Program, State Compensatory After School Tutorials
- Academic Mentoring- Community Care Buddies Program

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

The at-risk population is supported with activities in the CIP that address academics, attendance and behavior.

- Positive Behavior Supports
- Attendance Goal Incentives
- At-Risk tutorials in third through fifth grades (SSI)
- RTI Model
- Progress Monitoring- Weekly Fluency, Weekly Writing Samples (Writing Portfolios)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- The policy is developed in collaboration between campus representatives (SBDM Committee, Parent Liaison) and parents/guardians of participating children. (6.1.7)
- It is distributed to all parents in English and Spanish to parents and family member of participating children annually.
- The policy is made available to the local community and updated periodically to meet the changing needs of the parents and the school

3.2: Offer flexible number of parent involvement meetings

Flexible meetings are scheduled for parents to attend at different times of the day that address the following: opportunities to Volunteer at School, training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, a description and explanation of the curriculum in use at the school, the academic assessments used to measure academic achievement, and State Standards, the LEA programs available, train parents to enhance the involvement of other parents.

- Regular scheduled parent meetings on Wednesdays at 1:30 in both English and Spanish (6.1.1, 6.1.6)

- Coffee with Crusaders at 8:30 am monthly in both English and Spanish
- The parent liaison will shedule meetings as needed as suggested by parents/guardians and the campus

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Abby Cuellar	Parent Liaison	Federal	1
Juana Castillo	Library Aide	Federal	1
Margarito Chio	Nurse	Federal	.4

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nora Camargo	Principal
Meeting Facilitator	Marisa C. Garcia	Dean of Instruction
Classroom Teacher	Magdalena Garcia	Prekindergarten Teacher Y2
Classroom Teacher	Ana Reyes-Garcia	Special Education Teacher Y2
Non-classroom Professional	Heriberto Castillo	Counselor
Classroom Teacher	Sara Abrego	Second Grade Teacher Y2
Classroom Teacher	Joanna Gonzalez	Third Grade Teacher Y1
Classroom Teacher	Dora Hernandez	First Grade Teacher Y2
Classroom Teacher	Ursula Mendiola	Fourth Grade Teacher Y1
Classroom Teacher	Rosa Casas	Fifth Grade Teacher Y2
Classroom Teacher	Marianela Ramirez	Kindergarten Teacher Y1
Business Representative	Genaro Martinez	Business Representative Y2
Parent	Jose Cuellar	Parent Representative Y2
Parent	Irma Bermudez	Parent Representative Y1
District-level Professional	Alejandra Aldrete	District Level Representative Y1
Community Representative	Jesse Garcia	Community Representative Y2
Community Representative	Ana Garcia	Community Representative Y2
Classroom Teacher	Alfredo Bermudez	Technology Teacher Y2
Business Representative	Santiago Herrera	Business Representative Y2
Meeting Facilitator	Rosie Martinez	Assistant Principal
Parent	Sylvia Chapa	Parent Representative Y1
Parent	Celeste Cuello	Parent Representative Y1

District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-115-Y-11-000-Y	\$2,000.00
1	1	1	General Supplies	199-11-6399-00-115-Y-11-000-Y	\$3,283.00
1	1	1	General Supplies	199-11-6399-51-115-Y-11-000-Y	\$800.00
1	1	1	General Supplies-Media Center	199-11-6399-16-115-Y-11-000-Y	\$2,500.00
1	1	1	General Supplies- Library	199-12-6399-00-115-Y-99-000-Y	\$250.00
1	1	1	General Supplies- Administration	199-23-6399-00-115-Y-99-000-Y	\$2,000.00
1	1	1	General Supplies- Toner	199-23-6399-65-115-Y-99-000-Y	\$1,000.00
1	1	1	General Supplies Counseling and Guidance	199-31-6399-00-115-Y-99-000-Y	\$200.00
1	1	1	Transportation	199-11-6494-00-115-Y-11-000-Y	\$3,000.00
1	1	7	Reading Materials- Subscriptions & Supplies and Materials	199-12-6325-42-115-Y-99-000-Y	\$500.00
2	1	2	General Supplies	199-51-6315-00-115-Y-99-000-Y	\$2,000.00
7	1	1	Employee Travel	199-13-6411-23-115-Y-99-000-Y	\$1,000.00
7	1	1	Employee Travel	199-23-6411-23-115-Y-99-000-Y	\$2,000.00
7	1	1	Employee Travel	199-61-6411-00-115-Y-99-000-Y	\$250.00
7	1	3	Substitutes	199-11-6112-18-115-Y-11-000-Y	\$1,000.00
7	1	3	Substitutes	199-11-6112-18-115-Y-99-000-Y	\$500.00
8	1	8	Miscellaneous Operating Costs	199-23-6499-53-115-Y-99-000-Y	\$500.00
8	1	8	Technology Equipment for Administration	199-23-6398-00-115-Y-99-000-Y	\$2,000.00
9	1	3	Awards	199-11-6498-00-115-Y-11-000-Y	\$1,000.00
9	1	3	Awards-Administration	199-23-6498-00-115-Y-99-000-Y	\$2,000.00
9	2	1	Extra Duty Pay/Overtime	199-51-6121-47-115-Y-99-000-Y	\$50.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Extra Duty Pay/Overtime	199-11-6121-51-115-Y-11-000-Y	\$50.00
9	3	4	General Supplies	199-33-6399-00-115-Y-99-000-Y	\$200.00
Sub-Total					\$28,083.00
Budgeted Fund Source Amount					\$28,083.00
+/- Difference					\$0
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	162-11-6396-00-115-Y-30-000-Y	\$0.00
1	1	1	Supplies and Materials	162-11-6398-62-115-Y-30-000-Y	\$3,550.00
1	1	1	General Supplies	162-11-6399-00-115-Y-30-000-Y	\$5,046.00
8	1	8	Zulu Desk License	162-11-6299-62-115-Y-30-000-Y	\$175.00
9	2	1	SSI Tutorial Fund	162-11-6118-00-115-Y-24-SSI-Y	\$5,642.00
9	2	1	SCE Tutorial	162-11-6118-00-115-Y-30-000-Y	\$17,000.00
9	2	1	After School Program	162-11-6118-00-115-Y-30-ASP-Y	\$37,500.00
Sub-Total					\$68,913.00
Budgeted Fund Source Amount					\$68,913.00
+/- Difference					\$0
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Substitutes	163-13-6112-00-115-25-000-Y	\$1,350.00
1	1	10	Supplies	163-11-6399-00-115-25-000-Y	\$6,000.00
Sub-Total					\$7,350.00
Budgeted Fund Source Amount					\$7,350.00
+/- Difference					\$0

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	4	Supplies	166-11-6399-00-115-Y-23-0P4-Y	\$1,360.00
8	1	4	Supplies for Life Skills	166-11-6399-00-115-Y-23-0P1-Y	\$2,000.00
Sub-Total					\$3,360.00
Budgeted Fund Source Amount					\$3,360.00
+/- Difference					\$0
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	211-11-6396-00-115-Y-30-0F2-Y	\$2,400.00
1	1	1	Technology Material Non-Computer Related	211-11-6398-00-115-Y-30-0F2-Y	\$5,000.00
1	1	1	General Supplies	211-11-6399-00-115-Y-30-0F2-Y	\$26,500.00
1	1	1	Licenses	211-11-6299-62-115-Y-30-0F2-Y	\$2,625.00
1	1	1	General Supplies	211-23-6399-00-115-Y-30-0F2-Y	\$2,000.00
1	1	1	General Supplies	211-13-6399-00-115-Y-30-AYP-Y	\$1,000.00
2	1	1	Administrative General Supplies	211-23-6398-65-115-Y-30-0F2-Y	\$1,800.00
6	1	1	Miscellaneous Operating Costs-Food	211-61-6499-53-115-Y-30-0F2-Y-	\$900.00
6	1	3	Supplies	211-61-6399-00-115-Y-30-0F-Y	\$900.00
6	1	5	Employee Travel	211-61-6411-00-115-Y-30-0F2-Y	\$900.00
7	1	3	Substitutes	211-11-6112-00-115-Y30-AYP-Y	\$2,000.00
7	1	3	Consulting Services	211-13-6291-00-115-Y-30-AYP-Y	\$10,847.00
8	1	8	Classroom technology equipment - projectors, iPads	211-11-6398-62-115-Y-30-0F2-Y	\$57,950.00
8	1	8	Software	211-11-6395-62-115-Y-30-0F2-Y	\$550.00
9	1	3	Student Awards	211-11-6498-00-115-Y-30-0F2-Y	\$3,000.00
9	2	1	After School Program	211-11-6118-00-115-Y-24-ASP-Y	\$33,448.00
9	2	1	Para Professional Overtime	211-11-6121-00-115-Y-24-ASP-Y	\$0.00
9	2	1	Medicare	211-11-6141-00-115-Y-24-ASP-Y	\$485.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	TRS	211-11-6146-00-115-Y-24-ASP-Y	\$2,987.00
9	2	1	ACA	211-11-6148-00-115-Y-24-ASP-Y	\$78.00
9	2	1	TRS	211-11-6149-00-115-Y-24-ASP-Y	\$502.00
Sub-Total					\$155,872.00
Budgeted Fund Source Amount					\$155,872.00
+/- Difference					\$0
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Supplies	263-11-6399-00-115-Y-25-000-Y	\$6,877.00
Sub-Total					\$6,877.00
Budgeted Fund Source Amount					\$6,877.00
+/- Difference					\$0
289 GEAR UP/P-TECH/Other Source					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	8	Technology	289*-11-6398-00-SCHOOLLOC-Y-30-STM-Y	\$10,000.00
Sub-Total					\$10,000.00
Budgeted Fund Source Amount					\$10,000.00
+/- Difference					\$0
Grand Total					\$280,455.00