

# **Brownsville Independent School District**

## **Pena Elementary**

### **2019-2020 Campus Improvement Plan**



# Mission Statement

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

## Vision

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

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

## Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

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# Comprehensive Needs Assessment

Revised/Approved: May 16, 2019

## Needs Assessment Overview

Peña Elementary School is located in Brownsville, Texas. Peña Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 with no classrooms added in the ensuing years. The main campus was originally comprised of 44 classrooms, a cafeteria, library, and gymnasium. No new building has been added onto Peña Elementary.

The student population at Peña Elementary School is approximately 557 and serves students in grades Pre Kinder through Fifth Grade. According to the PEIMS Data Review of our campus profile, 98% of the student population is Hispanic and 90% are identified as Economically Disadvantaged and 72% are identified as At Risk. Many of our students are first generation Mexican immigrants, 44% are classified as Limited English Proficient and a majority is English/Spanish bilingual. In addition, 68% of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Peña Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area including: Instructional Technology, Music, Safe School Curriculum and CATCH program. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Migrant, and At Risk populations. All students are provided instruction with the yearly goal to meet or exceed the following percents on the State of Texas Assessments of Academic Readiness (STAAR):90% Approaching Level, 60% Meets Level and 30% Masters Level.

Peña Elementary campus initiatives include the following:

1. STEAM designated campus.
2. Extended Day Program
3. Early Childhood Full Time 3 Year Old Program
4. Read Naturally Fluency Program 1st-5th
5. Technology Support Programs for K-5<sup>th</sup> (Spelling City/Education Galaxy/Accelerated Reader)
6. Bully Free Zone Awareness Program
7. Early implementation of At-Risk for 1<sup>st</sup>- 5<sup>th</sup> grades.
8. Student of the Week Recognition.
9. Community Engagement Programs such as Fitbit Unicef 5th Grade Project, Leukemia Pennies for Patients, Cerebral Palsy Awareness, Autism Awareness Month.
10. Technology Integration in all classrooms through IPADs (K-5th Grade ) and Computers on Wheels (3rd, 4th and 5th)

Peña Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as: Choir, Chess, Club Code, Science Fair, UIL, Spelling Bee, Destination Imagination Team, Dance Team, Volleyball, Flag Football, Reader's Theater, Soccer, Jump Rope For Heart, End of year Talent Show.

### **Annual Campus Goals**

The Peña Elementary School faculty and staff are committed to the following goals:

**Reading Goal:** Peña Elementary will improve student performance in reading.

- 90% of students taking the reading section of STAAR will meet or exceed the Approaching level.
- 90% of the 2<sup>nd</sup> grade students taking the NRT Assessment will meet or exceed the required 40% achievement level.
- 90% of the students in Kinder – 2<sup>nd</sup> grade will master the TPRI/Tejas Lee Assessment.

**Math / Science Goal:** Peña Elementary will improve student performance in math and science.

- 90% of students taking the math section of STAAR will meet or exceed the Approaching level.
- 90% of students taking the science section of STAAR will meet or exceed the Approaching level.
- 90% of the students at Peña Elementary will develop math and science concepts through a 50/50 hands-on and inquiry-based activity plan.

**Writing: Goal:** Peña Elementary will improve student performance in writing.

- 90% of the students taking the writing section of STAAR will meet or exceed the Approaching level.

# Demographics

## Demographics Summary

The student population at Peña Elementary School is approximately 557 as of PEIMS Snapshot (October 26, 2018) and serves students in grades Pre Kinder through Fifth Grade. According to the PEIMS Fall Submission Report Data Review of our campus profile, student population includes: Hispanic 98%, White <1%, African American <1%, Economically disadvantaged 90% (499), Limited English Proficient 44% (243), At-Risk 72% (399), Migrant 1.4% (8), Gifted and Talented <7.3% (41), Special Education <9.9 % (55). Enrollment numbers for Pena Elementary have shown an decrease over the last year. A decrease has been noted in all populations. The mobility rate from home campus to neighboring campus or within the district is high. Based on the 2019 EOY Summer School recommendations, the promotions percentages are as follows:

	Passing Rates		
	2018-2019		2019-2020
1 <sup>st</sup> Grade	<b>89%</b>	54/61 Students	
2 <sup>nd</sup> Grade	<b>93%</b>	62/67 Students	
3 <sup>rd</sup> Grade	<b>73%</b>	51/70 Students	
4 <sup>th</sup> Grade	<b>76%</b>	73/96 Students	
5 <sup>th</sup> Grade	<b>96%</b>	95/99 Students	

There was a significant improvement in the retention rate from last year. During the '17-'18 school year 23% of the students in grades 1-5 were retained. During the '18-'19 School Year, only 15% of the students in the same grade levels aforementioned were retained and were recommended for summer school. Attendance Percentage for the 2018-2019 school year on PEIMS snapshot day was 96.03%. Attendance has been a challenge for Peña Elementary since it opened in 2009 but has shown some improvements with campus based and district based attendance incentives. The average class size is 22:1 for K-4<sup>th</sup> grade. PK3 and-5<sup>th</sup> grade do average size is above 22:1. A class-size reduction teacher supports the 5th grade team. Raquel Peña Elementary students reside in the East side near the Port of Brownsville. The academic instructional line for students is Garcia Middle School and students are zoned to Rivera High School.

## Demographics Strengths

Raquel Pena Elementary has a high population of ELL's that are transitioning into the English Language with the implementation of the Bilingual Transitional Model.

A high number of students have been recommended to the Gifted and Talented. Qualified GT students complete a TSPR Project on a yearly basis in addition to participating in extra curricular activities such as chess, DI.

**(Demographic Needs 2019)**

1. Increase Campus Enrollment
2. Increase the number of Bilingual Students meeting TELPAS Passing Criteria to Exit Program
4. Increase the number of Bilingual Students existing early the bilingual program.
3. Increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extra- Curricular Activities.

**Problem Statements Identifying Demographics Needs**

**Problem Statement 1:** Increase campus enrollment. **Root Cause:** Parents are choosing other options for schooling such as charter schools/other public schools in town.



# Student Academic Achievement

## Student Academic Achievement Summary

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

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

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

**CIRCLE CPALLS Summary PK** :Based on the 2018 – 2019 CPALLS Assessment Data the following Areas are the met percents:

### **PK / CPALLS English**

3 Year Olds:(14 students tested) English Phonological Awareness **93%**, Rapid Letter Naming **79%**, Rapid Vocabulary Naming **100%**, Math Screener **100%**, Science Assessment **100%**

4 Year Olds: (32 students tested) English Phonological Awareness **97%**, Rapid Letter Naming **100%**, Rapid Vocabulary Naming **69%**, Math Screener **100%**, Science Assessment **97%**

### **PK / CPALLS Spanish**

3 Year Olds: (3 students tested) Spanish Phonological Awareness **100%**, Rapid Letter Naming **67%**, Rapid Vocabulary Naming **100%**, Math Screener **100%**, Science Assessment **100%**

Grouping  Data  Comparison	STAAR 2016			STAAR 2017			STAAR 2018			STAAR 2019		
	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
	(Level II Satisfactory)	(Post Sec. Readiness)	(Advanced Standard)									
3 <sup>rd</sup> Grade Reading	88%	50%	23%	89%	42%	23%	70%	32%	14%	<b>93%</b>	<b>48%</b>	<b>31%</b>
4 <sup>th</sup> Grade Reading	84%	43%	22%	72%	47%	19%	85%	53%	26%	<b>80%</b>	<b>41%</b>	<b>16%</b>
5 <sup>th</sup> Grade Reading	88%	34%	10%	93%	55%	26%	90%	63%	34%	<b>92%</b>	<b>59%</b>	<b>34%</b>
3 <sup>rd</sup> Grade Math	92%	52%	19%	93%	63%	35%	90%	48%	23%	<b>97%</b>	<b>76%</b>	<b>48%</b>
4 <sup>th</sup> Grade Math	74%	25%	14%	85%	44%	20%	96%	65%	31%	<b>79%</b>	<b>39%</b>	<b>22%</b>
5 <sup>th</sup> Grade Math	90%	30%	19%	95%	75%	33%	100%	86%	48%	<b>98%</b>	<b>77%</b>	<b>57%</b>
4 <sup>th</sup> Grade Writing	79%	4%	11%	76%	46%	7%	91%	71%	25%	<b>81%</b>	<b>49%</b>	<b>13%</b>
5 <sup>th</sup> Grade Science	86%	35%	9%	81%	48%	21%	83%	47%	17%	<b>75%</b>	<b>53%</b>	<b>24%</b>
3 <sup>rd</sup> -5 <sup>th</sup> Reading	87%	49%	25%	84%	48%	22%	82%	50%	25%	<b>88%</b>	<b>51%</b>	<b>27%</b>
3 <sup>rd</sup> -5 <sup>th</sup> Math	86%	40%	20%	91%	59%	29%	96%	67%	35%	<b>92%</b>	<b>65%</b>	<b>44%</b>
All Subjects	85%	41%	20%	85%	49%	25%	88%	59%	28%	<b>87%</b>	<b>56%</b>	<b>31%</b>

The trends identified when student performance scores were compared over a period of three years is that students are progressively being able to meet the approaching state expectations for each of the content areas tested. Overall campus showed improvements in subpopulation due to targeted activities such as Instrucional Rounds, Team Planning, Empowering Writers Training, campus wide writing sample collection on a weekly basis and constant monitoring and collaboration. Students showed the maintainance of performance as they progressed from 3rd grade to 4th grade and took the Reading assessment. Continued support in the New ELARS is needed to increase 3rd-5th Grade overall scores. The achievement rates of special education students compared with non-special education students is lower in the area of Reading, Math, and Writing . Increase collaboration between special education teachers and general education teachers is to continue to ensure timely interventions for students struggling students. Modeling of effective research based interventions for teachers to turn around and implement with struggling students was identified as a need based on administrative & C& I Specialist observations as well

STAAR performance. Administrative monitoring and C&I support in the area aforementioned will be in place to better support teachers in reaching all students in this area.

Assessment of the academic achievement by **2019 Accountability Summary TEC 39.053(c)(1-3) OVERALL**

Campus Performance Domain Summary	Scaled Score	Better o Par
	<b>Domain 1- Student Achievement</b>	<b>88</b>
<b>Domain 2A- Academic Growth</b>	<b>74</b>	
<b>Domain 2B- Relative Performance</b>	<b>91</b>	
<b>Domain 3- Closing the Gaps</b>	<b>81</b>	
<b>Overall Score</b>		
<b>Projected Rating</b>		

**Student Academic Achievement Strengths**

TEA 2019 Accountability Performance Index Report:

Based on the 2019 TEA Accountability Summary data analysis and information from surveys and daily operating observations, the following areas of strengths are identified are listed:

- 2019 Distinction Designation in Academic Achievement in Reading- Earned
- 2019 Distinction Designation in Academic Achievement in Math- Earned
- 2019 Distinction Designation in Academic Achievement in Science -Earned
- 2019 Distinction Designation in Comparative Academic Growth- Not Earned
- 2019 Distinction Designation in Postsecondary Readiness- Earned
- 2019 Distinction Designation in Comparative Closing the Gaps- Not Earned

**(Student Achievement Needs 2019)**

Based on the 2018-2019 EOY campus data analysis and information from surveys and input from grade level teachers, the following areas of need are identified and listed in order of need

1. Provide instructional support/supplies/materials to address target areas of need identified on previous EOY PK CPALLS, K-2nd Grade Report, 1st-5th Grade District Checkpoints and STAAR.

2. Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science.
3. Earn Comparative Academic Growth and Comparative Closing the Gaps Designation during the 2020 Assessment Year.
4. Conduct Data analysis using reports generated from Eduphoria, TANGO, Tango Trends and posting current performance on the Data Wall to make instructional decisions that directly target students needs.
5. Decrease the achievement gap that exists between the All Students and Subpopulations.

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

**Problem Statement 1:** Did not earn comparative academic growth and comparative closing the gaps designation during the 2019 Assessment Year. **Root Cause:** Students did not show sufficient growth from Approaches to Meets to Masters.

# School Processes & Programs

## School Processes & Programs Summary

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

Each grade level nominates a Site Based Decision Making committee member. Lead teachers and LPAC members are assigned by the principal to represent their grade level.

Teachers have multiple opportunities to gain professional development throughout the year. The BISD Professional Development office provides a calendar that is available to all employees through the Professional Development System indicating the sessions available. The campus also assigns teachers from each grade level to leadership roles that require specific training. This training is provided by the different District department as DEIC approved days. At the beginning of the year, all staff members are provided with the PD requirements in a two day back to school in-service with a range of topics that includes Employee Code of Ethics, T-TESS, 504 Requirements, Jenna's Law and extending to mandatory Emergency Operations Plan training. Teachers complete a minimum of 12 Technology Hours to enhance instruction as per ISET Goals.

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

Each year teachers complete a campus needs assessment and identify the professional development needs. In addition, data sources such as walkthroughs, TPRI/Tejas Lee Scores, report cards, benchmarks, STAAR scores are used to determine campus professional needs.

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

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

STAAR Test Data Analysis through AWARE, Living with Science Program, Grade Level Weekly Meetings, Technology is provided in all PK-5<sup>th</sup> classrooms (Smart Boards), Accelerated Readers/Math Readers. Accelerated Reading Logs/Accelerated Reader usage increased. Extended Day is available for 1st-5th grade. Administrative Walkthroughs rotation. Fluency and Vocabulary District Initiative Implementation. K-5<sup>th</sup> Supplemental Reading & Math programs are aligned to State Standards. Students are regrouped and placed in Tier II based on data to support area of need. Campus Wide Spelling City Technology Program available as well as Education Galaxy Lift Off program.

### **School Processes & Programs Strengths**

- Lead Teacher Assignment to support grade level
- Grade Level Master Teachers support new teachers to the grade level
- Teachers new to the grade level are provided with the opportunity to observe other grade level teachers for TTESS Domains Targets
- General Education and Special Education Teacher Coordination days are scheduled once a six weeks to provide teachers an opportunity to discuss appropriate student interventions to support student achievement.
- SBDM member effectively communicate and collect input from grade levels on necessary upgrades or instructional material needs.
- Paraprofessionals support Tier II and Tier III in the PK, Dyslexia classroom.
- Writing Bulleting board displays every classroom sample writing on a weekly basis.
- The number of iPads available to our students has increased in K-4th Grade.
- Campus Wide Region One Training on STEM FALL 2019.

### **(Needs 2019)**

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

1. Ensure that necessary technology upgrades both hardware (iPads, laptops, Chrome books, Robots) & software (Education Galaxy Lift Off, Vocabulary/Spelling City, IXL Science, etc.) are in place so that students have the learning tools to acquire necessary skills as required in the new digital era.
2. Upgrades to the PE Dept. equipment and playground area structures and materials aligned to CATCH Program including (Shading area, Paint, Project Fit playground materials , basketball backboards, fans, equipment, etc. )
3. Ensure that necessary supplies and materials needed for students in all subpopulations, including ELLs, are in place to support cross-content instructional areas and district initiatives.

4. Provide tutorials for students starting in September 2019 using EOY Retention/STAAR Data
5. Provide Substitutes & Registration Fees for teachers to participate in Campus, District and Regional Training/Vertical & Horizontal Alignment Co-Planning and Instructional Rounds.
6. Digital LMS for students to store, share and display their digital portfolios Ex.Padlet, SeeSaw
7. Increase opportunities for professional development: STEAM, New ELARs, 12 Hour Technology Requirement, Research Based Strategies.
8. Increase opportunities for students to participate in Extra Curricular Activities (Coding, DI, Ballroom, Choir, Robotics, Chess, Football, Volleyball, etc.)

### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1:** Increase the quality of learning for highly at-risk students during enrichment and acceleration programs. **Root Cause:** Tutorial programs are being offered to highly identified students however, participation in tutorial programs is limited to parent permission.

# Perceptions

## Perceptions Summary

Based on the 2018-2019 Elementary Student CNA Survey (4/10/2019 Report) Results, **96%** of 2<sup>nd</sup>-5<sup>th</sup> grade students feel that they are learning important things in school, **99%** of students feel that teachers at this school help student do their best. Students feel that teachers provide them with the help they need to complete assignment **98%**,

Students feel that discipline rules and consequences are fair **91%** while **94%** feel that they can go to the counselor if they need to. One of the weaknesses that both teachers and students noted was the statement that breakfast and lunch served at our campus is of high quality (Teachers- Avg of **62%**, Students **38%**). Students respond positively to interventions that are in place and monitored through SuccessED Behavior plans to increase appropriate behavior.

No drug and alcohol use among students has been reported. Effective procedures are in place to promote safety. All visitors must report to the front office and sign in. One security officer is assigned to our campus all day and monitors suspicious behavior and conducts routine checks for campus security. According to the latest campus needs assessment survey **86%** of students feel safe in this school and **95%** of teachers feel that the campus is safe and secure. Pena Elementary takes a proactive approach to violence and drug use. Counselors and teachers collaborate with administration to plan and deliver effective lessons on anti-violence, anti-drug and a bully free zone campus. Students are responding to strategies that are in place to reduce the threat of bullying. Continued monitoring and intervention programs are in place to empower students to report bullying. Based on staff survey results, **90%** of the staff agrees that the Anti-violence Program at our school is effective as well as the anti-drug program. As per the Antibullying program offered at our campus, **100%** of the staff members feel that it is effective. however, **51%** of our students still feel that there are bullies in our school. This gives us an indication that we need to further continue to create awareness in this area.

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

Every other week, one student from each PK-5th classroom is selected for demonstrating White Wing Character and is recognized as the Student of the Week. Each student is publicly recognized and are pictured with our School Mascot. The picture is then displayed to acknowledge their success. Safety procedures are in place, RTI and SuccessED Behavior plans are monitored and implemented every six weeks. Presentations by Counselors are effective. Small group counseling provides for targeted intervention. Pena students participate in extracurricular activities such as drill team, UIL, Chess and Multiple Library events. Security Officer provides expertise in safety procedures, Peña is an enclosed campus with students only exiting the building to go to the GYM areas for Physical Education class. Higher Education culture is emphasized throughout the school. Campus recognizes a BISD Alumni representing Pena Elementary at the Annual BISD Alumni Luncheon to promote the career readiness and recognize high achievement and community involvement. Campus Administration hold high expectations for all teachers and staff **95%**. There is an decrease in the perception of the atmosphere of trust and mutual respect between administration and staff at **68%**. Teachers are involved in decision making process **69%**. Campus meets need of diverse population **100%**. Based on our staff survey the following is a breakdown of how programs effectively educates students at our campus: Special Education **82%**, Bilingual **91%**, Migrant **82%**, Gifted and Talented **82%**, Compensatory Education (Tutorials) **73%**. According to staff, the student code of Conduct is applied



consistently and fairly among students **66%**.

As partners in education, parents are provided the opportunity to complete two surveys each year to provide us input regarding their perceptions of the school. We had a noticeable increase in parent survey responses in part because each teacher set up laptops/computers in their classrooms during open house and encourage all parents visiting to participate in the survey. As per our 2019 Survey parents at our school feel that:

### **Teacher Perception Overview:**

Our campus encourages parents to be involved: **100%**, A significant amount of parents are actively involved in our campus: **81%**, Most of my students' parents visit my classroom/school during Open House **91%**, With regards to their children, parents are provided meaningful opportunities to participate in the decision-making process: **97%**

### **Student Perception Overview:**

I feel I am learning important things in school **96%**, Teachers at this school help students do their best **99%**, There are enough supplies in the classroom to complete my school work **93%**, Discipline rules and consequences are fair **91%**, I feel safe in school **86%**, The staff at my school care about me and listen to what I say **86%**

### **Parent Perception Overview:**

The principal at my child's school is available when I need him/her **92%**, I am involved in the decision-making at my child's school **81%**, The quality of instruction in my child's school is good **97%**, Teachers in my child's school expect my child to do his/her very best **99%**, My child's school has the materials and supplies he/she needs to learn **99%**, The technology resources available to my child are very helpful for their school work **95%**. I am encouraged to be involved at my child' school **95%**, I am involved in my child's school **82%**, I feel welcome at my child's school **93%**, I am able to attend school activities such as parent meetings, open house, and student performances **96%**. My child is safe at this school **97%**. The school administrators and/or teachers take my concerns seriously **92%**.

The Site Based Decision Making Committee has two business representative and two community members and two parent representatives that are nominated by school administration. The parent and community membership in the SBDM represents the ethnic and socio make-up of the community. New SBDM Members attend a SBDM training (September 2019). Parents communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw is implemented by some of our classroom teachers. Each teacher is required to keep a parent communication log to document all and any contacts made with parents. All communication is done in both languages to better assist parents. Teachers make calls during their conference time or after school to communicate with thier parents. register with the parental involvement office and are cleared to volunteer at our campus. Our parent volunteers are very active and are always willing to collaborate with different members of the school to improve the learning environment for students. Parents attend bi-weekly meeting to obtain information and strategies to impact student learning in a meaningful way. Many PK/K parents are involved with a noticeable decrease in parent volunteers from the upper grades. A parent liaison is available to contact parents and assist parents with multiple instructional skills as well as parenting program skills to better support their child's learning. Volunteer parents support the District Literacy initiative by participating in book reads and plays when author's are invited to Peña Elementary. A campus performance schedule allows for each student at Peña Elementary to participate in an event showcasing their talent to their parents and community. Each grade level is assigned a month, starting

with 5th grade to prepare a presentation aligned to the months theme and parents are welcomed to see their child perform and recognize their multiple talents. We have a high number of parents that attend these events along with extended members of the family and ex-students that come with their brothers and sisters.

Communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw. Most teachers contact parents via ClassDojo or SeeSaw. Each teacher is required to keep a record (paper or digital) of parent communication to document all and any contacts made with parents. All communication are available in both languages to better assist parents. Teachers make calls during their conference time or after school to communicate with their parents.

Faculty and Staff are encouraged to recruit and invite community members to be part of the instructional component of the school. Parents are welcome to collaborate with parent liaison and District parent liaison to support community partnerships as well. Currently, the school welcomes student teachers from UTRGV system, Brownsville Zoo, Turtle Inc., and Brownsville Fire Dept. Parents attend an annual School-Wide Title I Meeting. Pena hosts an Annual Health Fair. Parent Liaison Contact. Community Members partner with our school to present at the weekly \* Focus on Future Fridays initiative to promote college awareness. Parent participation in award ceremonies, Parent Access Center, Parent Liaison Contact, Parent Involvement Meetings, School Parent/ Student Compacts.

## **Perceptions Strengths**

Built in 2009, Raquel Peña has kept up with technology since the beginning of its existence. Our campus continues to rapidly increase the number of technology available to students PK3-5th Grade. The campus is on its third year of implementing the After School Extended Day program. With this program, our students were able to benefit from daily supper and the opportunity for after school assistance in the area of homework and other academic areas. Raquel Peña Elementary has been designated as one of six 2nd Grade STEAM campuses offering blended learning and PBL lesson to students. Extracurricular activities are available such as dance team, chess, robotics, ballroom, and destination imagination,. Starting this year, our campus will be offering our students the opportunity to partner up with Girls Scouts of America to start a troop.

Over the years, our school has increased its participation in Health and Wellness for students, faculty, staff and parents through participation in community health events & CATCH, Vive tu Vida, and Running events. Our campus continues to educate parents on bullying and how it's defined in the educational setting with an emphasis on Internet Safety. Thanks to apps such as Class Dojo and Remind, our teacher and parent communication has increased. Parent input on yearly surveys has increased in comparison to 5 years ago providing us with valuable data to support student, parent and school partnerships. The District Parental Involvement Dept. provided all campus with district wide guidelines on the benefits of parental involvement to train administrators and teachers with a step by step training guide to teachers and administration on benefits of parental involvement. This resource provided to us turn out to be very beneficial with our efforts to increase parental involvement.

## **(Perceptions Needs 2019)**

1. Improve survey results in the following areas: Students, Parents and Staff
2. Increase number of parents participating in meetings by providing a.m. and p.m. parent meeting opportunities (Program Schedule -p.m.)

3. Promote a College Readiness learning environment -presentations, T-Shirt College Day, Research Projects by students.
4. Increase the number of teachers and staff volunteering to serve as extracurricular events such as Extended Day, DI, Ballroom, Chess, etc.
5. Increase students knowledge of appropriate social behavior/interactions with students/teachers/parents/administration.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Limited participation in meetings. **Root Cause:** Parents are unable to attend the meeting due to other responsibilities at home/work.

# Priority Problem Statements

# Comprehensive Needs Assessment Data Documentation

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

# Goals

Revised/Approved: May 16, 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:** Pena Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 5 percentage points.

**Evaluation Data Source(s) 1:** STAAR performance reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Implement researched based and effective teaching practices to develop student's proficiency in all content areas with the use of ancillary /supplementary materials and instructional tools.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS Timeline- August 2019-June 2020</p> <p>CNA: pg. 12-13</p>	2.4, 2.5, 2.5	Campus Administration Teachers State Comp. Administrator	<p>Formative: High % of students meeting determined criteria District Benchmark. Progress Monitoring CPALLS TPRI ANDTejas LEE BOY,MOY results Walkthroughs Lesson Plans Grades</p> <p>Summative: STAAR TELPAS SUPERA TERRANOVA PBMAS EOY TPRI/Tejas Lee EOY OWL /CPM Evaluation</p>				
<p><b>Funding Sources:</b> 211 Title I-A - 23924.00, 199 Local funds - 9734.00, 163 State Bilingual - 6075.00, 289 GEAR UP/P-TECH/Other Source - 0.00, 162 State Compensatory - 16389.54</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b>            Build a foundation of reading and math            Improve low-performing schools            2) Struggling students will be identified and assessed for present competencies and be provided research based interventions to improve student success in federal, state, district and campus expectation. Administrator will use computer to review and ensure that IEPs/AIP/RTI components are adhered to. RTI/504 Committee/ARD committee will utilize the participant's requirements when making testing recommendations based on the progress of identified students. PLAAFPs will be documented for identified student in SPED. Computer-Based programs and tools including will be used to support instruction.</p> <p>Population-            ALL Students            TI            MI            LEP            SE            AR            GT            DYS</p> <p>Timeline: Sept. 2019, November 2019, December 2019, February 2020, April 2020, May 2020</p> <p>CNA 12-13</p>	2.4, 2.6	RTI/505/SPED Committee Members Classroom Teacher Special Education Teachers Diagnostician SPED Supervisor	PLAAFP and IEP Goal Implementation				
<p><b>Funding Sources:</b> 166 State Special Ed. - 0.00, 211 Title I-A - 2000.00</p>							







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Language Proficiency Assessment Committee will meet periodically to identify bilingual students, monitor student assessment and recommend category changes or exit students from the bilingual program.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. , Nov. Dec. , 2019- Feb. , April , Jun 2020</p>		<p>LPAC Administrator Bilingual Lead Teacher LPAC Committee Teachers</p>	<p>TELPAS/PBMAS Terranova/Supera District /Campus Benchmark Scores BISD Writing Portfolio Collection Compliance with all Federal, State and District Requirements</p>				
<p>4) Pena teachers will meet with the RTI Committee at the end of each intervention period to review the progress of students on RTI plans and make appropriate educational decisions to support the learning of students through evidence based instruction.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. , Nov. , Dec. , 2019- Feb. , April , June 2020</p>	2.6	<p>RTI Coordinator Teacher Support Staff Dean of Instruction Assistant Principal</p>	<p>Decrease in RTI referrals. Increase in qualifying students that were identified and recommended for services.</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) In order to provide additional assistance with Reading, classified instructional personnel will assist teachers to work with at risk students. Population: ALL Students TI MI LEP SE AR GT DYS Timeline: August 2019-June 2020		Principal Assistant Principal Teachers	Increase in CPALLS growth from Beginning of Year Assessment to End of Year assessment to meet campus goals.				
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>6) Provide opportunities for All PK-5 Bilingual/PD students to participate in activities that increase English Language Learners Domains in Listening /speaking, reading/writing to systematically transition to English literacy. Examples: poetry, drama, characterization in school programs, foldables, Reading Theatre, campus wide Writing composition bulletin board display.</p> <p>Population- TI MI LEP SE AR GT DYS</p> <p>Timeline-Sept. 2019-June 2020</p> <p>CNA 7-8</p>	2.4	Principal Dean PK-5 Bilingual Teachers PK Paraprofessionals	<p>Formative: TPRI/TejasLEE BOY, MOY Benchmark testing Progress Monitoring . Fluency Monitoring Observations ELL Progress Monitoring</p> <p>Summative: EOY TPRI/Tejas Lee Fluency Rates TELPAS Proficiency Level Cumulative Reports EOY TPRI STAAR Scores</p>				
<p><b>Funding Sources:</b> 263 Title III-A Bilingual - 1350.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) In order to monitor AMAO 1 Progress K- 5 and AMAO 2 --ATTAINMENT K- 12 all K-5 Bilingual/ESL students will be monitored for current English proficiency in the areas of listening and speaking, reading and writing.</p> <p>Population: ALL Students TI MI LEP SE AR GT</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Administration Testing Coordinator Classroom Teachers ELACurriculum</p>	<p>Formative: Data Review TELPAS Progress Monitoring Aware input for PK-5th Walkthroughs REACH Tests ELL Writing Portfolios</p> <p>Summative: TELPAS PBMAS</p>				
<p>8) The TAIS (Texas Accountability Assessment System) Committee will meet twice throughout the year to monitor and provide recommendations for intervention to decrease the performance level gap between ALL vs. Special populations identified as not meeting System Safeguards.</p> <p>Timeline: November 2019 &amp; February 2020</p>		<p>Campus Administration TAIS Committee Members Classroom Teachers</p>	<p>Formative: Data Review Walkthroughs Six Weeks Tests November/February Benchmark Results</p> <p>Summative: TAPR Report System Safeguards Results</p>				
<p>9) Raquel Pena Elementary will ensure that the BISD Plan of Action for ELA and Reading guidelines are met in order to support continuous improvement by:</p> <ul style="list-style-type: none"> <li>* Following the instructional expectations such as the use of journals ,technology programs and implementation of novels</li> <li>* Participating in professional learning requirements such as Dr. Kay text structure strategies.</li> <li>* Completing progress monitoring using TPRI/Tejas LEE, LION testing, fluency to indicate 10 wpm growth by six weeks</li> </ul> <p>Population: PK-5th Grade ALL Timeline: August 2019-June 2020</p>		<p>Campus Administration C&amp;I Administrator ELA Curriculum Specialist Teachers</p>	<p>Formative: Dr. K. training and ELAR Maintenance PD, BOY testing, LION Tier 2 and 3 accelerated instruction, Literacy Conference November DBM Middle of the Year (MOY) testing, February DBM, Countdown Plans</p> <p>Summative: EOY TPRI/Tejas LEE Testing State Assessments Results</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>10) Pena students and teachers will increase college awareness by participating in the BISD College Awareness Day and encourage opportunities for students to learn about different universities and the programs offered.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Administrators Counselor Classroom Teacher</p>	<p>Formative: Student Participation Staff Participation</p> <p>Summative: Increase Student Awareness HB 5 Documentation</p>				
<p>11) Students maintaining an Honor Roll every six weeks for the entire year will be recognized as Pena Honor students and provided with an incentive.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2019-June 2020</p> <p>CNA pg. 17-20</p>	2.5	<p>Campus Administrators Counselors Teachers</p>	<p>Formative: Report Card</p> <p>Summative: Cumulative Grade</p>				
<p><b>Funding Sources:</b> 199 Local funds - 2000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) To promote and ensure physical fitness, students in grades PK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. Population: All Students TI MI LEP SE AR GT DYS  Timeline: August 2019-June 2020		Campus Administration Physical Ed. Teachers	Formative: Classroom Observations PE Student Attendance Records  Summative: School Health Index Physical Fitness Assessment				
<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 2:** Pena Elementary early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM, LION End of Year results.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Conduct at least 3 data analysis meetings in collaboration with the dean of instruction each year to make adjustments to plans, and use data to drive campus decisions in order to impact student success rates.  Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: BOY Sept 2019, MOY Feb. 2020, EOY April 2020		Campus Administration Dean of Instruction Teachers	Increase level of proficiency in TELPAS PBMAS Indicators Met Increase in District /Campus Benchmark Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) The campus will implement a coordinated systematic assessment plan to monitor students progress data in order to provide reinforcement strategies to improve students skills as measured in campus, district and state EOY assessments.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: TPRI and TejasLEE/2019-2020 Academic Year State/District Campus Assessment Schedules</p>		<p>Campus Adm. RTI Committee Diagnostician Special Ed. Teachers Classroom teachers</p>	<p>Formative: Agendas Sign-In &amp; handouts RTI Plans Tutorial Rosters Progress Monitoring Report Cards Nov. District Benchmark Scores Feb. District Benchmark Scores Brigance Inventory</p> <p>Summative: Increased percentage of students meeting campus, district and state assessment proficiency goals. STAAR TELPAS TERRANOVA PBMAS TPRI/Tejas LEE CPALLS</p>				
<p>3) Raquel Pena Elementary will support Early Childhood Education by offering high quality 3 year old full day program for students who qualify under Title I-A criteria to increase early literacy and student school readiness</p> <p>PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc.</p> <p>(supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2019 - June 2020</p>		<p>Campus Administration Federal Programs Administrator, Supervisor,</p>	<p>Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, PDS Evaluations, Personnel Requisitions, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: Tango Central will track the C-PM data</p>				

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:** Pena Elementary will have 80% of migrant students be on grade level within 2 years and 80% will be at Approaches Grade Level for all STAAR assessments.

**Evaluation Data Source(s) 3:** PBMAS Report, STAAR 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 PFS migrant students will monitored and be provided immediate remediation through small group instruction in the classroom and all migrant students will be provided additional reading materials such as fiction and nonfiction readers; Read All About it Reading, Math, Science kits, computer based instruction; math tools, counselings services and or referrals to nurse for needed assistance or services.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Migrant Teacher Teachers Administration Nurse/Counselor</p>	<p>Formative: NGS Campus Reports Parental, Student and District Requests for Supplies Progress Reports</p> <p>Summative: RTI Plans Completed PFS Monitoring Tool Cumulative Report Cards Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Migrant Teacher Teachers Administrators Parent Liaison</p>	<p>Formative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p> <p>Summative: 3rd-5th STAAR Scores 1st-2nd Report Cards Scores</p>				
<p>3) Penas PFS migrant students will receive supplemental support services and supplies such as paper, pencils, crayons, learning games, books, to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Migrant Teacher Teachers Administrators Parent Liaison</p>	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p>				
<p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2019-June 2020</p>		<p>Principal Migrant/General Teachers Counselor Nurse</p>	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS, TPRI, Tejas LEE, Terranova, Supera Post Assessments</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Migrant students 3rd- 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: 3rd -5th Grade PFS Migrant Students Timeline: August 2019-Sept 2019 BOY STAAR from previous year and 5th Grade Review BOY, after 1st Administration 2020 and 2nd Administration 2020</p>		Parent Liaison Teachers Campus Administration Migrant Parents	<p>Formative: STAAR Remediation NGS STAAR Report District Benchmark Results November /February</p> <p>Summative: STAAR Assessment Test Results Increase of number of migrant students meeting state Level II standards or above in all assessed areas.</p>				
<p>6) Parents of migrant PK-5th Pena students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.</p> <p>Population: PK-5th Migrant Students Timeline: October 2019-June 2020</p>		Parent Liaison Migrant Program Campus Administration	<p>Formative: Sign-in Sheets Visitation Logs</p> <p>Summative: Session Evaluations and Participants Surveys</p>				
<p>7) Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: Each Six Weeks 2019-2020</p>		Campus Administration Teachers	<p>Formative: District Benchmarks Attendance Reports 3wk progress reports</p> <p>Summative: Report Card STAAR</p>				
<p>8) Teachers and staff will complete a survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results.</p> <p>Population: Migrant Students Teachers and Staff Timeline: April 2020</p>		Campus Administration Teachers Staff	<p>Formative: Parent Meeting Evaluations</p> <p>Summative: Survey Results Implementation of Survey Suggestions</p>				

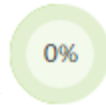
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) The academic progress of migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion from 1st to 2nd grade.</p> <p>Population: Migrant Students Timeline: Sept. , Nov. , Dec. , 2019- Feb. , April , June 2020</p>		<p>Special Programs Administrator Principal Teachers</p>	<p>Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI and Tejas LEE Assessment Decrease in student retention rates for 1st &amp; 2nd Grade students.</p>				
<p>10) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PK-5th Migrant Students Timeline: June 2020-July 2020</p>		<p>Special Programs Administrator Principal Summer Teachers Summer School Lead Teacher</p>	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation Decrease in student retention rates for 1st &amp; 2nd Grade students.</p>				
<p>11) Migrant students will be offered extended day tutorial session at Pena Elementary where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Population: Migrant and PFS students Timeline: September 2019-May 2020 SSI Tutorial Schedule/Regular Tutorial Schedule</p>		<p>Campus Admin Classroom Teacher Teacher MSC</p>	<p>Increase promotion rates &amp; test performance</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

**Performance Objective 4:** Pena Elementary will Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Reading Fine Arts and PE programs by 5% over 2018-2019 participation.

**Evaluation Data Source(s) 4:** District, 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
1) Encourage student participation in BISD Annual Track & Field Events to maintain students fitness level.  Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: March 2020-May 2020		Administration PE Coaches Teachers	Formative: Student Roster  Summative: Competition Results				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) PE Coaches will incorporate and integrate math, reading, and writing academic concepts inherit to the Physical Education curriculum programs, Project FIT Grant Lesson and CATCH lesson in order to enhance students academic skills through the physical activity.</p> <p>Population:Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2019-June 2020</p>		Physical Ed. Specialist Physical Ed. Teachers Physical Ed. Paras Teachers Administrations	Formative- Curriculum Frameworks Lesson Plans HB5 Documentation Staff Development Agenda Project Fit Lessons  Summative- Monthly Campus Visitation Documentation CATCH Binder				
<p>3) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007</p> <p>Population:Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Fall 2019/Spring 2020</p>		Administration Physical Ed. School Nurse CATCH Team members	Formative- Updated District Policy Classroom Observations  Summative- TEA required report for Fitness Assessment Results Student Follow-up Texas Fitness Gram Program Results Project Fit Yearly Report				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Academic Vocabulary and concepts will be reinforced through fine arts curricular activities such as participation in UIL events, dance, choral, musicals, readers theatre, gross motor skills and healthy living/ CATCH, volleyball, soccer, races to enhance student critical thinking skills, creativity and teamwork.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		<p>Music Teacher Classroom Teachers Campus Administration</p>	<p>Formative: Student Presentations/ Performance Lesson Plans Displays</p> <p>Summative: Videos Projects STAAR Scores</p>				
<p>5) Increase opportunities for Pena students to participate in campus, district/community events such as Santa &amp; Friends and other Fine Arts Showcase programs, UIL events, musicals, art exhibition, DI and ballroom dancing competitions to showcase fine arts talents and develop leadership and increased student participation as noted in SB5.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020 CNA pg. 7-8</p>	2.5, 2.5	<p>Music Teacher Classroom Teachers Campus Administration</p>	<p>Formative: Presentation/ Performances</p> <p>Summative: UIL Competition Rosters Assemblies Talent Show</p>				
<b>Funding Sources:</b> 199 Local funds - 2000.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Pena 5th grade choir will have public performances at the district/campus, parent meetings and community outreach activities to apply their music and fine arts talents.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS Timeline:October 2019-May 2020</p>		<p>Music Teacher Classroom Teachers Campus Administration</p>	<p>Formative: Presentation/ Performances</p> <p>Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show</p>				
<p>7) Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Club Code, and UIL Academics. at the local, state and national level.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT Timeline:August 2019-June 2020</p>	2.5	<p>Campus Administration Teachers Advance Academics Dept. Chess Coaches Chess Tutor DI Coaches</p>	<p>Formative: Local Tournament Results Campus/District Math benchmark scores</p> <p>Summative: End of Year USCF rating District/Region/State Overall places STAAR Results</p>				
<p><b>Funding Sources:</b> 199 G/T Advanced Academics - 0.00</p>							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Increase opportunities for Pena students to participate in campus, SPEEDY PAWS Running Club to develop healthy habits and daily physical movement and prepare their physical endurance to participate in community runs minimal twice a year.  Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: August 2019-June 2020 CNA pg. 14	2.5	Running Club Sponsor Physical Education Teachers Administration Parents - Community Events	Formative: Student Roster  Summative: Participation/Competition Results				
= Accomplished              = Continue/Modify              = No Progress              = Discontinue							





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

**Performance Objective 1:** Pena Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by submitting timely work orders for renovation/upgrade/improvement over the next 5 years.

**Evaluation Data Source(s) 1:** Follow district's Energy Plan adopted and 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) Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: All Campus Personnel/Departments Timeline: August 2019-August 2020		Principal Assistant Principal Custodians	Campus based implementation of energy saving strategies to decrease energy usage. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage.				
2) Pena Elementary will create and implement a systematic approach to the upgrades and improvements needed for facilities to include prioritizing based on yearly safety needs of the campus. Population: All indoor and outdoor campus facilities Timeline: August 2019- June 2020		Principal Assistant Principal Custodian Secretary	Campus safety inspections will indicate priority need of improvements needed. Formative: Safety inspections/Work Order completions Summative: Evaluation/analysis of survey data.				
<b>Funding Sources:</b> 199 Local funds - 6100.00							
CNA pg. 14-16							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Evaluate and recommend necessary upgrades for instructional facilities and equipment such as AC and/or fan for the GYM to ensure an appropriate environment and student safety. Population: ALL Students TI MI LEP SE AR GT DYS Timeline: August 2019-June 2020		Administration PE Coaches C & I PE Specialist	Increase use of safe and durable equipment while participating in core PE programs.				
4) Pena Elementary will ensure through maintenance calendar and campus procedures that all school grounds are maintained to meet safety and aesthetic standards for all students to attend school.  Population: All Students  Timeline: August 2019-June 2020  CNA pg. 14-16		Campus Administration Campus Safety Coordinator Emergency Operations Coordinator Custodians Teachers	Formative: Custodial Meetings Custodial Upkeep/Routine Cleaning Area Inspections  Summative- Fire Extinguisher Audit Report Maintenance Order Completions Yearly Safety Compliance Reports				
<b>Funding Sources:</b> 199 Local funds - 200.00							
<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:** Pena Elementary 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:** Compliance with Campus Budget Guidelines. Fiscal reports for district, internal and external audit reports and FIRST ratings.

#### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement. Population: Campus Stakeholders Timeline: August 2019-June 2020		Campus Administration Grade Level Teams SBDM	Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published timeline. Summative: End of Year Expenditure Reports.				
2) Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement. Population: Campus Stakeholders Timeline: August 2019-December 2019		Campus Administration Grade Level Teams SBDM	Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published timeline. Summative: End of Year Expenditure Reports.				



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


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

**Performance Objective 2:** Pena Elementary will commit to a support plan which includes improved motivation for 100% of teachers.

**Evaluation Data Source(s) 2:** Teacher involvement and participation in support of student achievement . Summative Survey.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc. Timeline: August 2019-June 2020		Campus Administrative Team SBDM	Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan.				
2) Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc. Timeline: August 2019-June 2020		Campus Administrative Team SBDM	Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan.				




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

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

**Performance Objective 3:** Pena Elementary will create and provide faculty and staff recognition 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) Pena Elementary will support campus SBDM committees in creating and participating in employee incentives and recognition to improve employee/campus morale and climate. Population: Faculty and staff Timeline: August 2019- June 2020		Campus Administrative Team Campus Leadership Team Teachers	Formative: Teacher Recognition Announcements/Emails/Website Summative: CNA Staff Survey Results				
							

**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:** Pena Elementary 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:** Media records with Public Information Office, enrollment data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Raquel Pena Elementary will designate a Public Information Officer contact to provide featured articles, current and prior students/parents/staff recognition, co/extra-curricular activities, and parent/community events. Population: Raquel Pena Stakeholders Timeline: August 2019-June 2020		Campus Administration SBDM Contact Person for: Public Information Officer	Formative: *Submissions of information for articles and showcases. *Regular features in media showcasing current campus accomplishments.  Summative: Annual compilation of articles and presentation/showcases.				
							

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

**Performance Objective 2:** Pena Elementary will follow the District of Innovation school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Raquel Pena Elementary will update website at least monthly to include the showcasing of student and community activities to support district enrollment/recruitment and retention efforts. Timeline: August 2019-August 2020		Campus Administration Campus TST Webmaster Contact Person for: Public Information Officer	Formative: Monthly review of website indicating current events.  Summative: End of Year Clearance of District Monthly Checklist results.				



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





**Performance Objective 1:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) at Pena Elementary will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

**Evaluation Data Source(s) 1:** ISS/OSS reports for Pena Elementary disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Counselors will conduct bi-weekly presentations on multiple topics such as conflict resolution skills, study skills, internet safety cyber bullying etc. to train students on strategies they can use to handle these situations. Population- ALL Students TI MI LEP SE AR GT DYS  Timeline: August 2019-June 2020		Administration Counselor Teachers	Decrease in discipline referrals.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Students will be read Words of Wisdom everyday during morning announcements to encourage positive behavior and character building.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:Daily from August 2019-June 2020</p>		Administration Counselor Teachers	<p>Formative: Announcement Log Participation</p> <p>Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations.</p>				
<p>3) Provide annual training for all teachers: to effectively use eSchool Classroom Incident/Office Referral to prepare and implement a plan to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; -assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2019-June 2020</p>		Administration Counselors Behavior Specialist RTI Specialist	<p>Formative Agenda Sign-in sheets Action Plans</p> <p>Summative Evaluations Audits Sign-In Sheets</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Notify parents of any discipline referral outlined in the Student code of conduct immediately in order to ensure parental awareness of student discipline.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		Principal Asst. Principal	Formative Conference Notes Summative Discipline Referral Document				
<p>5) Students needing assistance in the area of behavior will be identified and referred for RTI interventions. RTI behavior intervention plans will be developed for TIER II &amp; TIER III students and documented in SuccessEd.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		Teachers RTI Team Nurse Counselors	Formative RTI Behavior Plans Observation Forms  Summative RTI Behavior Plans Counselor Log Counselor Referrals				
<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 2:** Pena Elementary will refine and implement safety plans to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 2:** Updated safety plan checklist, campus safety plans.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Pena Elementary will ensure through master scheduling the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2019-June 2020</p>		<p>PE Teachers Campus Safety Coordinator Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration</p>	<p>Formative: Lesson Plan addressing Safety Emergency Evacuation Drill Log</p> <p>Summative- Reviews of Campus Safety Action Plan Emergency Operating Procedures Decreased Incident/Accident Referrals</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Counselors will train students, teachers and parents using resources developed by the Texas Education Code (TEC) under Section 38.004 in compliance with House Bill 1041 (Jenna's Law effective 09/01/2009) on</p> <ul style="list-style-type: none"> <li>-the District's Policy/guidelines on reporting sexual abuse of children</li> <li>-warning signs indicating that a child may be a victim of sexual abuse</li> </ul> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: August 2019-October 2020</p>		<p>Administrators Counselors Teachers Community Agencies BISD PD</p>	<p>Formative: Student sign in sheets Parent Sign in sheets Counselor logs Agenda PD Workshop # Attendance Roster</p> <p>Summative: Classroom PD Evaluation Student CIP Survey</p>				
<p>3) School counselor will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline:August 2019-June 2020</p>		<p>Administration Counselor Teachers</p>	<p>Formative: Counselor Log Agency Referrals</p> <p>Summative: Counselor Log</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Pena Elementary will develop and maintain a multi-hazard Emergency Operations Plan and is reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly:  Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; Cover, Evacuation.</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population-  ALL Students  TI  MI  LEP  SE  AR  GT  DYS</p> <p>Timeline: August 2019-June 2020</p>		Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	<p>Formative:  After Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>Summative:  Evaluation Sheets</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Pena Elementary has an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In and obtain a pass. Visitors escorted at all times.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		<p>Administrators Office Staff Teachers BISD Police Security</p>	<p>Formative: ID Cards Audits Sign In Sheets</p> <p>Summative: Logs Audit Results</p>				
<p>6) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		<p>Administrators Counselors BISD Police and Security Services.</p>	<p>Formative: Safety Coordinators Reports Counselors log Student Code of Conduct PEIMS -Discipline Reports</p> <p>Summative: Decrease in number of incidents reported to campus administration and/or PD.</p>				
<p>7) Promote awareness and notification of Student Code of Conduct to students, parents, staff &amp; community through campus distribution and campus presentations in order to promote a safe campus environment</p> <p>Population: All Timeline: August 2019-June 2020</p>		<p>Administrators Counselors Parental Involvement BISD Police and Security Services. Parent Liaison</p>	<p>Formative Sign-in sheets Signed Student Code of Conduct Acknowledgement Forms Agendas Summative Completed Referral Forms Sign-in Forms</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
8) Ensure that campus counselors provide individual and group counseling sessions on a regular basis in order to ensure that students needs are addressed such as: -Behaviors interfering with learning -Emotional distress -Family problems -Bullying issues (victim/perpetrator) -Lack of motivation -Self-hurting behaviors -Low Self-Esteem -Peer relationships  Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: August 2019-June 2020 CNA 17-20	2.6	Administration Teachers Counselors	Formative RTI  Summative Counselor Log Counselor Referrals				
<b>Funding Sources:</b> 199 Local funds - 0.00							



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Campus Safety Coordinator will conduct bi-monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted  Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: August 2019-June 2020		Safety Coordinator- Assistant Principal	Formative Agenda Sign-in Sheets  Summative Safety Compliance Report from BISD Safety Dept. Decreased Injury Reports				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue

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

**Performance Objective 1:** Pena Elementary will have a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Pena Elementary 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) Revise, Complete and Disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents</p> <p>Timeline: Revise: 3/7/2019 Complete: 5/16/2019 Disseminate: 8/2019</p>	3.1	<p>Parent Liaison Teachers Principal Assistant Principal Campus Personnel</p>	<p>Formative: District and Campus Parental Involvement Policy Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Title I-A Parental Involvement Compliance Checklist</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.</p> <p>Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August/September 2019</p> <p>CNA 17-20</p>	3.1	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	<p>Formative: School-Parent-Student Compacts</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals</p>				
<b>Funding Sources:</b> 211 Title I-A - 900.00							
<p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents</p> <p>Timeline: September 2019</p>		Parent Liaison Teachers Principal Assistant Principal Campus Personnel	<p>Formative: Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>STAAR Results Increased Attendance Rates Decreased Discipline Referrals</p>				
<p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus parental involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: March 2020 During Open House</p>		Parent Liaison Teachers Principal Assistant Principal Campus Personnel	<p>Formative: Increase Parent Survey participation.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met:            Parental Involvement Policy            School-Parent-Student Compact            Campus Improvement Plan</p> <p>Population:            Parents            Community Members</p> <p>Timeline: Nov. 2019            Jan 2020, April 2020</p>		Parent Liaison Parent Trainer SBDM Parent Representative Principal Assistant Principal	<p>Formative: Parent Participation and Input during SBDM Meetings.</p> <p>Summative:            Composite of meeting minutes            Title I-A Parental Involvement Compliance Checklist</p>				
<p>6) Provide opportunities for parents to visit and participate with their child in meaningful activities such as Grandparents Day, Lunch with Parents, PE with Parents, Grade Level Presentations and Community presentation offering services such as Girls Scouts, Health Fairs to foster the parent, school and community relationships.</p> <p>Population:            Parents</p> <p>Timeline: Fall 2019/Spring 2020</p>		Parent Liaison Parent Trainer Principal Counselor	<p>Formative:            Agendas            Sign-in sheets            Fliers            Brochures            Handouts            Session Evaluations            Authority to Volunteer Clearance Letter</p> <p>Summative:            Composite of meeting minutes            Title I-A Parental Involvement Compliance Checklist</p> <p>STAAR Results            Attendance Rates            Discipline Referrals</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Create partnership agreements with agencies and organizations.  Invite them to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.  Head Start On-Site Visit Fall/Spring  Telemundo, Brownsville PD  MEND Program  Population:  Parents  All Students  At Risk  Special Ed  LEP  Migrant  Dyslexia  GT</p> <p>Timeline: Fall 2019/Spring 2020</p>		Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers	Formative: Increase community involvement partnerships as noted throughout the school year's activities.  Summative: Increased partnerships EOY Award/Social Presentations				
<p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Include strategies from the Customer Service training attended by parent liaison and using digital media to increase communication with parents.</p> <p>Population:  Staff</p> <p>Timeline: Fall 2019/Spring 2020</p>		Parent Liaison Parent Trainer Principal	Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation Title I-A Parental Involvement Compliance Checklist  STAAR Results Attendance Rates Discipline Referrals				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>9) Provide parent bi-weekly meetings to encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p> <p>Population: Parents</p> <p>Timeline: Bi-Weekly from August 2019-June 2020</p>	3.2, 3.2	Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches	<p>Formative: Increase Parental Involvement noted: Teacher Communication Log Open house attendance Weekly Meeting Attendance.</p> <p>Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist</p>				
<p>CNA 17-20</p> <p><b>Funding Sources:</b> 211 Title I-A - 900.00</p>							
<p>10) Parent Liaison will conduct home visits to monitor student attendance, inform parents of requested conferences, verify home residency and attend parental Involvement training.</p> <p>Population Parents</p> <p>Timeline: October 2019-June 2020</p>	3.2	Parent Liaison Attendance Liaison Principal Assistant Principal Dean of Instruction Nurse	<p>Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p>				
<p>CNA 17-20</p> <p><b>Funding Sources:</b> 211 Title I-A - 900.00</p>							
<p>11) Parent Liaison will collect attendance log from teachers by 8:30 a.m. to note students not in attendance and will communicate to parent via phone to encourage and improve attendance.</p> <p>Population: Teachers</p> <p>Timeline: August 2019-June 2020</p>		Teachers Parent Liaison Principals Assistant Principal Dean of Instruction Counselor	<p>Formative: Daily Attendance/Tardy Log</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>STAAR Results Attendance Rates Discipline Referrals Yearly Attendance Rate: 97.5%</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
12) Parent Presentations will be made periodically at campuses regarding but not limited to the listed topics: Fine Arts Performance by Specific Grade Level Students Nutrition Gang Awareness Bullying CyberBullying Dating Violence Cyberbullying Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Truancy Suicide Prevention EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.  Timeline: August 2019-June 2020	3.2	Administrators Counselors Parental Involvement BISD Police and Security Services. Parent Liaison	Formative: Counselors log Lesson Plans Student Code of Conduct Acknowledgement PEIMS Discipline Reports  Summative:  PD Sign-In Rosters Agendas				

 = 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 at Pena Elementary will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data 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







Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Recruit, support, retain teachers and principals 1) Provide Professional Development opportunities for all teachers &amp; support staff to implement core &amp; supplemental programs in order for students to improve student achievement and requirements. Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2019-July 2020</p> <p>CNA pg. 14-16</p>	2.4, 2.5, 2.5	Bilingual/ESL District Contact Principal Dean of Instruction PK-5th teachers SPED Resource/Inclusion/BI Teachers Curriculum & Instruction Specialists	Formative: . Digital Agendas . Sign In Sheets. Benchmarks . Progress Monitoring results . Walkthroughs . Lesson Plans . Grades  Summative: . PD Evaluations . STAAR . TELPAS SUPERA TERRANOVA . PBMAS . EOY TPRI/Tejas Lee AYP . EOY OWL Evaluation STAAR Scores TELPAS Reading Scores NRT PK OWL				
<b>Funding Sources:</b> 211 Title I-A - 9876.00, 199 Local funds - 1600.00							
<p>2) Dean of instruction and grade level designee will conduct campus Turn-Around training on various instructional topics such as cognitive strategies, explicit instruction, data analysis of CPALLS, TPRI/ Tejas LEE, District Benchmarks to increase student local and state assessment performance. Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		Campus Administration . Classroom Teachers . Special Ed Teachers . Dyslexia Teachers. . Dean of Instruction	Increase in Approaching & Meeting Grade Level performance of 3rd-5th STAAR scores  Increase in Developed Areas of TPRI/Tejas Lee CPALLS EOY results.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Dean of Instruction/district specialist will conduct regular research based professional development workshops on</p> <ul style="list-style-type: none"> <li>-College Career Readiness Standards</li> <li>-TEKS Standards</li> <li>-ELA/Math/Science Content Programs to aide teachers with the implementation of state standards.</li> </ul> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline:August 2019-June 2020</p>		Administrators Curriculum and Instruction Specialists	<p>Formative:</p> <ul style="list-style-type: none"> <li>. Agendas</li> <li>. Sign in Sheets</li> <li>.Increase use of lessons that address college readiness standards.</li> <li>.Walkthroughs</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>.Aligned instruction and compliance of all campus, district, state and federal guidelines resulting in student success.</li> <li>.Increase Masters Grade Level percentages scores per subject per grade level in STAAR.</li> </ul>				
<p>4) Teachers will participate in Tuesday's Grade level meetings to obtain instructional guidance, support and training needed to address student needs and will plan as a team every Wednesday using campus data, district's scope and sequence and frameworks as a guide to planning.</p> <p>Population: All Students AR LEP MI DYS TI</p> <p>Timeline:August 2019-June 2020</p>		Administration Teachers Counselors Curriculum & Instruction Specialist Special Ed. Dept. Personnel	<p>Formative:</p> <ul style="list-style-type: none"> <li>PD Session Evaluation Report</li> <li>Lesson Plans</li> <li>Classroom Observations</li> <li>Benchmark Scores</li> <li>Lead Teacher Documentation</li> </ul> <p>Summative:</p> <ul style="list-style-type: none"> <li>STAAR Scores</li> <li>T-TESS Observations</li> </ul>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Provide opportunities for Fine Arts teacher to attend professional development to obtain new ideas and strategies to incorporate into the classroom instruction.  Population: ALL TI MI LEP SE AR GT DYS  Timeline: August 2019-May 2020		Music Teacher Campus Administration Elementary Music Advisor	Formative: Walkthroughs Assemblies Lesson Plans T-TESS  Summative: Increase participation in fine arts events-UIL, Ballroom Dancing, Art Shows, Talent Show # of students qualifying for All-Star Choir.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b></p> <p>Recruit, support, retain teachers and principals</p> <p>6) Provide professional development to students, parent and teachers on designated topics such as:</p> <p>Bullying Violence Presentation  Drug, Alcohol and Tobacco Awareness  Gun Safety  Truancy  Conflict Resolution  Career Awareness  Character Education  Responsible Behavior  Goal Setting and Long Range Goals  Dropout Prevention  Human Growth &amp; Development  Signs of Child Abuse  Behavior Management Intervention strategies  Suicide prevention Staff Training  Response to Intervention (RtI) research based interventions to allow teachers and staff to recognize antecedent behavior and address issue using preventive measure to decrease inappropriate behaviors that impede student learning or safety of self or others.</p> <p>Population-  ALL Students  TI  MI  LEP  SE  AR  GT  DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CNA 14-16</p>	2.5, 2.6	Principals Assistant Principals Counselors Community Agencies District Counseling Services Behavior Specialist RTI Specialist BISD PD	<p>Formative:  Student sign in sheets  Counselor logs  Agenda  PD Workshop#  Attendance Roster</p> <p>Summative:  Classroom  PD Evaluation  Student CIP Survey</p>				
<p><b>Funding Sources:</b> 199 Local funds - 200.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>7) Staff will be provided the 2019-2020 BISD Professional Development Requirements (DMA, DH, DNA Legal and Local/EIE, FFE Local) including:</p> <p>ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019- May 2020</p>		Administration Department Trainers Counselors	<p>Formative: Counselors log Lesson Plans Student Code of Conduct PEIMS Discipline Reports</p> <p>Summative: Decrease in office referrals Sign-In Rosters PD Evaluations Agendas</p>				
<p>8) Pena teachers will be trained on CAVI - Sheltered Instruction Strategies to enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency.</p> <p>Population: LEP Students</p> <p>Timeline: August 2019-December 2019 (Bilingual Schedule of Training)</p>		Administration Bilingual Specialist Teachers	<p>Formative: ELL Portfolios Walkthroughs Lesson Plans Benchmarks</p> <p>Summative: Annual demonstration and obtaining of measurable progress on oral, reading, and written English proficiency measures and met expectations on yearly progress (ESSA) for LEP students.</p>				
<p style="text-align: center;">  = 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:** Pena Elementary 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><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>1) Teachers will implement research based and effective teaching practices with the use of technology based programs and tools that develop students skills and concepts to included but not limited to Ipads, Robots, Education Galaxy, Accelerated Reader, Spelling City, and other test banks to align instruction wiith STEAM Academy vision &amp; goals.</p> <p>Population: PreK-5 At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: Sept. , Nov. , Dec. , 2019- Feb. , April , June , 2020</p> <p>CNA pg. 14</p>		<p>Teachers Technology Lab Aide Campus Administration District Computer Specialist Curriculum &amp; Instruction Aide Technology Support Teacher</p>	<p>Formative: Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData</p> <p>Summative: STAAR Results TTESS Increase STAAR Approaching achievement Increase % in usage report Increase technology proficiency</p>				
<p><b>Funding Sources:</b> 263 Title III-A Bilingual - 4239.00, 289 GEAR UP/P-TECH/Other Source - 10000.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Staff will be provided with professional development hours on campus computer software programs and integration of technology to enhance instructional delivery. Preventing Cyber Bullying, Eschools, PearsonRealize, Tango Trends, , Tango Central, Spelling City, Living with Science, etc., will be included in the training. A minimum of 12 hours of technology PD will be completed by teachers through campus and district based training.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2019-Jan. 2020</p> <p>CNA 9-13 CNA 14-16</p>		<p>Principal Assistant Principal Dean of Instruction Technology Support Teacher Teachers PE Coaches Music Teacher Librarian</p>	<p>Formative: Professional Development ERO Records Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData</p> <p>Summative: STAAR Results ERO Evaluations PDAS STaRChart Survey</p>				
<p>3) Students and teachers will be provided instruction with on-line testing in order for students to be prepared to take online tests such as the TELPAS Reading and District Benchmarks.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:October 2019-April 2020</p>		<p>Principal Campus Testing Coordinator Dean of Instruction Teachers Technology Aide</p>	<p>Formative: . Student Proficiency Usage of State assessment procedures and ETAZO inputting. .Lesson Plans . Walkthroughs</p> <p>Summative: . Program Reports . TELPAS Reading Scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Teachers will be required to complete an annual school technology and readiness (STaR) Chart in order to survey the teacher in what technology equipment they need.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Spring 2019</p>		Principal Teachers Technology Support Teacher	<p>Formative: .Teacher Completed Survey</p> <p>Summative: .STAR Chart Response and Completion Report Technology Equipment Needs Report</p>				
<p>5) 1st-4th Students will attend computer lab on weekly basis to work on computer station software programs that increase reading, math and science skills to help increase the level of academic success and assist students to produce computer generated projects.</p> <p>Population:Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2019-June 2020 Blue Computer Lab Schedule</p>		Principal Assistant Principal Dean of Instruction Teachers Computer Lab Aide	<p>Formative . Increase student participation during assigned computer lab schedule. . .Walkthroughs . Progress Software Usage Reports</p> <p>Summative . Assessment Scores . Report Cards . EOY Software Usage Reports</p>				



Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>6) Technology Support Teacher will maintain campus instructional technology, complete computer troubleshooting, and maintain a campus website in order to provide technical support for existing technology /upgrades.</p> <p>Population:  ALL Students  TI  MI  LEP  SE  AR  GT  DYS</p> <p>Timeline: August 2019-June 2020 Computer Lab Schedule for K-4th grade.</p>		Principal Technology Support Teacher Technology Lab Aide	<p>Formative</p> <ul style="list-style-type: none"> <li>. Increase student participation during assigned computer lab schedule.</li> <li>. Website</li> <li>. Walkthroughs</li> </ul> <p>Summative</p> <ul style="list-style-type: none"> <li>. Assessment Scores</li> <li>. Report Cards</li> <li>. Teacher E-mail request for troubleshooting</li> </ul>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>7) Pena students will access their content area ebooks, tools, resources and web based programs during class presentations and home-base access learning Programs such as Education Galaxy, Pearson Realize, Spelling City, etc. Zulu software for iPads and toner for student projects, Charging stations for iPads, surge protectors, laptops with site license, printers with toner - administration to run campus usage reports and monitor student progress.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:September 2019-June 2020</p> <p>CNA Pg. 9-13</p>	2.4, 2.5	Teachers Principal Assistant Principal Dean of Instruction	<p>Formative: Increase student use of ebooks, tools and online resources during class instruction as observed during walkthroughs, usage reports.</p> <p>Summative: End of Year Report Card STAAR Assessments Computer Program Usage Reports.</p>				
<p><b>Funding Sources:</b> 162 State Compensatory - 15816.46, 211 Title I-A - 17040.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>TEA Priorities</b> Build a foundation of reading and math</p> <p>8) Librarian and instructional aide will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance by implementing an incentive program to recognize literary academic progress as displayed on AR Progress Bulletin Board.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2019-June 2020</p> <p>CNA pg. 14-16</p>	2.4, 2.4, 2.5	Administration Media Specialist Library Aide	<p>Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays</p> <p>Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students</p> <p>Increase fluency rates and comprehension in state and district assessments.</p>				
<p><b>Funding Sources:</b> 199 Local funds - 300.00</p>							
<p>9) Librarian &amp; Classroom Teachers will work collaboratively to monitor reading progress of students in grades 1st-5th through the Accelerated Reader Program to increase reading fluency and comprehension as reflected in the TPRI/Tejas Lee and STAAR results.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2019-June 2020</p>		Administration Media Specialist Library Aide Classroom Teachers	<p>Formative . Reading Log .AR Reports</p> <p>Summative .TPRI/Tejas Lee EOY Testing Results .STAAR Results</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 1:** Pena Elementary will increase the overall district attendance rate to 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.


**Evaluation Data Source(s) 1:** Pena Elementary 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
1) Implement campus training that address procedures, roles, responsibilities and a formal written plan for Monitoring / management to ensure that campus student attendance meets District and State rates so that students meet their full educational potential  Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR  Timeline: August 2019		Principal PEIMS Supervisor Parent Liaisons Attendance Office Data Entry Clerk	Formative Weekly review of campus attendance rates -Phone Master Log  Summative Daily Log Monitor Campus Attendance				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>2) Parent attendance liaisons &amp; data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2019-June 2020</p>	2.6	<p>Campus Administration Teachers Parent Liaison Records Clerk</p>	<p>Formative: Requests</p> <p>Summative: Completed PRC</p>				
<p>3) Teachers will identify students not in class before the attendance marking period and post information outside classroom. Implementation of campus attendance log to ensure Pena meets State and District attendance goals.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Administration Teachers Parent Liaison Records Clerk</p>	<p>Formative: Daily Attendance Log Data</p> <p>Summative: Meet ADA Goal</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>4) Parents/guardians will be informed of student attendance goals and requirements through: School Marquee, Student Progress Reports, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Meeting</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2019-June 2020</p>		<p>Campus Administration Teachers Parent Liaison Records Clerk</p>	<p>Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance. Sign In Sheets Agendas</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p>				
<p>5) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year via public campus announcement and incentives to ensure students attend school daily.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2019-June 2020</p>		<p>Teachers Counselors Administration Parent Liaison Data Entry</p>	<p>Formative Attendance Roster Documentation Grade Book</p> <p>Summative Teacher Access Center Report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Pena will have a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. Population: AR Timeline: August 2019-June 2020  CNA pg. 7-8	2.6, 3.1	Principal PEIMS Administrator Data Entry	Formative: Campus Registration Packet Evaluation Report Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Homeless Dept. Training Information Student Progress Reports  Summative: STAAR Attendance Rate Retention Rate				
<b>Funding Sources:</b> 199 Local funds - 2300.00							
							



**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:** Pena Elementary 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) Students will participate in the After School Programs offered Monday-Friday to gain instructional reinforcement and remediation in core-area subjects in order to improve student achievement.</p> <p>Population: ALL Timeline: August 2019-June 2020 5 days a week</p> <p>CNA pg. 14-16</p>	2.4, 2.4, 2.5, 2.5	Principal Assistant Principal Dean Of Instruction Teachers Data Entry Administrator for State Compensatory Education	<p>Formative eSchoolPLUS Generated Extended Day Schedule Extended Day Lesson Plans Extended Day Writing Journal Classroom Observations Benchmark Scores Student Progress reports</p> <p>Summative STAAR Scores Retention Rate</p>				
<b>Funding Sources:</b> 211 Title I-A - 41482.00, 162 State Compensatory - 29012.00							
<p>2) The Dean of Instruction will provide leadership, researched-based professional training and coordination of instructional programs necessary for a well-rounded academic program to improve performance of At-Risk students.</p> <p>Population: AR, TI, MI, LEP</p> <p>Timeline: August 2019-June 2020</p>		Principal Administrator for State Compensatory Education	<p>Formative: PD Session Evaluation Report PD Session Attendance Report Lesson Plans Student Progress Reports Classroom Observations Benchmark Scores</p> <p>Summative: STAAR Scores</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) The full day Pre-K program will be provided in order to better prepare qualified student academically through the use of CIRCLE strategies and HATCH Software Instruction.</p> <p>Population: AR Timeline: August 2019-June 2020</p>		<p>Principal Assistant Principal Dean of Instruction Teachers Administrator for State Compensatory Education</p>	<p>Formative: Lesson Plans Classroom Observations Student Progress Reports CPALLS (BOY, MOY)</p> <p>Summative: CPALLS (EOY)</p>				
<p>4) Pena will provide homeless and unaccompanied youth with available community based vouchers, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: AR Timeline: August 2019-June 2020</p>		<p>Administration Parent Liaison Counselor Nurse</p>	<p>Formative: Student Progress Reports Benchmark Scores Daily Attendance</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p>5) Pena standard registration procedures will be followed for students. Student residency questionnaire will be completed to help the school determine the services the student may be eligible to receive through student referral forms. Campus principal will recommend students that meet the eligibility criteria for Homeless services. Referral will be submitted to the Homeless Dept.</p> <p>Population: AR Timeline: August 2019-June 2020</p> <p>CNA pg. 7-8</p>	2.5, 2.6	<p>Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse</p>	<p>Formative: Student Progress Reports Benchmark Scores</p> <p>Summative: STAAR Attendance Rate Retention Rate</p>				
<p><b>Funding Sources:</b> 199 Local funds - 950.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
6) Pena Elementary data entry clerk and office personnel will attend available training on the identification of homeless and unaccompanied youth during registration to ensure barrier-free enrollment using sensitivity techniques and directing families on a timely manner the Homeless Youth Project for further intake. Population: AR Timeline: August 2019-June 2020		Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse	Formative: ERO Session Evaluation Report Student Progress Reports Benchmark Scores  Summative: STAAR Attendance Rate Retention Rate				
7) Promote awareness throughout the campus and regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth.  Population: AR  Timeline: August 2019-May 2020		Administration Parent Liaison Counselor Nurse	Formative: Parent Meetings Teacher Meetings Student Progress Reports  Summative: STAAR Attendance Rate Retention Rate				
8) 5th grade students at Pena Elementary going to middle school will have an individual choice slip plan delineating their course of study.  Population: 5th Grade AR  Timeline: April 2019-May 2020		Administration 5th Grade Teachers Counselors	Formative: Counselor Presentation Log Student Choice Slips  Summative: Middle School Choice Slip Recommendations				
9) Administrators from Garcia Middle School and Pena Elementary will share transition student reports to properly identify students in need of assistance and schedule courses accordingly.  Population: 5th Grade AR  Timeline: May 2020		Administration Feeder School (Garcia M.S.) TLI Teachers	Formative: Benchmark Data Review Walkthroughs  Summative: STAAR Scores				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
10) Teachers will administer state mandated assessments using allowable linguistic accommodations as noted on the participation decision documentation provided for identified bilingual students in special programs folders. Population: LEP Timeline: State Assessment Calendar		LPAC Administrator Bilingual Lead Teacher LPAC Committee Teachers	Formative: Data Review REACH Test Walkthroughs Six Week Writing Portfolios TPRI/Tejas Lee CIRCLE CPALLS OWL Benchmarks  Summative: STAAR, STAAR L, STAAR M TELPAS PBMAS TERRANOVA/SUPERA District /Campus Benchmark Scores BISD Writing Portfolio Collection				
11) The Dyslexia program and strategies will be implemented for identified students with dyslexia and teachers will be provided IAP plans to implement accommodations and support students instructional needs.  Population: 504 Dyslexic Students Timeline: August 2019-June 2020		Dyslexia Department Dyslexia Teachers Teachers RTI/Dyslexia/504 Administrators	Formative: TPRI/TejasLEE Benchmark testing Fluency Monitoring TeacherObservations TELPAS SUPERA TERRANOVA  Summative: STAAR Progress Reports				
12) Capitalize on District community resources by creating partnership agreements with agencies and organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Coordinate Head Start On-Site Visit Fall/Spring. Invite pre-registered PK students and their parents to a School Camp day as a transition effort from home to school. Population: PK Students Timeline: May 2020-June 2020		Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers	Formative Agendas Sign-in Sheets MOUs On-Site Visits Attendance School Camp Day  Summative: Increased partnerships EOY Award/Social Presentations				

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:** Pena 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. CATCH, and SHAC lesson plans, meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training. Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: August 2019-June 2020		Administration Nurse Safety Coordinator Teachers	Formative Health Screening Nurse Referrals  Summative: Decrease in Health Related Absences and incidents.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Pena Elem. will keep students, faculty and parents abreast of the Wellness/Nutrition Policy and Guidelines to be in compliance with respective policies and guidelines set forth by the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007 through -Annual Health Fair -Parent meetings -Teacher and Staff Development -CATCH Teams Instructional Lessons Population: ALL Students TI MI LEP SE AR GT DYS  Timeline: Open House October 2019 and March 2020		Administration PE Coaches Nurse Counselors Teachers	Percent of parents attending the Health Fair as reflected in the sign in sheet, number of medical screenings and eye screenings completed.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>3) Maintain and improve Coordinated Approach to Child Health (CATCH) K-12 Program by implementing goals and objectives, ensure students are reaching required moderate to vigorous physical activity (MVPA), improve access to hydration stations and other indicators recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p>		<p>Administration PE Coaches CATCH Champions Teachers</p>	<p>Formative: Implementation Documentation Lesson Plans Book reports Health Journals Field Trips to the Cafeteria Local Running Event rosters Fitness Assessment Observation Attendance Rates</p> <p>Summative: CATCH Activities CATCH Binder School Health Index Improvement PlanStandardized Tests Results</p>				
<p>4) School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2019-June 2020</p> <p>CNA 17-20</p>	2.5	<p>Administration Nurse Safety Coordinator Teachers</p>	<p>Formative Health Screening Nurse Referrals</p> <p>Summative: Decrease in Health Related Absences and incidents.</p>				
<p><b>Funding Sources:</b> 199 Local funds - 310.00</p>							



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

# Comprehensive Support Strategies

Goal	Objective	Strategy	Description
9	2	3	The full day Pre-K program will be provided in order to better prepare qualified student academically through the use of CIRCLE strategies and HATCH Software Instruction. Population:AR Timeline:August 2019-June 2020

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

Students, staff and parents completed an end of year needs assessment survey during the month of April of the school year. The campus leadership team met as a committee to discuss the purpose of the committee. The committee reviewed the available survey results students, staff and parents. The CLT then returned to their teams and reviewed the information discussed along with the EOY Assessment Results and Retention data for each grade level. Multiple measure areas were reviewed a a grade level and strengths and challenges were identified for each measure. Fifth grade STAAR 1st & 2nd Administration results reviewed. STAAR 3rd & 4th Grade results pending from the state.

(2019-2020 Plan): April 10, 2019 Campus Needs Assessment

## ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

### 2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment(CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the campus leadership committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90% Approaches, 60% Meets and 30% Masters percent of all students and all student groups on all parts of state mandated assessments for the 2019-2020. In addition, the committee will implement a plan of action to meet the Annual Measurement Achievement Objective System (AMAOS) indicators.

(2019-2020 Plan): April 10, 2019 Campus Needs Assessment, May 16, 2019 SBDM Meeting

### 2.2: Regular monitoring and revision

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the LION Testing, TERRANOVA, SUPERA, TELPAS, TPRI/Tejas Lee, CIRCLE CPM, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Information will be distributed in the format and language understandable to the parent.

## **2.4: Opportunities for all children to meet State standards**

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in Tier II class schedule and/or extended day enrichment courses based on his/her individual needs in the content areas. In addition, Pena Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral.

## **2.5: Increased learning time and well-rounded education**

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

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

Peña Elementary offers programs that assist students with remediation strategies in core-area subjects. Identified students are provided support services in Reading/Math/Writing/Science in order to improve their performance and overall success in the state assessment.

## **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

### **3.1: Develop and distribute Parent and Family Engagement Policy**

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the District's Parental involvement Center.

(2019-2020 Plan): March 7, 2019 Parent and Family Engagement Policy Developed Jointly, May 16, 2019 Presented to SBDM, August 2019 Distribution TBA

### **3.2: Offer flexible number of parent involvement meetings**

Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents.

(2019-2020 Plan): March 7, 2019 Parent and Family Engagement Policy Developed Jointly, May 16, 2019 Presented to SBDM, August 2019 Distribution TBA

# 2019-2020 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Yolanda Turbeville	Principal
Meeting Facilitator	Delfina Aldape	Dean of Instruction
Non-classroom Professional	Lorena E. Medina	Assistant Principal
Classroom Teacher	Perla Torres	Teacher Y2 (5th)
Classroom Teacher	Leticia Castilleja	Teacher Y2 (Kinder)
Community Representative	Adam Reizenman	Community
Classroom Teacher	Alexa Tefertiller	Teacher Y1 (1st Grade)
Classroom Teacher	Magda Apresa	Teacher Y1- (4th Grade)
Parent	Brenda Campos	Parent
Classroom Teacher	Laura Garza	Teacher Y2 (PreKinder)
Classroom Teacher	Jacqueline Castaneda	Teacher Y1- 2nd Grade
Classroom Teacher	Auxilia Edinabarough	Teacher Y2 (SPED)
Parent	Flor Zuniga	Parent
Business Representative	Rene Medina	Business
Business Representative	Olga Mancias	Business
Community Representative	John Herton	Community
District-level Professional	Katheryn Allala	ELA Specialist
Classroom Teacher	Jessica Moncada	Teacher Y2- 3rd Grade

# District Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-141-Y-11-000--Y	\$1,200.00
1	1	1	General Supplies	199-11-6399-00-141-Y-11-000-Y	\$5,234.00
1	1	1	General Supplies	199-11-6399-51-141-Y-11-000-Y	\$1,800.00
1	1	1	General Supplies	199-11-6399-16-141-Y-11-000-Y	\$1,500.00
1	1	11	Awards	199-11-6498-00-141-Y-11-000-Y	\$2,000.00
1	4	5	Transportation Budget	199-11-6494-00-141-Y-11-0-00-Y	\$2,000.00
1	4	5	General Supplies- Music	199-11-6399-57-141-Y-11-000-Y	\$0.00
2	1	2	Maint/Operation	199-51-6315-00-141-Y-99-000-Y	\$6,000.00
2	1	2	Extra Duty /Overtime	199-51-6121-47-141-Y-99-000-Y	\$100.00
2	1	4	Extra-Duty Overtime	199-11-6121-00-141-Y-11-000-Y	\$100.00
2	1	4	Extra-Duty Overtime	199-23-6121-08-141-Y-99-0-00-Y	\$100.00
5	2	8	General Supplies-Counselor	199-31-6399-00-141-Y-99-032-Y	\$0.00
7	1	1	Employee Travel	199-13-6411-23-141-Y-99-000-Y	\$500.00
7	1	1	Employee Travel	199-23-6411-23-141-Y-99-000-Y	\$1,000.00
7	1	1	Employee Travel-Counselor	199-31-6411-23-141-Y-99-032-Y	\$0.00
7	1	1	Employee Travel -Library	199-12-6411-23-141-Y-00-000-Y	\$100.00
7	1	6	General Supplies	199-31-6399-00-141-Y-99-000-Y	\$200.00
8	1	8	General Supplies	199-12-6399-00-141-Y-99-000-Y	\$300.00
9	1	6	Tech Equipment /Computer	199-23-6398-65-141-Y-99-00-Y	\$2,300.00
9	2	5	Supplies & Materials	199-23-6398-00-141-Y-99-000-Y	\$700.00
9	2	5	General Supplies	199-23-6399-00-141-Y-99-0-0-Y	\$250.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	5	Supplies & Materials Software	199-23-6395-65-141-Y-99-0-00-Y	\$0.00
9	3	4	General Supplies	199-33-6399-16-141-Y-99-0-00-Y	\$0.00
9	3	4	General Supplies	199-33-6399-00-141-Y-99-000-Y	\$250.00
9	3	4	General Supplies	199-33-6399-65-141-Y-99-000-Y	\$60.00
<b>Sub-Total</b>					\$25,694.00
<b>Budgeted Fund Source Amount</b>					\$25,694.00
<b>+/- Difference</b>					<b>\$0</b>
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies 09.30.2019 Budget Change increase	162-11-6399-00-141-Y-30-000-Y	\$16,389.54
8	1	7	Supplies and Materials -Lcl Defi 09.30.2019 Budget Change	162-11-6398-62-141-Y-30-000-Y	\$11,816.46
8	1	7	Supplies & Materials Software	162-11-6299-62-141-Y-30-000-Y	\$4,000.00
9	2	1	Professional Extra Duty Pay SSI	162-11-6118-00-141-Y-24-SSI-Y	\$8,012.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-141-Y-30-000-Y	\$21,000.00
9	2	1	Professional Extra Duty Pay-Extended Day	162-11-6118-00-141-Y-30-ASP-Y	\$0.00
<b>Sub-Total</b>					\$61,218.00
<b>Budgeted Fund Source Amount</b>					\$61,218.00
<b>+/- Difference</b>					<b>\$0</b>
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399-00-141-Y-25-000-Y	\$6,075.00
1	1	1	Duplicating Paper	163-11-6396-00-141-Y-25-000-Y	\$0.00
<b>Sub-Total</b>					\$6,075.00
<b>Budgeted Fund Source Amount</b>					\$6,075.00
<b>+/- Difference</b>					<b>\$0</b>



**211 Title I-A**

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	General Supplies	211-11-6399-00-141-Y-30-0F2-Y	\$19,924.00
1	1	1	Copy Paper	211-11-6396-00-141-Y-30-0F2-Y	\$4,000.00
1	1	2	Computer Equipment for Non-Instruction	211-23-6398-65-141-Y-30-0F2-Y	\$0.00
1	1	2	General Supplies/Toner	211-23-6399-65-141-Y-30-0F2-Y	\$2,000.00
6	1	2	General Supplies	211-61-6399-00-141-Y-30-0F2	\$900.00
6	1	9	Parent Center Food	211-61-6499-53-141-Y-30-0F2-Y	\$900.00
6	1	10	Parent Liaison Employee Travel	211-61-6411-00-141-Y-30-0F2-Y	\$900.00
7	1	1	Employee Travel	211-13-6411-23-141-Y-30-AYP-Y	\$3,000.00
7	1	1	General Supplies	211-13-6399-00-141-Y-30-0F2	\$4,677.00
7	1	1	Supplies & Materials -LCL DEFI	211-13-6398-00-141-Y-30-0F2-Y	\$2,199.00
8	1	7	Instructional Equipment (Computers/iPads)	211-11-6398-62-141-Y-30-0F2-Y	\$0.00
8	1	7	Software (Example Zulu Desk)	211-11-6395-62-141-Y-30-0F2-Y	\$1,040.00
8	1	7	Supplies & Materials LCL DEFIAdministration Tech. Equipment	211-23-6398-65-141-Y-30-0F2-Y	\$2,000.00
8	1	7	Supplies & Materials -LCL Defi	211-11-6398-62-141-Y-30-0F2-Y	\$14,000.00
9	2	1	Professional Extra Duty Pay After School Program	211-11-6118-00-141-Y-30-ASP-Y	\$32,000.00
9	2	1	Extra Duty Pay /Overtime-SUP After School Program Para Professional	211-11-6121-00-141-Y-30-ASP-Y	\$5,000.00
9	2	1	After School Program Social Security/ Medicare	211-11-6141-00-141-Y-30-ASP-Y	\$537.00
9	2	1	After School Program TRS	211-11-6146-00-141-Y-30-ASP-Y	\$3,304.00
9	2	1	Employee Benefits-Locally Defined After School Program	211-11-6148-00-141-Y-30-ASP-Y	\$86.00
9	2	1	After School Program Employee Benefits	211-11-6149-00-141-Y-30-ASP-Y	\$555.00
<b>Sub-Total</b>					\$97,022.00
<b>Budgeted Fund Source Amount</b>					\$97,022.00
<b>+/- Difference</b>					<b>\$0</b>

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	6	General Supplies	263-11-6399-00-141-Y-25-000-Y	\$1,350.00
8	1	1	iPads	263-11-6398-62-141-Y-25-000-Y	\$3,530.00
8	1	1	ZULU Desk Licenses	263-11-6395-62-141-Y-25-000-Y	\$709.00
<b>Sub-Total</b>					\$5,589.00
<b>Budgeted Fund Source Amount</b>					\$5,589.00
<b>+/- Difference</b>					<b>\$0</b>
289 GEAR UP/P-TECH/Other Source					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Budget Change Approval 4.3.2019/Copy Paper STEM	289-11-6396-00-141-Y-24-TIV-Y	\$0.00
1	1	1	Budget Change Approval 4.3.2019/ General Supplies STEM	289-11-6399-00-141-Y-24-TIV-Y	\$0.00
8	1	1	Robots	289-11-6398-00-141-Y-30-STMY	\$3,342.00
8	1	1	STEAM Supplies and Materials	289-11-6398-62-141-Y-24-STMY	\$6,658.00
<b>Sub-Total</b>					\$10,000.00
<b>Budgeted Fund Source Amount</b>					\$10,000.00
<b>+/- Difference</b>					<b>\$0</b>
<b>Grand Total</b>					<b>\$205,598.00</b>