

Brownsville Independent School District

Castaneda Elementary

2016-2017 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in Reading/English Language Arts

Academic Achievement in Mathematics

Academic Achievement in Science

Top 25% Closing Performance Gaps

Postsecondary Readiness



Mission Statement

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

Vision

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Castaneda Elementary School is approximately 668 and serves students in grades PK through 5th. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic, African American, Economically Disadvantaged, Limited English Proficient (LEP), At-Risk, Migrant, Gifted and Talented, and Special Education. Enrollment numbers for Castaneda have increased by approximately 44 students. The mobility rate for the campus is 17%. A total of 410 students are identified as at-risk with the highest number of at-risk students being identified under the Hispanic sub population. Additionally, the retention rate is as follows: All students-4%, At-Risk Students-4%. The Attendance Rates for the 2015-2016 school year is 96.91% for all students and 96.00% for at-risk students. The campus will provide incentives for perfect attendance that include various activities including weekly, six-weeks, end of semester and at the end of the year. At-Risk and LEP populations activities include participation in tutorial, vocabulary rich environments and identifying individual needs of students to meet mastery of standards.

Demographics Strengths

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

Demographics Needs

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

Student Achievement

Student Achievement Summary

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

3rd-5th Grade All Students STAAR Summary:

Reading: 3rd Grade (71%), 4th Grade (91%), 5th (82%)

Writing: 4th Grade (81%)

Math: 3rd Grade (77%), 4th Grade (84%), 5th (95%)

Science: 5th Grade (85%)

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

Performance variation between all student groups:

Reading: At-Risk (78%), Economically Disadvantage (77%), Hispanic (77%), Female (81%), Male (72%), Gifted and Talented (95%), LEP (79%), Migrant (66%), Special Education (54%)

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

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

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

Migrant (50%), Special Education (33%)

The trends identified when all student performance was compared with all student groups indicated that our At-Risk and the LEP groups are lower than other groups.

Student Achievement Strengths

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

Student Achievement Needs

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

School Culture and Climate

School Culture and Climate Summary

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

School Culture and Climate Strengths

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

School Culture and Climate Needs

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

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

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

Staff Quality, Recruitment, and Retention Strengths

- Highly Qualified Staff
- Student/teacher ratio
- Monitoring

Staff Quality, Recruitment, and Retention Needs

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

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

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

Curriculum, Instruction, and Assessment Strengths

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

Curriculum, Instruction, and Assessment Needs

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

Family and Community Involvement

Family and Community Involvement Summary

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

Family and Community Involvement Strengths

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

Family and Community Involvement Needs

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

School Context and Organization

School Context and Organization Summary

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

School Context and Organization Strengths

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

School Context and Organization Needs

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

Technology

Technology Summary

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

Technology Strengths

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

Technology Needs

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

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- PDAS and/or T-TESS

Parent/Community Data

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

Support Systems and Other Data

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

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

Goals

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

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

Summative Evaluation: STAAR testing results in index 1 will be used to determine mastery of assessed objectives.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Purchase instructional materials and resources, supplies and capital outlay equipment as needed for instructional use. Purchase instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction.</p> <p>Population: Teachers, AR, SE, MI, T1, Timeline: December 2016 CNA p. 6,9, 13</p>	1, 2	Teachers N. Camargo M. Garcia	Formative: Walk Throughs, Benchmarks, Report Cards Summative: TPRI/Tejas Lee, State Assessment Test Results				
Funding Sources: Local - \$4918.00, Title I-A - \$30000.00, State Compensatory - \$14875.00, State Compensatory - \$4000.00, State Compensatory - \$5000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>2) Provide high quality professional staff development and methodologies to address deficiencies in the STAAR results. Reading Strategies Writing Process Training Math(New TEKS) Science Social Studies</p> <p>Population: Teachers Timeline: August 15, 2016-June 6, 2017 Scheduled Campus & District Training CNA p. 6, 8, 9</p>	4	Teachers Principal Dean of Instruction Assistant Principal	Formative: Session Evaluations, Walk throughs, Lesson Plans Summative: State Assessment Test Results				
Funding Sources: Local - \$1000.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Paraprofessionals in Library, Science Lab, EE, and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged.</p> <p>Populations: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017-Daily CNA p. 4</p>	2, 9	Principal Teachers Paraprofessionals Librarian	Formative: Walk throughs Summative: Teacher Assistant EOY Evaluations				
Funding Sources: Title I-A - \$43301.00, Title I-A - \$628.00, Title I-A - \$9888.00, Title I-A - \$3615.00, Title I-A - \$101.00, Title I-A - \$649.00, Title I-A - \$15105.00, Title I-A - \$219.00, Title I-A - \$4944.00, Title I-A - \$1261.00, Title I-A - \$35.00, Title I-A - \$227.00, Title I-A - \$41858.00, Title I-A - \$606.00, Title I-A - \$9888.00, Title I-A - \$3494.00, Title I-A - \$98.00, Title I-A - \$628.00, Title I-A - \$17084.00, Title I-A - \$248.00, Title I-A - \$4944.00, Title I-A - \$1427.00, Title I-A - \$40.00, Title I-A - \$256.00							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Teachers in EE-5th grades will analyze campus and district benchmarks, previous STAAR Reading, TPRI/Tejas Lee (BOY, MOY, EOY), Circle-PM assessments to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS. Utilize Eduphoria and TANGO reports to facilitate disaggregation of data.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Timeline: August 15, 2016 - June 6, 2017 Weekly</p>	1, 8	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	Formative: Benchmark Aware Reports, TANGO Reports, Lesson Plans Summative: State Assessment Test Results				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Utilize allotted three-year old funds to purchase supplemental supplies, technology resources and materials needed in the classroom.</p> <p>Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Timeline: September 2016 CNA p. 8</p>	7, 10	Principal Three- Year Old Teachers	Formative: Lesson Plans, Teacher Walk throughs, Pre-Test Developmental Checklist, Student Progress Reports Summative: Post-Test Developmental Checklist EOY Student Progress Reports				
Funding Sources: Title I-A - \$1250.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) Administration will purchase awards and trophies for students with honor recognition at the end of each six-weeks period and at the end of the year to encourage students to strive for academic recognition.</p> <p>Populations: AR, LEP, Non LEP, 504/ Dys, GT , Sp. Ed., TI, Mig Timeline: May 2017 CNA p. 6, 11</p>	9	Principal Asst. Principal Dean of Instruction EE-5th Grade Teachers	Formative: Walk Throughs, Benchmarks, Report Cards, Honor Roll Lists Summative: TPRI/Tejas Lee, State Assessment Test Results				
Funding Sources: Local - \$3000.00							






<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Identified LEP students will be progress monitored utilizing RAPS 360 in reading and weekly writing samples will be kept on file using the ELL writing sample portfolios, in order to closely monitor the progress of our ELL students.</p> <p>Population: ELL Students Timeline: August 22, 2016-June 6, 2017-Weekly</p>	2, 9	Principal Dean of Instruction Assistant Principal Teachers LPAC	Formative: RAPS 360, Writing Portfolios Summative: TELPAS				
<p align="center">Critical Success Factors CSF 1</p> <p>8) Purchase instructional materials and consumable supplies to supplement the core curriculum. Utilize consumable supplies such as paper to make instructional booklets to support the ELL student in the classroom. Supplemental supplies such as dictionaries, glossaries, and thesauruses will be utilized so ELL students may determine or confirm meanings of words or phrases. Provide bilingual teachers with duplicating paper as needed.</p> <p>Population: ELL Students Timeline: December 2016 CNA p. 4, 6</p>	2, 9	Principal Dean of Instruction Teachers	Formative: RAPS 360, Benchmarks, Lesson Plans, Walk Throughs Summative: TELPAS, Terra Nova				
Funding Sources: State Bilingual - \$5600.00, Title III-A - \$2497.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>9) Highly qualified teachers in EE/3-Yr Old Program will carry out age appropriate instructional curricula required for the program to ensure academic and social success.</p> <p>Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Timeline: August 15, 2016-June 6, 2017-Daily CNA p. 8</p>	3, 7	Principal Asst. Principal Dean of Instruction EE Teachers	Formative: Student Attendance, Progress Reports, Walk Throughs Summative: PDAS				
Funding Sources: Title I-A - \$116175.00, Title I-A - \$1684.00, Title I-A - \$9888.00, Title I-A - \$9700.00, Title I-A - \$271.00, Title I-A - \$1510.00							
<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>10) Teachers, counselors, and or administrators will attend out of district professional development conferences to enhance professional growth.</p> <p>Population: Faculty Timeline: January 2017-July 30, 2017</p>	4	Principal Asst. Principal Dean of Instruction Counselors PK-5th Grade Teachers	Formative: Session Evaluations Summative: State Assessment Test Results				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 5</p> <p>11) Fluency practices for K-5th grade students will be sent home daily. Weekly fluency check-ups will be completed and reviewed by the Dean of Instruction.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, PK-5th Grade Timeline: August 22, 2016-June 5, 2017-Daily</p>	8, 9	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	Formative: Weekly Log, Progress Reports Summative: State Assessment Test Results				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>12) Stipends will be paid as a strategy to attract high quality teachers to high needs schools.</p> <p>Population: Teachers Timeline: June 2017</p>	3, 5	District's Human Resources Dept. Campus Hiring Committee	Formative: Lesson Plans, Walk Throughs Summative: PDAS				
Funding Sources: Title I-A - \$2400.00, Title I-A - \$34.00, Title I-A - \$0.00, Title I-A - \$202.00, Title I-A - \$6.00, Title I-A - \$32.00							
<p align="center">Critical Success Factors CSF 1</p> <p>13) All K-5th grade teachers will integrate CATCH program activities with health and science lessons to increase students' science academic achievement and well being.</p> <p>Population: All Students, CATCH Team Timeline: August 22, 2016-June 6, 2017 Monthly</p>	2	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers Nurse	Formative: Lesson Plans, Walk Throughs Summative: CATCH Binder, CATCH Assessment				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>14) Utilize Living with Science lab for 2nd-5th grade students. The science lab will have a 30 computer stations with software specializing in science and will be utilized for 2nd - 5th grade students to provide students with hands on activities. ELL students will work in a small group during their lab time with the assigned paraprofessional for support.</p> <p>Population: AR, LEP, MI, TI, All Students Timeline: August 22, 2016-June 6, 2017 Daily CNA p. 9, 12</p>	2, 9	Principal Asst. Principal Dean of Instruction 3-5 Science Teachers Science Specialist Science Lab Paraprofessional Administrator for State Compensatory Education	Formative: Lesson Plans, Benchmark Scores, Classroom Observations, Student Progress Reports, software usage reports Formative: STAAR				
Funding Sources: State Compensatory - \$1400.00							
<p align="center">Critical Success Factors CSF 1</p> <p>15) EE-5th grade students will take field trips correlated to their unit of study to deepen the understanding and broaden the students, experiences.</p> <p>Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: Kindergarten-December 2016 1st-5th Grades April - May 2017</p>	3	*N. Camargo *E. Gomez *M. Garcia *EE-5th Grade Teachers	Formative: Field trip Journal Summative: Advanced Lvl. Scores				

<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6</p> <p>16) Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all Social Studies content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments. CNA p. 7 Population: Teachers, LEP Timeline: SIOP Training: August 2016-June 2017</p>	4, 9	<p>N. Camargo *E. Gomez *M. Garcia *EE-5th Grade Teachers</p>	<p>Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>17) Students in PK-5th will have moderate to vigorous activity each day for at least 30 minutes in physical education. Physical education and health activities will be implemented using the TEKS in order to develop and maintain health and fitness levels. Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Timeline: August 22, 2016-June 6, 2017-Daily</p>	3	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans, Walk throughs Summative: Report card grades</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>18) Students in 3rd - 5th grade will be assessed each year as part of the fitness gram. Population: All 3rd-5th Grade Students Timeline: October 2016-December 2016.</p>	3	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans, Walk throughs, Summative: Fitness Gram Completion Report, Report card grades</p>				
<p align="center">Critical Success Factors CSF 2</p> <p>19) Update and monitor the campus School Health Index and Assessment Tool. Population: Physical Education Teachers Timeline: April 2017</p>		<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans Summative: Health Index Assessment</p>				
<p align="center">Critical Success Factors CSF 7</p> <p>20) Identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45 to 1 in compliance with senate bill 891. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017-Daily</p>	3	<p>Teachers P.E. Coach P.E. Assistants Administration</p>	<p>Formative: Lesson Plans, Walk throughs Summative: Safety Plan</p>				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>21) Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.</p> <p>Population: Campus Nurse, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017--Daily CNA p. 4, 10</p>		<p>Health Services Administrator Special Programs Administrator Federal Programs Administrator</p>	<p>Formative: Time and Effort Logs, Referrals</p> <p>Summative: Increased Attendance Rates</p>				
<p>Funding Sources: Title I-A - \$17644.00, Title I-A - \$256.00, Title I-A - \$1978.00, Title I-A - \$1473.00, Title I-A - \$41.00, Title I-A - \$229.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>22) Teachers and LPAC committee members will monitor bilingual students to ensure that they are progressing TELPAS levels and bilingual categories. Students will meet or exceed the standard for progress in each grade level.</p> <p>Population: LPAC Members, ELL Students Timeiline: August 15, 2016-June 7, 2017 Monthly</p>	8, 9	<p>Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers</p>	<p>Formative: Lesson Plans, Walkthroughs</p> <p>Summative: State Assessment Test Results Pre LAS, LAS/PBMAS</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>23) Teachers and the RTI team will comply with the RTI process prior to referring students for academic or behavioral concerns and will utilize Review 360 for classroom interventions.</p> <p>Population: RTI Team, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 15, 2016-June 7, 2017- Six Weeks Periods</p>	3, 8, 9	<p>Principal Assistant Principal / RTI Coordinator Dean of Instruction Teachers</p>	<p>Formative: Weekly Assessments, Daily Schedule, Progress Monitoring Reports, Lesson Plans</p> <p>Summative: State Assessment Test Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>24) CSR teacher will help alleviate the number of 5th grade students per class to increase student academic achievement.</p> <p>Population: 5th Graders-AR, LEP, Non LEP, 504/ Dys, Sp. Ed., TI, Mig Timeline; August 15, 2016-June, 7 2017-Daily</p>	3, 9	<p>Principal Dean of Instruction</p>	<p>Formative: Daily Schedule, Lesson Plans, Walk Throughs, TANGO & AWARE Reports</p> <p>Summative State Assessment Test Results</p>				






<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>25) Receive Professional Development in the area of Reading through attendance of selected teachers, and administrators at Texas TLI Summer Summit and Institute in order to target areas for improvement and provide turn-around training. Over 120 participants will attend the Summer 2016 Institute that focused on explicit instruction, lesson design, classroom organization and delivery. RtI as an effective instructional framework for quality implementation was also a focus. Campus representative and TLI Teacher Specialists provided overviews of the information during district staff development on August 20th. The TLI Institute will be held in February 2017. Population: TI, MI, ELL, SE, AR, GT, DYS, CTE, All students, TLI Timeline: July 2016 through June 23, 2017</p>	1, 2, 3, 4	Principal, Deans	Formative: Session Evaluations, Walk Throughs, Lesson Plans Summative: State Assessment Test Results				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>26) Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held at least twice a year to align reading curriculum across the grade levels. Utilize substitutes to allow teachers time for vertical teaming activities.</p> <p>Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Timeline: August 22, 2016-June 6, 2017-Weekly-Tuesdays</p>	1, 8	Principal Dean of Instruction Teachers	Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters Summative: STAAR Assessment Results, Circle-PM, TPRI, Tejas Lee BOY, MOY, EOY Results				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>27) Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points, and encourage a love of reading.</p> <p>Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Timeline: August 2016-May 2017 Daily</p>	1, 9	*M. I. Colglazier *1st -5th Grade Teachers	Formative: AR Weekly Student Reports, Summative: STAAR Assessment Results, TPRI, Tejas Lee BOY, MOY, EOY Results, TELPAS Results, 1st and 2nd Grade NRT				
<p align="center">Critical Success Factors CSF 1</p> <p>28) Library books/ class sets will be purchased using TLI funds to increase reading fluency, reading comprehension and state assessment results.</p> <p>Population: AR, LEP, Non-LEP, 504/ DYS, GT Sp. Ed., TI, Migrant Timeline: August 12, 2016</p>	1, 9	M. I. Colglazier, 1st-5th Grade Teachers	Formative: Reading Progress Monitoring Reports Summative: STAAR Results, TPRI, Tejas LEE BOY, MOY, EOY Results.				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>29) Teachers in Prekindergarten through 5th grades will use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary) to strengthen and increase academic achievement in reading.</p>	3, 9	Principal Dean of Instruction Teachers	<p>Formative: Progress Monitoring Reports, Tango Reports, Walk Throughs, Lesson Plans</p> <p>Summative: Tango (TPRI, Tejas Lee, C-PM) EOY Reports, STAAR Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>30) Teachers will use the One Drive to upload and share their lesson plans. They will meet weekly to plan and design lesson activities and share ideas within the grade levels.</p>	3	Principal Assistant Principal Dean of Instruction Teachers Curriculum Specialists	<p>Formative: Lesson Plans on the One Drive, Walk Throughs,</p> <p>Summative: STAAR Results, T-TESS, EOY Assessments</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: 100% of GT students will meet Advanced Level III in all STAAR assessed areas.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 2</p> <p>1) Increase the number of students nominated by teachers for GT testing in 1st through 5th grades.</p> <p>Population 1st - 5th Grade Students Timeline: January 30, 2017</p>	1, 8	Administration Counselors Teachers	Formative: Student Nomination Forms Summative: GT Assessment Results, GT Student list				
<p>Critical Success Factors CSF 1 CSF 7</p> <p>2) GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP.</p> <p>Population: Kinder-5th Grade Students; GT Teachers Timeline: August 2016- June 2017.</p>	3, 4	Principal, Dean of Instruction	Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion				
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: Participation by students in choir, ballroom and UIL activities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) Fifth grade students will participate in Celebration of Song and represent the campus as part of the honor choir. Students will have the opportunity to sing as part of a large choir and encourage continuing studying music.</p> <p>Population: Selected 5th Grade Students Timeline: April 2017</p>	3	Music Teacher	<p>Formative: Lesson Plans, Walk throughs</p> <p>Summative: Final Parent Performance State Assessment Test Results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>2) Teachers will implement a structured theatre arts / drama program as part of the fine arts curriculum. Present to the campus and community.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017-Daily</p>	3	Principal Dean of Instruction Classroom Teachers	<p>Formative: Lesson Plans, Walk throughs,</p> <p>Summative: Programs and Presentations State Assessment Test Results</p>				
<p align="center">Critical Success Factors CSF 1</p> <p>3) Students will participate and compete in UIL music memory activities, in order to excel and participate in spelling, oral reading, math number sense, art, and music appreciation.</p> <p>Population: 4th-5th Grade UIL Participants Timeline: December 10, 2016</p>	3	UIL Coordinators Music Memory Coach	<p>Formative: Lesson Plans, UIL Practice Student Contact Logs</p> <p>Summative: UIL Results, State Assessment Test Results</p>				






<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) GT students will participate in district competitions such as Brainsville, DI, Spelling Bee, Science Fair and Chess.</p> <p>Population: GT Students Timeline: Brainsville January 21, 2017, Science Fair (Cluster 3) November 5, 2016, Spelling Bee February 4, 2017, Scheduled District Chess Tournaments September 2016-June 2017</p>	1, 2, 9	Administration Group Sponsors	Formative: Student Rosters, Student Project Journals, Summative: Competition Results				
<p>Funding Sources: Local - \$1546.00</p>							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

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

Summative Evaluation: STAAR, At-Risk Attendance Rate, and Retention Rate

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs such as the 5th grade SSI Program, the SCE Extended Day Program, and the Extended Day Enrichment Program in order to improve at-risk student achievement, and decrease the retention rate.</p> <p>Populations: Elementary At-Risk, TI, MI, LEP Timeline: 5th Grade SSI Tutorial August 29, 2016 -May 2017 Mon.-Thurs. SCE Tutorial November 2016 - April 2017 3rd Grade- Mon - Wed, 4th Grade Mon.-Thurs. Extended Day Enrichment Program August 29, 2016 CNA p. 4, 6,9, 11</p>	2, 3, 9	Principal, Assistant Principal Dean of Instruction, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs, PK-5th Grade Teachers	Formative: eSchoolPlus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchoolPlus At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate				
Funding Sources: State Compensatory - \$6591.00, State Compensatory - \$8730.00, State Compensatory - \$31000.00, Title I-A - \$31000.00							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>2) The campus will work with the homeless department to provide support for students identified as homeless. Families identified as homeless will be referred to counselor and will then in turn work with the homeless youth department. The data entry will work with the homeless department to ensure proper coding for identification. Monthly reports will be generated and reviewed.</p> <p>Populations: Homeless Students Timeline: August 22, 2016-June 6, 2017</p>	10	Counselor Data Entry Principal	Formative: student progress reports, benchmark scores Summative: STAAR, Attendance Rate, Retention Rate				






<p align="center">Critical Success Factors CSF 1</p> <p>3) Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs.</p> <p>Population: Homeless Students Timeline: Fall 2016</p>	2, 4, 10	Campus Administration Administrator for the Homeless Youth Project Administrator for State Compensatory Education Administrator for Special Programs	Formative: ERO Session Evaluation Report, Student Progress Reports, Benchmark Scores Summative: STAAR, Attendance Rate, and Retention Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>4) The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>Population: Prekindergarten Students, AR, LEP, TI, MI Timeline: August 22, 2016-June 6, 2017 CNA p. 4, 6</p>	3, 10	Principal, Dean of Instruction, Administrator for State Compensatory	Formative: Lesson Plans, Classroom Observations, Circle-PM (BOY and MOY) Summative: Circle-PM (EOY)				
Funding Sources: State Compensatory - \$99764.00							
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) A food pantry and clothes closet will be implemented at Castaneda to provide at-risk, homeless and unaccompanied youth with food items, hygiene product, school supplies, and clothes to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and drop out rate.</p> <p>Population: At-Risk, Homeless & Unaccompanied Youth Timeline: August 22, 2016-June 6, 2017</p>	9, 10	Principal Parent Liaison	Formative: Pantry and closet inventory, Student Progress Reports, Benchmark Scores Summative: STAAR, Attendance Rate, Retention Rate				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>6) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development, facilitate curricular information to teachers as needed and conduct walk throughs to improve instruction and ensure academic success.</p> <p>Population: At-Risk Students Timeline: August 15, 2016 - June 7, 2017-Daily CNA p. 4, 6, 8, 9, 11, 12</p>	4, 10	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR				
Funding Sources: State Compensatory - \$59159.00							
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Goal 4: The students will be encouraged and challenged to meet their full educational potential.

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

Summative Evaluation: 98% of Castaneda students will attend class every day.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) At least once a six weeks period teachers and students will participate in College Day Everyone is encourage to wear their favorite college shirt on report card day to promote post secondary education.</p> <p>Population: All Staff & Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017 Once every Six Weeks</p>	1	N. Camargo H. Castillo M. Garcia 5th Grade Teachers	Formative: Teacher and Student Participation, Walk throughs Summative: Advanced Level III Scores on STAAR				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) Monitor daily classroom attendance by submitting absences forms at the start of the day. The parent liaison will make parent contact to check on the absences. Teachers will monitor absences and report to the parent liaison for home visits if needed. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Population: All Students Timeline: August 22, 2016-June 6, 2017-Daily</p>	9	E. Gomez N. Camargo B. Perez R. Gonzalez	Formative: Weekly review of campus attendance rates Summative: Monitor campus Attendance Management plans as needed by campus visitations by attendance office				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>3) Classrooms that obtain a 98% attendance or higher will be rewarded at the end of the week with popcorn party in order to encourage all students to maintain attendance rate.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017 -Fridays-Weekly</p>	9	N. Camargo E. Gomez M. Garcia EE-5th Grade Teachers H. Castillo R. Gonzalez	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>4) All students with perfect attendance will receive a pencil during the six-weeks awards presentations.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017 Once every six weeks period</p>	9	N. Camargo E. Gomez M. Garcia EE-5th Grade Teachers H. Castillo	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) All students with perfect attendance will be recognized during the Awards Ceremony at the end of the school year as a reward and an incentive to maintain perfect attendance.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: May 2017</p>	9	N. Camargo E. Gomez M. Garcia EE-5th Grade Teachers	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>6) The school marquee will display our campus attendance goal and announce the two top classes per six weeks to motivate all students to be all school daily.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017-Daily</p>	6, 9	N. Camargo E. Gomez M. Garcia Custodians	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>7) All students with perfect attendance per semester will be eligible and entered for a school wide bike drawing held in May.</p> <p>Population: All Students AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: June 6, 2017</p>	9	N. Camargo E. Gomez M. Garcia EE-5th Grade Teachers Counselors	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) 5th Grade students will attend a field trip to UTRGV / TSC to tour the campus and be exposed to college opportunities for students after graduation from H.S.</p> <p>Population: All 5th Grade Students Timeline: May 2017 CNA p. 4</p>	9	N. Camargo H. Castillo M. Garcia 5th Grade Teachers	Formative: Lesson Plans, Writing Samples Summative: State Assessment Results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Decrease office referrals by 5%.

Summative Evaluation: Increase academic achievement on state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>1) Provide training for administrators and new teachers: (a) to effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 2016-June 3, 2017</p>	4	Administration Counselors Classroom Teachers	Formative: Session Evaluations Summative: Decreased referrals				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>2) Provide professional development based on level of expertise and need in the following areas: a.) Bullying Prevention b.) Violence/conflict resolution c.) Recent drug use trends d.) Resiliency/Developmental Assets e.) Dating Violence f.) Signs of Child Abuse g.) Response to Intervention (RtI) Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017-Scheduled Campus and District Trainings</p>	1, 9	Administrators, Campus Staff Faculty	Formative: Attendance Roster, Session Evaluations Summative: PEIMS Discipline Reports				

<p style="text-align: center;">Critical Success Factors CSF 6</p> <p>3) Campuses will develop and maintain an Emergency Operations Plan. The Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Population: EOP Committee, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 2016</p>	1	Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police	Formative: After Action Reviews, Contact Logs, Session Evaluations Audits Summative: EOP Plan				
<p style="text-align: center;">Critical Success Factors CSF 5 CSF 6</p> <p>4) Parent Presentations will be made periodically at campuses -Gang Awareness -Bullying -Dating Violence -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Teen CERT -Truancy -EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Population: Parents August 22, 2016-June 6, 2017 Timeline: Weekly-Wednesdays Scheduled Parent Meetings</p>	1, 6	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Meeting Minutes Summative: Decreased referrals, Increased attendance				

<p align="center">Critical Success Factors CSF 4 CSF 6</p> <p>5) Security Officer(s) will be placed and assigned throughout the year at each elementary. Campus Officers and Counselors, when possible, will address current current trends with Students, Parents, Campus Faculty and Staff</p> <p>Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 2016-June 2017-Counselors' weekly student classroom presentations</p>	6	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>6) Dating Violence Policy Maintain a written safety plan developed by the campus safety committee. Meet annually with parents for awareness education Provide training for administrators, counselors and teachers. Provide counseling for students involved in offenses Implement enforcement of protective orders and school based alternatives to protective orders</p> <p>Designed to empower victims of dating violence to report dating violence.</p> <p>Population: All students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Parents, Faculty Timeline: Fall 2016</p>	6	Administrators, Principals, APs, Counselors, Professional Development, Parental Involvement, BISD Police and Security Services	Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports				
<p align="center">Critical Success Factors CSF 1</p> <p>7) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017-Weekly</p>	9	Principals Counselors	Formative: Student sign in sheets, Summative: Counselor logs				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>8) Students and parents will be informed of classroom discipline and rules as per the Student Code of Conduct booklet in to maintain discipline and ensure safety. Teachers will follow campus discipline procedures and utilize Review 360 for behavior interventions.</p> <p>Population: All Students Timeline: August 22, 2016-June 6, 2017-Daily</p>	1, 6	Administration Counselors Classroom Teacher	Formative: Contact Logs, SCOC Book Receipt Summative: PEIMS Report				
<p align="center">Critical Success Factors CSF 6 CSF 7</p> <p>9) Assistant principal and counselors will conduct presentations on Conflict Resolution during faculty meetings.</p> <p>Population: Faculty Timeline: August 16, 2016</p>	4	Counselors	Formative: Session Evaluations Summative: PEIMS Report				
<p align="center">Critical Success Factors CSF 6</p> <p>10) CPR and other emergency training (Safety information / videos) will be provided to faculty, staff, parents, and volunteers in order to promote awareness about safety issues and student safety.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: CPR Training- April 2017</p>	4	Administration Counselors Classroom Teachers	Formative: Session Evaluations, Contact Logs Summative: PEIMS Report				
<p align="center">Critical Success Factors CSF 4</p> <p>11) Purchase supplies and resources for the school health office for student use by the nurse.</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: September 2016</p>	1	Administration Nurse	Formative: Parent & Student Contact Log Summative: Nurse Log				
<p align="center">Critical Success Factors CSF 6</p> <p>12) Purchase materials, resources, supplies and capital outlay equipment as needed for school maintenance use, in order to have proper maintained facilities for students.</p> <p>Population: All Students Timeline: December 2016</p>	1	Administration Head Custodian	Formative: Monthly Safety Checks Summative: State Assessment Test Results				

 = Accomplished
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

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

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

Summative Evaluation: Parental participation in meetings and events will increase by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 5</p> <p>1) The Parental Involvement Department along with the instructional leader will provide parents with continued training on how to help their child improve academic performance through the concepts of self-confidence and self-responsibility throughout the school year. Parent Training Sessions</p> <p>Population: Castaneda Parents Timeline: September 7, 2016-May 25, 2017 CNA p. 11</p>	6	N. Camargo E. Gomez M. Garcia Rosie Gonzalez	Formative: Flyer, Contact Logs Summative: Participant Evaluation/ Feedback				
<p align="center">Critical Success Factors CSF 5</p> <p>2) Parent Orientation Night and Meet the Teacher Night will be held the Thursday before school starts for EE-5th grades in order to orient the students and the parents with the *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities</p> <p>Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig & Parents Timeline: August 18, 2016 CNA p. 11</p>	6	N. Camargo E. Gomez M. Garcia EE-5th Grade Teachers Rosie Gonzalez	Formative: Contact Logs, School Marquee Summative: Parent Sign-In				

<p align="center">Critical Success Factors CSF 5</p> <p>3) Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Supplies will be purchased as needed to maintain the parent volunteer center. Recognition will be given to volunteers who partake on a regular basis. Parents are encouraged to attend in order to play an active role in the campus.</p> <p>Population: Parent Volunteers Timeline: August 22, 2016-June 6, 2017-Daily CNA p. 11</p>	6	N. Camargo H. Castillo M. Garcia R. Gonzalez	Formative: Contact Logs End-of-Year Awards, Authority to Volunteer Clearance Summative: Parental Program Feedback , Volunteer Sign-In				
Funding Sources: Title I-A - \$0.00							
<p align="center">Critical Success Factors CSF 5</p> <p>4) Open House for all parents and community members will be held during the fall and spring semesters.</p> <p>Population: Parents, Community Members Timeline: Fall: September 29, 2016 Spring: March 6, 2017 CNA p. 11</p>	6	N. Camargo E. Gomez M. Garcia EE-5th Grade Spec. Ed./Prog. Teachers	Formative: Contact Logs Summative: Increased Attendance				
<p align="center">Critical Success Factors CSF 5</p> <p>5) Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e: home visits and parental involvement trainings.</p> <p>Population: Parent Liaison Timeline: August 22, 2016-June 6, 2017 Daily CNA p. 11</p>	6	Parent Liaison Principal	Formative: Monthly contact log, Composite Report Summative: Monthly Mileage Log				
Funding Sources: Title I-A - \$0.00, Title I-A - \$16237.00, Title I-A - \$235.00, Title I-A - \$4944.00, Title I-A - \$1355.00, Title I-A - \$38.00, Title I-A - \$244.00							
<p align="center">Critical Success Factors CSF 5</p> <p>6) Conduct an annual Title I meeting to inform parents of the programs and services provided by Title I funds.</p> <p>Population: Castaneda Parents Timeline: August 31, 2016 CNA p. 11</p>	6	Parent Liaison Parent Trainer Administration	Formative: Contact Logs Summative: Survey Results, Title I-A PI Compliance Checklist				

<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>7) School-Parent-Student Compacts will be disseminated in order to indicate each groups responsibility to ensure student achievement.</p> <p>Population: Parents, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Timeline: August 2016 CNA p. 11</p>	6	Parent Liaison N. Camargo	Formative: School-Parent-Student Compacts Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist				
<p align="center">Critical Success Factors CSF 5</p> <p>8) In order to effectively evaluate and review district and/or Campus Parental Involvement efforts Title I will conduct an annual Parent Survey.</p> <p>Population: Castaneda Parents Timeline: April 2017 CNA p. 11</p>	6	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations, STAAR Results, Title I-A PI Compliance Checklist				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>9) Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well as 5th grade students going to middle schools.</p> <p>Population: 3 Year-Old Students, 5th Grade Students Timeline: April 2017 CNA p. 11</p>	6, 7	Administration EE-K Teachers H. Castillo	Formative: Newsletter to Parents, Counselor Portfolio Documentation, Memo to Parents, Sign-In Rosters Summative: Student Enrollment List				
<p align="center">Critical Success Factors CSF 5</p> <p>10) In order to increase parent participation, parents will be actively involved in completing and disseminating a Parental Involvement Policy.</p> <p>Population: Castaneda Parents Timeline: October 2016 CNA p. 11</p>	6	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist				

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

Goal 7: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.

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

Summative Evaluation: 90% of Castaneda migrant students will meet passing standards on all state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 1</p> <p>1) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Students identified as PFS students will be given Priority for supplies and materials.</p> <p>Population: PFS Migrant Students Timeline: August 22, 2016-June 6, 2017</p>	9	Special Program Administrator Campus Administrators Campus Clerks DMC MSC	Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
<p>Critical Success Factors CSF 1 CSF 4</p> <p>2) All migrant students will receive grade appropriate supplemental school supplies on a needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. The campus will purchase school supplies and materials that include pens, pencils, paper, notebooks, binders, crayons, glue, pocket folders, scissors, dividers, writing tablets, pencil colors, and pencil bag for zipper bags for supplies. The campus will purchase clothing for migrant students to encourage school attendance.</p> <p>Population: PFS and Migrant Students Timeline: August 2016-May 2017 CNA p. 8</p>	9	Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student NGS Number and Parent / Student signature				
Funding Sources: Title I-C (Migrant) - \$305.00							

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>3) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed: or, to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement.</p> <p>Population: Migrant and PFS PK-5 grade students Timeline: June 2017</p>	9	Campus Principal Homeroom Teachers DMC MSC	Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys, Teacher Surveys, End-of- Summer School Programs Documentation				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>4) Migrant students' 3rd through 5th grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: Migrant Students Timeline: August 22, 2016-June 6, 2017</p>	8, 9	Special Programs Administrator Campus Principal Counselors Core Subject Teachers	Formative: STAAR Remediation Enrollment Lists, NGS STAAR Report, Benchmark Results Summative: State Assessment Test Results				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>5) Identified PFS students will be academically monitored on a 6 weeks basis to ensure grade level success. Third through fifth grade PFS students will be provided with after school tutorials as needed in Reading, Math, Writing and Science.</p> <p>Population: PFS Migrant Students Timeline: October 2016-May 2017 Once every six weeks</p>	9		Formative: TPRI/Tejas Lee Results & Progress Monitoring, Tango Trends PMAs, 3 Weeks and Six Weeks Report Card Grades Summative: EOY CPM, TPRI & Tejas Lee Results, STAAR Results, TELPAS Results				
<p align="center">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>6) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K -5th grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Students will be provided interventions in order to be on grade level.</p> <p>Population: Migrant Student Timeline: August 22, 2016-June 6, 2017Daily</p>	9, 10	Special Program Administrator Campus Principals Elementary Teachers MSC	Formative: Pre-Assessment Results, Campus Composites Summative: CPM , TPRI, Tejas LEE, Aprenda, SAT-10 Post Assessments				

<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>7) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3)so they can receive the same educational experience as non-migrant students.</p> <p>Population: Migrant Students Timeline: July , 2016 -June , 2017</p>	7, 10	Special Programs Administrator Campus Principals Recruiters Migrant Lead Clerk MSC	Formative: Attendance Sheets, NGS Currently Enrolled Reports Summative: Three Year- Old Program Completion Certificates				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Population: Migrant Parents of PK-2nd grade students Timeline: August 22, 2016-June 6, 2017-District/Campus Scheduled</p>	4, 6, 9, 10	Migrant Funded: Parent Liaison Recruiters DMC MSC	Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Participation Surveys				
<p align="center">Critical Success Factors CSF 1</p> <p>9) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities.</p> <p>Population: 1st grade migrant students Timeline:August 22, 2016-June 6, 2017-Daily</p>	9, 10	Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC	Formative: Three Week Progress Reports, 6 Weeks Report Cards Summative: EOY Promotion Rate, EOY Grades, EOY TPRI/Tejas LEE Results				

<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>10) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities.</p> <p>Population: Migrant and PFS student Timeline: October 1, 2016- May 29, 2017</p>	3, 9, 10	Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Formative: Benchmark Results, Three-Week Progress Reports Summative: Migrant Promotion Rate, EOY Student Grades, EOY Migrant State assessment Results				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>11) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Populations: Campus, Administration, Faculty and Staff Timeline: September 1, 2016- May 29, 2017</p>	4, 10	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Formative: STAAR/ EOC Remediation Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations Report Cards				
<p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>12) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>Populations: Migrant students Timeline: April 2017</p>	10	Elem. Student Survey Parent Survey Survey Monkey	Formative: Parent Meeting Evaluations, Student Session Evaluations Summative: Survey Results, Implementation of Survey Suggestions				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>13) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students in order to sharpen their skills and prepare them academically for the STAAR assessments. Population: Elementary PFS Migrant Students Timeline: February 2017</p>	9	MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAAR Scores for PFS Migrant students				






 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

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

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

Summative Evaluation: Increase student achievement by 10% on state assessments such as TELPAS, CPALLS, TPRI, Tejas Lee and STAAR.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p align="center">Critical Success Factors CSF 1</p> <p>1) Students will be taught the technology TEKS for their grade level in order to complete assignments and promote critical thinking. Utilize campus TST and technology teacher in the computer lab.</p> <p>Population: -AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Timeline: August 22, 2016-June 6, 2017 CNA p. 12</p>	1, 3	Classroom teachers Technology Teacher TST M. Garcia	Formative: Computer lab schedule Summative: Report card grades				
<p>Funding Sources: Title I-A - \$45273.00, Title I-A - \$656.00, Title I-A - \$4944.00, Title I-A - \$3781.00, Title I-A - \$105.00, Title I-A - \$589.00</p>							
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>2) Teachers will participate in a minimum of 30 hours of technology professional development hours annually to maintain and keep updated in changing technology.</p> <p>Population: Faculty Timeline: August 15-17, 2016 On-Going Scheduled Campus and District Trainings</p>	1, 3, 4	Classroom teachers Technology Teacher TST M. Garcia	Formative: P.D. Evaluations Summative: ERO Reports				
<p align="center">Critical Success Factors CSF 2 CSF 7</p> <p>3) Teachers will complete an annual School Technology and Readiness(StaR) chart, in order to comply with regulations. Results will be used to improve the technology in the campus.</p> <p>Teachers & Librarians Timeline: August 22, 2016 - February 17, 2017</p>	1	Classroom Teachers Campus TST	Formative: Completion of Survey Summative: AdminAccess to Survey participation				

<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2</p> <p>4) Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement.</p> <p>Special Education Teachers Special Education Students</p> <p>Timeline: August 22, 2016-June 6, 2017 Daily</p>	3, 9	Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons	Formative: Walk throughs, Lesson Plans Summative: State Assessment Test Result				
<p align="center">Critical Success Factors CSF 1 CSF 4</p> <p>5) Students will work at computer stations on programs that will increase their reading, math and science skills to help increase their level of academic performance.</p> <p>All Student Populations PK-1st Grade-1 x per week 2nd - 5th Grade 2 x per week</p> <p>Timeline: August 22, 2016-June 6, 2017</p>	1, 9	Principal Dean of Instruction Asst Principal Teachers Support Staff	Formative: Benchmarks, Report Card Grades Summative: EOY Grades, State Assessment Test Results				
<p align="center">Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>6) Teachers will integrate technology in their lesson plans using the technology TEKS in order to prepare students for applying technology in their daily lives.</p> <p>All Student Populations Timeline: August 22, 2016-June 6, 2017 -Daily</p>	1, 3, 4	Classroom teachers Campus TST	Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Report card grades, Technology Program reports (Pearson, LWS Science & Math, Edusmart, iStation & TTM)				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>7) Teachers will utilize Office 365 to upload and share their lesson plans on the One Drive program. The lesson plans will be reviewed biweekly by the campus administrators and as requested by district administrators.</p> <p>Population: Faculty and Staff August 15, 2016-June 7, 2017</p>	3	Principal Dean	Formative: Lesson Plans, One Drive Teacher File, Walk Throughs Summative: State Assessment Test Results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	29	Teachers in Prekindergarten through 5th grades will use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary) to strengthen and increase academic achievement in reading.
8	1	4	Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement. Special Education Teachers Special Education Students Timeline: August 22, 2016- June 6, 2017 Daily

State Compensatory

Budget for Castaneda Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-115-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$7,840.00
162-11-6118-00-115-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$15,765.00
162-11-6118-00-115-Y-30-0K2-Y	6118 Extra Duty Stipend - Locally Defined	\$0.00
162-11-6119-00-115-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$73,413.00
162-11-6119-31-115-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
6100 Subtotal:		\$97,018.00
6200 Professional and Contracted Services		
162-11-6249-00-115-Y-30-0K2-Y	6249 Contracted Maintenance & Repair	\$0.00
6200 Subtotal:		\$0.00
6300 Supplies and Services		
162-11-6396-00-115-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,830.00
162-11-6399-00-115-Y-30-000-Y	6399 General Supplies	\$17,569.00
162-11-6399-62-115-Y-30-0K2-Y	6399 General Supplies	\$0.00
6300 Subtotal:		\$19,399.00
6600 Capital Outlay Accounts		
162-11-6649-62-115-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$2,500.00
6600 Subtotal:		\$2,500.00

Personnel for Castaneda Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Maria D. Calderoni	Pre-Kinder Teacher	State Compensatory	0.50
Marianela Ramirez	Pre-Kinder Teacher	State Compensatory	0.50
Marisa Garcia	Dean of Instruction	State Compensatory	1.00
Sara Abrego	Pre-Kinder Teacher	State Compensatory	0.50

Title I

Schoolwide Program Plan

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

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

Ten Schoolwide Components

1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (1.1.1, 1.1.2, 1.1.5, 1.1.7, 1.1.8, 1.1.14, 3.1.1, 8.1.5) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2016-2017 school year and to increase the Advanced Level III performance in all content areas.

2: Schoolwide Reform Strategies

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

3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. (1.1.9, 1.1.12) Only teachers who are certified and who have met state testing

requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

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

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

5: Strategies to attract highly qualified teachers

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

6: Strategies to increase parental involvement

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

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

An orientation for preschool children from Head Start to assist with the transition (6.1.9) to J. Castaneda will be held annually in the Spring and for 5th grade

students and their parents to assist with the transition into middle school. Castañeda 5th grade students tour the feeder middle school campus to increase interest in the various programs and activities that are available at the campus.

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

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

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

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

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

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

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

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

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

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

Title I Personnel

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

2016-2017 Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nora Camargo	Principal
Administrator	Marisa Garcia	Dean of Instruction
Administrator	Rosie Martinez	Assistant Principal
Business Representative	Israel Perez	SBDM Member
Business Representative	Manuel Villalpando	SBDM Member
Classroom Teacher	Evangelina Aguilera	Third Grade Teacher
Classroom Teacher	Maria D. Calderoni	Prekindergarten Teacher
Classroom Teacher	Hortencia Escobedo	Kindergarten Teacher
Classroom Teacher	Magdalena Garcia	Second Grade Teacher
Classroom Teacher	Dora Nelly Hernandez	Fourth Grade Teacher
Classroom Teacher	Ana Reyes-Garcia	Special Education Teacher
Classroom Teacher	Monica Vega	Fifth Grade Teacher
Classroom Teacher	Sandra Villarreal	First Grade Teacher
District-level Professional	Sandra S. Garcia	District Curriculum Specialist
Non-classroom Professional	Heriberto Castillo	Counselor
Non-classroom Professional	Maria I. Colglazier	Special Programs
Paraprofessional	Elida Herrera	P. E. Paraprofessional
Parent	Glilbert Pena	SBDM Member
Parent	Melissa Pena	SBDM Member
Student	Anthony Pena	5th Grade Student

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental Material	199-11-6399-00-115-Y-11-000-Y	\$4,918.00
1	1	2	Employee Out of District Travel, Registration Fees	199-13-6411-23-115-Y-99-000-Y	\$1,000.00
1	1	6	Awards	199-11-6498-00-115-Y-11-000-Y	\$3,000.00
2	1	4	GT Supplies	199-11-6399-00-115-Y-21-000-Y	\$1,546.00
4	1	8	Student Travel BISD Bus Cost	199-11-6494-00-115-Y-11-000-Y	\$100.00
Sub-Total					\$10,564.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies, Instructional Ancillary Material, STAAR Preparation Material	211-11-6399-00-115-Y-30-0F2-Y	\$30,000.00
1	1	3	3-YR PROG Personnel Salary/ Wages for Support Staff	211-11-6129-06-115-Y-30-0F0-Y	\$43,301.00
1	1	3	3-YR PROG Social Security/Medicare (Support Staff)	211-11-6141-06-115-Y-30-0F0-Y	\$628.00
1	1	3	3-YR PROG Group Health & Life Insurance (Support Personnel)	211-11-6142-06-115-Y-30-0F0-Y	\$9,888.00
1	1	3	3-YR PROG Teacher Retirement/ TRS (Support Staff)	211-11-6146-06-115-Y-30-0F0-Y	\$3,615.00
1	1	3	3-YR PROG Employee Benefits Locally DEF (Support Staff)	211-11-6148-06-115-Y-30-0F0-Y	\$101.00
1	1	3	3-YR PROG Employee Benefits	211-11-6149-06-115-Y-30-0F0-Y	\$649.00
1	1	3	CMP ALL Salary/Wages Support Personnel	211-11-6129-06-115-Y-30-0F2-1	\$15,105.00
1	1	3	CMP ALL Social Security/ Medicare (Support Staff)	211-11-6141-06-115-Y-30-0F2-Y	\$219.00
1	1	3	CMP ALL Group Health and Life Insurance (Support Staff)	211-11-6142-06-115-Y-30-0F2-Y	\$4,944.00
1	1	3	CMP ALL Teacher Retirement/ TRS (Support Staff)	211-11-6146-06-115-Y-30-0F2-Y	\$1,261.00
1	1	3	CMP ALL Employee Benefits- Locally DEF (Support Staff)	211-11-6148-06-115-Y-30-0F2-Y	\$35.00
1	1	3	CMP All Employee Benefits (Support Staff)	211-11-6149-06-115-Y-30-0F2-Y	\$227.00
1	1	3	CMP PK - Support Personnel Salary/ Wages	211-11-6129-06-115-Y-32-0F2-Y	\$41,858.00
1	1	3	CMP PK Social Security/ Medicare (Support Staff)	211-11-6141-06-115-Y-32-0F2-Y	\$606.00

1	1	3	CMP PK Group Health & Life Insurance (Support Staff)	211-11-6142-06-115-Y-32-0F2-Y	\$9,888.00
1	1	3	CMP PK Teacher Retirement/ TRS (Support Staff)	211-11-6146-06-115-Y-32-0F2-Y	\$3,494.00
1	1	3	CMP PK Employee Benefits- Locally DEF (Support Staff)	211-11-6148-06-115-Y-32-0F2-Y	\$98.00
1	1	3	CMP PK Employee Benefits (Support Staff)	211-11-6149-06-115-Y-32-0F2-Y	\$628.00
1	1	3	Library Teacher Personnel Salary/ Wages	211-12-6129-06-115-Y-30-0F2-Y	\$17,084.00
1	1	3	Library Teacher Social Security/ Medicare (Support Staff)	211-12-6141-00-115-Y-30-0F2-Y	\$248.00
1	1	3	Library Teacher Group Health & Life Insurance (Support Staff)	211-12-6142-06-115-Y-30-0F2-Y	\$4,944.00
1	1	3	Library Teacher Retirement/ TRS (Support Staff)	211-12-6146-06-115-Y-30-0F2-Y	\$1,427.00
1	1	3	Library Employee Benefits Locally DF (Support Staff)	211-12-6148-06-115-Y-30-0F2-Y	\$40.00
1	1	3	Library Employee Benefits (Support Staff)	211-12-6149-06-115-Y-30-0F2-Y	\$256.00
1	1	5	3YR PROG General Supplies	211-11-6399-00-115-Y-32-3YR-Y	\$1,250.00
1	1	9	3YR PROG Personnel Salaries/ Wages	211-11-6119-00-115-Y-30-0F0-Y	\$116,175.00
1	1	9	3YR PROG Social Security/ Medicare	211-11-6141-00-115-Y-30-0F0-Y	\$1,684.00
1	1	9	3YR PROG Group Health & Life Insurance	211-11-6142-00-115-Y-30-0F0-Y	\$9,888.00
1	1	9	3YR PROG Teacher Retirement/ TRS	211-11-6146-00-115-Y-30-0F0-Y	\$9,700.00
1	1	9	3YR PROG Employee Benefits Locally DEF	211-11-614800-115-Y-3-0F0-Y	\$271.00
1	1	9	3YR PROG Employee Benefits	211-11-6149-00-115-Y-30-0F0-Y	\$1,510.00
1	1	12	3YR PROG Stipends	211-11-6117-00-115-Y-32-3YR-Y	\$2,400.00
1	1	12	3YR PROG Social Security/ Medicare	211-11-6141-00-115-Y-32-3YR-Y	\$34.00
1	1	12	3YR PROG Group Health & Life Insurance	211-11-6142-00-115-Y-32-3YR-Y	\$0.00
1	1	12	3YR PROG Teacher Retirement/ TRS	211-11-6146-00-115-Y-32-3YR-Y	\$202.00
1	1	12	3YR PROG Employee Benefits Locally DEF	211-11-6148-00-115-Y-32-3YR-Y	\$6.00
1	1	12	3YR PROG Employee Benefits	211-11-6149-00-115-Y-32-3YR-Y	\$32.00
1	1	21	Nurse Personnel Salary/ Wages	211-33-6119-00-115-Y-30-0F2-Y	\$17,644.00
1	1	21	Nurse Social Security/ Medicare	211-33-6141-00-115-Y-30-0F2-Y	\$256.00
1	1	21	Nurse Group Health & Life Insurance	211-33-6142-00-115-Y-30-0F2-Y	\$1,978.00
1	1	21	Nurse Retirement/ TRS	211-33-6146-00-115-Y-30-0F2-Y	\$1,473.00
1	1	21	Nurse Employee Benefits Locally DEF	211-33-6148-00-115-Y-30-0F2-Y	\$41.00

1	1	21	Nurse Employee Benefits	211-33-6149-00-115-Y-30-0F2-Y	\$229.00
3	1	1	Extended Day Enrichment Program	211-11-6118-00-133-Y-24-ASP-Y	\$31,000.00
6	1	3	Supplies for Parent Center	211-61-6399-00-115-Y-30-0F2-Y	\$0.00
6	1	5	Parent Liaison Employee Travel	211-61-6411-00-115-Y-30-0F2-Y	\$0.00
6	1	5	Parent Liaison Salary/ Wages (Support Staff)	211-61-6129-00-115-Y-30-0F2-Y	\$16,237.00
6	1	5	Parent Liaison Social Security/Medicare (Support Staff)	211-61-6141-00-115-Y-30-0F2-Y	\$235.00
6	1	5	Parent Liaison Group Health & Life Insurance (Support Staff)	211-61-6142-00-115-Y-30-0F2-Y	\$4,944.00
6	1	5	Parent Liaison Teacher Retirement/ TRS (Support Staff)	211-61-6146-00-115-Y-30-0F2-Y	\$1,355.00
6	1	5	Parent Liaison Employee Benefits Locally DEF (Support Staff)	211-61-6148-00-115-Y-30-0F2-Y	\$38.00
6	1	5	Parent Liaison Employee Benefits (Support Staff)	211-61-6149-00-115-Y-30-0F2-Y	\$244.00
8	1	1	TST Personnel Salary/ Wages	211-11-6119-00-115-Y-30-0F2-Y	\$45,273.00
8	1	1	TST Social Security/ Medicare	211-11-6141-00-115-Y-30-0F2-Y	\$656.00
8	1	1	TST Group Health Y Life Insurance	211-11-6142-00-115-Y-30-0F2-Y	\$4,944.00
8	1	1	TST Teacher Retirement/ TRS	211-11-6146-00-115-Y-30-0F2-Y	\$3,781.00
8	1	1	TST Employee Benefits Locally DEF	211-11-6148-00-115-Y-30-0F2-Y	\$105.00
8	1	1	TST Employee Benefits	211-11-6149-00-115-Y-30-0F2-Y	\$589.00
Sub-Total					\$464,718.00
Title III-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	General Supplies, Instructional Ancillary Material, STAAR Preparation Materials, Supplemental Workbooks	263-11-6399-00-115-Y-25-000-Y	\$2,497.00
Sub-Total					\$2,497.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Supplemental supplies, resources and material	162-11-6399-00-115-Y-30-000-Y	\$14,875.00
1	1	1	Paper	162-11-6396-00-115-Y-30-000-Y	\$4,000.00
1	1	1	Projectors and Document Cameras	162-11-6398-62-115-Y-30-000-Y	\$5,000.00
1	1	14	Living With Science Software	162-11-6249-62-115-Y-30-LWS-Y	\$1,400.00

3	1	1	SSI Tutorials	162-11-6118-00-115-Y-24-SSI-Y	\$6,591.00
3	1	1	Tutorials	162-11-6118-00-115-Y-30-000-Y	\$8,730.00
3	1	1	Extended Day Enrichment Program	162-11-6118-00-115-Y30-ASP-Y	\$31,000.00
3	1	4	1.5 FTEs	162-11-6119-00-115-Y-34-PKK-Y	\$99,764.00
3	1	6	1 FTE	162-13-6119-31-115-Y30-000-Y	\$59,159.00
Sub-Total					\$230,519.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	8	General Supplies, Instructional Ancillary Material, STAAR Preparation Materials, Supplemental Workbooks	163-11-6399-00-115-Y-25-000-Y	\$5,600.00
Sub-Total					\$5,600.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	General Supplies	212-11-6399-00-115-Y-24-0F2-Y	\$305.00
Sub-Total					\$305.00
Grand Total					\$714,203.00