

Brownsville Independent School District
Del Castillo Elementary
2016-2017 Campus Improvement Plan



Mission Statement

Mission Statement

The mission of R. E. Del Castillo Elementary is to prepare the students with whom it has been entrusted to become lifelong learners and productive citizens in a progressive community by providing a personalized, diversified, quality education through a variety of learning experiences designed to meet today's and tomorrow's challenges.

Vision

Vision Statement

Our vision at R. E. Del Castillo is to provide all students with the opportunities to inspire college readiness through a rigorous and relevant curriculum by embracing all stakeholder shared interests and accountability.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens.

It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

State of Texas Goals and Objectives

Public Education Academic Goals [Texas Education Code, §4.002] To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in Reading and Writing of the English language.

GOAL 2: The students in the public education system will demonstrate exemplary performance in the understanding of Mathematics.

GOAL 3: The students in the public education system will demonstrate exemplary performance in the understanding of Science.

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of Social Studies.

Public Education Objectives [Texas Education Code, §4.001(b)] The objectives of public education are:

OBJECTIVE 1: Parents will be full partners with educators in the education of their children.

OBJECTIVE 2: Students will be encouraged and challenged to meet their full educational potential.

OBJECTIVE 3: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma.

OBJECTIVE 4: A well-balanced and appropriate curriculum will be provided to all students.

OBJECTIVE 5: Qualitative and highly effective personnel will be recruited, developed, and retained.

OBJECTIVE 6: The state's students will demonstrate exemplary performance in comparison to national and international standards.

OBJECTIVE 7: School campuses will maintain a safe and disciplined environment conducive to student learning.

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instructional and administration using those techniques as appropriate to improve student learning.

OBJECTIVE 9: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration.

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Comprehensive Needs Assessment

Needs Assessment Overview

School Year: 2016-2017

Demographics

Del Castillo Elementary is home to 420 students across 7 grade levels (1 PPCD, 2 Pre-K, 3 Kinder, 3 First Grade, 3 Second Grade, 3 Third Grade, 4 Fourth Grade, and 2 Fifth Grade). As reported on the 2015-2016 Texas Academic Performance Report (TAPR), the campus consists of the following staff: 28 teachers, 6 professional support, 3 administrators, and 10 educational aides. The student population includes; African American 0%, Hispanic 100%, White 0%, Asian 0%, Pacific Islander 0%, Two or More Races 0%, Economically Disadvantaged 99.6%, English Language Learners, 49.3%, and At-Risk 67.37%. The mobility rate was 24.3%. The attendance rate was 97.3% for all students and 97.2% for at-risk students. The retention rate was 6.6% for all and at-risk students.

Summary of Needs

As reported on the 2015-2016 TAPR, the following needs are a priority as compared to the state average:

First-Fourth Grade Non-Special Education Retention Rates: 1st Grade- 5.3% campus compared to 4.4% state. The campus retains .9% more 1st Grade students than the state. 2nd Grade- 15% campus compared to 2.9% state. The campus retains 12.1% more 2nd graders than the state. 3rd Grade- 7.2% campus compared to 2.2% state. The campus retains 5% more 3rd graders than the state. 4th Grade- 5.3% campus compared to 1.3% state. The campus retains 4% more 4th graders than the state.

Special Education Retention Rates: 1st Grade- 20% campus compared to 8.3% state. 2nd Grade- 20% campus compared to 4% state. The other grade levels have lower percentages as compared to the state.

2015 STAAR Summary- 3rd-5th Grade:

Reading STAAR Percent at Phase-in Level II or above- 3rd Grade (campus 61%, state 76%); 4th Grade (campus 83%, state 74%); 5th Grade (campus 85%, state 86%)

Math STAAR Percent at Phase-in Level II or above- 3rd Grade (campus 61%, state 71%); 4th Grade (campus 84%, state 71%); 5th Grade (campus 96%, state 86%)

88%)

Writing STAAR Percent at Phase-in Level II or above- 4th Grade (campus 77%, state 73%)

Science STAAR Percent at Phase-in Level II or above- 5th Grade (campus 76%, state 74%)

STAAR Percent at Level III Advanced for All Grades and All Subjects (campus 13%, state 15%)

Performance variation between all student groups:

3rd Grade Reading:

At-Risk- 57%; Economically Disadvantaged- 61%; Hispanic- 61%; White- N/A; Female- 60%; Male- 67%; Gifted and Talented- 100%; ELL- 64%; Migrant- 0%; Special Education- *

3rd Grade Math:

At-Risk- 62%; Economically Disadvantaged- 61%; Hispanic- 61%; White- N/A; Female- 62%; Male- 73%; Gifted and Talented- 100%; ELL- 67%; Migrant- 0%; Special Education- *

4th Grade Reading:

At-Risk- 59%; Economically Disadvantaged- 84%; Hispanic- 83%; White- N/A; Female- 83%; Male- 72%; Gifted and Talented- 89%; ELL- 71%; Migrant- 50%; Special Education- *

4th Grade Math:

At-Risk- 65%; Economically Disadvantaged- 84%; Hispanic- 84%; White- N/A; Female- 86%; Male- 77%; Gifted and Talented- 100%; ELL- 75%; Migrant- 50%; Special Education- *

4th Grade Writing:

At-Risk- 67%; Economically Disadvantaged- 77%; Hispanic- 77%; White- N/A; Female- 86%; Male- 74%; Gifted and Talented- 100%; ELL- 68%; Migrant- 0%; Special Education- *

5th Grade Reading:

At-Risk- 80%; Economically Disadvantaged- 85%; Hispanic- 85%; White- N/A; Female- 84%; Male- 83%; Gifted and Talented- 100%; ELL- 71%;

Migrant- 80%; Special Education- *

5th Grade Math:

At-Risk- 95%; Economically Disadvantaged- 96%; Hispanic- 96%; White- N/A; Female- 100%; Male- 92%; Gifted and Talented- 100%; ELL- 95%; Migrant- 100%; Special Education- *

5th Grade Science:

At-Risk- 66%; Economically Disadvantaged- 76%; Hispanic- 76%; White- N/A; Female- 69%; Male- 81%; Gifted and Talented- 100%; ELL- 70%; Migrant- 80%; Special Education- *

The trends identify the At-Risk student population STAAR percentages to be lower than all student population in all grade levels and subject areas. Therefore, activities have been created in the Campus Improvement Plan to close the gaps between the student groups.

Based on the data, best practices and research-based strategies will be used to address the priority areas of need.

Demographics

Demographics Summary

Demographic Data is viewed on a daily basis. Daily Attendance and At-Risk student data is analyzed to proceed with the goals and objectives. Once attendance is taken on a daily basis, the teacher makes contact with the parent and inputs the conference on the parent log. In addition, eSchools messenger calls the home of the student that is absent. A report from eSchools is collected for any students with disconnected phone numbers. The Parent Liaison updates the phone numbers and the Data Entry clerk enters the correct information into the system. Also, the Parent Liaison collects a "Missing in Action" form by 8:15 a.m. from each teacher. The "Missing in Action" form is used to call students that have not arrived at school by 8:15 a.m. If a student accumulates 3 absences, then a "Home Visit" is requested to find out the reason for their absences. At-Risk students are closely monitored to make sure that they are academically successful. State Compensatory funds are allocated to provide additional instruction through afterschool tutorial. Demographic concerns are addressed through daily attendance verification, afterschool tutorial attendance, teacher/parent conferences, and the purchase of additional resources. We monitor benchmark scores and progress reports to ensure LEP, At-Risk, and Economically Disadvantaged students meet reading and math assessment scores.

Demographics Strengths

GT Students continue to meet standard and participate in extra-curricular activities.

5th Grade Economically Disadvantaged Students show improvement in Math.

Tier II Interventions continue to take place for Special Education, Dyslexia, Migrant, LEP, At-Risk, and Economically Disadvantaged Students.

Demographics Needs

Del Castillo will decrease At-Risk percentages by providing more academic support through research-based interventions for students struggling academically. (Goal 3- Strategy 1: State Comp.- SSI Tutorial: \$5,158.00, State Comp: \$12,000.00)

Del Castillo will conduct home visits and monitor absences on a daily basis. Del Castillo will recognize and award incentives to students with perfect attendance every six weeks by providing them with a popcorn party, snowcone party or treat certificate. In addition, students with perfect attendance will be invited to a school dance per semester and participate in awards ceremony at the end of the year. Also, school attendance will show an increase due to

healthy habits and student needs being taken care of by the school nurse and the necessary nurse supplies. (Goal 4- Strategy 1 & 3: Local- Awards/ Incentives: \$930.00, & Goal 1- Strategy 15: Title I- .4 FTE: \$26,051 & Nurse Supplies: Local- \$200)

Del Castillo will increase Reading, Math, Writing and Science assessment scores among LEP, At-Risk, Migrant, Special Education, Dyslexia and Economically Disadvantaged Students through the use of the core curriculum and any additional resources and necessary instructional materials and supplies. Migrant students will be provided on an "as needed" basis with clothing and hygiene products to support academic achievement. Teachers will be trained by administration on how to identify students in these categories and will monitor their academic performance through assessments, grades, attendance, and comprehensive unit assessments. Teacher Aides will assist in small group instruction. (Goal 1- Strategy 7: Title I- General Supplies: \$1,850.00, Goal 7 - Strategy 2: Title I C- Supplies for Migrant Students: \$710 & Goal 1- Strategy 6: Bil.- 1 FTE: \$18,526.00, Title I-A: 50,708.00, Title I-A:27,192.00, Title I-A: 56,463.00)

Del Castillo will increase supplemental supplies for English Language Learners to develop oral language skills and increase listening, speaking, reading, and writing proficiency . (Goal 1- Strategy 4: Local: General Supplies- \$2,000, Title III- \$2,695, Bil.- \$3,346.00)

Student Achievement

Student Achievement Summary

Data is disaggregated consistently to identify the areas needing improvement. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, fluency checks, TPRI/ Tejas Lee results, and STAAR Results from the previous year. Administrators and teachers look at student scores and break down the test categories and objectives to identify strength and weaknesses. Once weaknesses are identified, teachers plan instruction accordingly to target the weaknesses, If needed, teachers plan for intervention instruction. The SBDM meets to disaggregate assessment data and discuss campus needs.

Student Achievement Strengths

TELPAS AMAO Progress and Attainment

Increase in performance for all student groups in Level II Phase 1 for Reading, Math, Writing, and Science as compared to 2015-2016.

Met District Standard in Kinder Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOY Results.

Met District Standard in 1st Grade Phonological Awareness, Phonics, and Word Reading in TPRI EOY Results.

Met District Standard in 2nd Grade Reading Comprehension in TPRI EOY Results.

Met Standard in 3rd Grade Word Reading and Reading Comprehension in TPRI EOY Results.

Met Standard in Accountability Rating for the STAAR Test with 3 Distinctions: Academic Achievement in Science, Top 25 Percent Closing Performance Gaps, and Postsecondary Readiness.

Student Achievement Needs

Del Castillo will increase All Students Level III Advanced Performance by 4% (R,M,W,S). (Goal 1- Strategy 7: Local- General Supplies: \$3,500.00, State Comp. \$10,703.00)

Del Castillo will continue to increase Reading, Math, Writing and Science scores by analyzing data and plan to provide targeted, individual instruction

through remediation and tutorial. Teachers will receive additional instructional resources and consumable supplies to ensure that all students are successful. (Goal 1- Strategy 7: State Comp.: \$17,714.00 State Comp. \$1,850.00)

Del Castillo will provide additional reading resources for students to increase the overall reading performance and comprehension. (Goal 1 - Strategy 5: - State Comp. \$0.00)

School Culture and Climate

School Culture and Climate Summary

The campus analyzes the school culture and climate to ensure that the students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet to discuss matters related to providing a positive school culture and climate. The SBDM committee discusses issues and concerns at the SBDM Meetings. Campus plans, policies, and procedures, and safety issues are communicated to both parents and community members to assist the campus in providing a positive culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Administrators and teachers create a plan to improve issues that affect School Culture and Climate.

School Culture and Climate Strengths

Supper Meals offered on Mondays, Tuesdays and Wednesdays for all children (18 and younger, 19 if birthday was during school year).

Campus Teacher Appreciation Week will be held in May 2017 to celebrate the hard work and dedication of our teachers.

Extra-curricular Activities: Safety Rangers, UIL, Destination Imagination, Brainsville, Power Team, Marathon Runners, Science Fair Participants, and Spelling Bee.

HEB Read3 Program will be held for 3 year olds in the community.

All stakeholders take part in decision-making through SBDM Meetings.

School Culture and Climate Needs

Additional resources are needed in P.E. to provide the most adequate curriculum and instruction for all students. (Goal 1- Strategy 11: Local- P.E. Equipment: \$500)

Bullying and Safety Presentations for students will take place during the month of September to promote a safe, comfortable, learning environment. (Goal 3- Strategy 3: Local- Counselor General Supplies: \$300)

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

The campus promotes applied learning and development for all faculty and staff by providing professional development opportunities. In addition, the campus holds the following meetings: Grade Level Meetings with the Dean of Instruction, Grade Level Meetings with the Lead Teacher of the Department/ Grade Level, Faculty Meetings for Certified Personnel, Staff Meetings for Classified Personnel, SBDM Meetings, LPAC Meetings, RTI Meetings, and Special Education/ Dyslexia Meetings. Furthermore, conferences are held with teachers on an as needed basis in order to create the best plan of action and deliver the best instruction. New teachers receive extra support in order for them to feel more comfortable with the task at hand. Extra-curricular activities and campus programs take place in order to instill pride and honor in our school.

Staff Quality, Recruitment, and Retention Strengths

Del Castillo has highly qualified teachers.

Del Castillo's teachers are all Bilingually Certified.

Del Castillo's teachers are all GT Trained and the GT Teachers receive additional training throughout the year.

Staff Quality, Recruitment, and Retention Needs

Professional Development will be targeted to meet the needs of the campus. Administrators and teachers will attend professional development in academic areas and meet to strengthen the delivery of instruction. Vertical Alignment Meetings will be held once per six weeks and Horizontal Meetings will be held every week to enhance the instructional methods necessary to build the academic rigor for the STAAR Assessment. (Goal 1- Strategy 1: Local: Staff Development-Local - \$950.00, Local - \$50.00, Title I-A - \$900.00, Title I-A - \$300.00)

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Del Castillo Elementary will align all classroom instruction and assessments with our state and district curriculum. In addition, Del Castillo Elementary will utilize the frameworks provided by the district for all subject areas. According to the 2014-2015 End of the Year CNA Teacher Survey, all teachers agreed or strongly agreed that the campus does a good job of implementing the district instructional frameworks in the classrooms. Del Castillo Elementary is data-driven and uses different sources of data to inform instruction. Interventions are provided for students experiencing difficulty in any of the content areas. RTI Meetings are held and walkthroughs are provided in order to monitor the student interventions provided by the teacher.

Curriculum, Instruction, and Assessment Strengths

Teachers at Del Castillo Elementary have knowledge of curriculum components, TEKS, standards, data and test blueprints.

Teachers collaborate with campus administrators and curriculum specialists in order to provide the most appropriate curriculum and instruction to each student.

Curriculum, Instruction, and Assessment Needs

Living with Science and software will be purchased as an instructional tool for Science in grades K - 5th. Stemscoopes software will also be purchased for 5th grade only. (Goal 1 - Strategy 3: \$0 State Comp.)

The Edusmart Science Software will provide a supplemental instructional tool for improvement in Science scores and essential knowledge. (Funding- None Needed: The District has provided the Edusmart Science CDs)

All-Inclusive Student Package for New Science and Math Adoption for Kinder - 5th Grade. (Funding- None Needed: The District and the Company will provide the necessary resources and materials)

Paper is needed to run copies of assessments. (Goal 1- Strategy 7: State Comp.: Paper- \$1,850.00)

Family and Community Involvement

Family and Community Involvement Summary

Del Castillo Elementary continues to show an increase in Parental Involvement Activities and Meetings. Parent Meetings are held every Wednesday. In addition, parents help our teachers at the parent center by laminating materials, making copies, cutting paper, etc. on a weekly basis. Parent activities such as, exercising, nutritional classes, and other parent activities are offered at our campus. In November, the students in PreK and Kinder invite their parents for a Thanksgiving feast at our school. In April, the parents are invited for a Dia de Los Ninos/ Dia de los Libros activity. These are just some examples of the activities offered for our parents to participate in at Del Castillo. Every year, Del Castillo participates in the HEB Read3 Program which includes parent and community involvement. Our school participates in the Adopt a School program, so the community and businesses are involved in our school. Presenters are continuously being invited for Career Day, STAAR Rally, demonstrations, etc. Every year, our campus hosts a Veteran's Day Ceremony to honor the Veterans in our community.

Family and Community Involvement Strengths

Del Castillo has a strong Parent Center. Parent Meetings are held on a weekly basis. Parents also assist weekly on preparing instructional materials for teachers.

Del Castillo participates in HEB Read3. Del Castillo participates in Adopt a School.

Family and Community Involvement Needs

Refreshments are needed for Parent Orientation Meeting.

Del Castillo will continue to fund a Parent Liaison to assist with the execution of the parent involvement program. (Title I- 1 FTE: Goal 6 - Strategy 9: \$22,849.00)

School Context and Organization

School Context and Organization Summary

Del Castillo Elementary requires a Daily Schedule to be posted in order to maximize instructional time. Additional writing blocks have been added throughout the week. Grade Level Meetings are held on a weekly basis in order to plan and discuss the different content areas along with its curriculum and instruction. Topics of discussion are as follows: curriculum and instruction for all content areas, interventions through Tier II or Tutorial, assessments (weekly, topics, benchmarks, state assessments), TEKS, reporting categories, readiness and supporting standards, STAAR blueprint, etc. In addition, faculty meetings are held on a monthly basis. Topics of discussion are as follows: safety, procedures, curriculum, professional development, etc. Content and language objectives need to be clearly posted. SBDM will meet on a six weeks basis to address matters such as, expenditure of funds, campus improvement plan, schedules, climate/culture of the school, and parental involvement.

School Context and Organization Strengths

Daily Schedules, content and language objectives are posted.

Teachers understand the purpose of Grade Level Meetings and the meetings are focused on the agenda items.

Del Castillo Elementary offers a safe environment for our students.

School Context and Organization Needs

Teachers will continue to be involved in the decision making process of important educational issues at our campus. (Funding Source- None Needed)

Improvement will continue on parental communication. (Funding Source- None Needed)

Technology

Technology Summary

Technology integration is growing at Del Castillo Elementary. The campus has 2 fully equipped computer labs. It has 4 mobile carts with laptops. It has 1 mobile cart with Ipads. Each teacher has a laptop and a document camera. Most teachers have a SmartBoard and projector. Each classroom has student desktops. In addition, the new Math and Science adoption has a technology resource component. Intervention programs are available on all computers used by students and each student has numerous opportunities to interact with technology.

Technology Strengths

Each teacher has a laptop. Each 5th grade student has access to a laptop. Each bilingual student in PreK and Kinder has access to an iPad. Edusmart, Pearson Realize, AR, TTM, and Istation are computer programs made available to students.

Technology Needs

Technology integration into classroom instruction by teachers and students will be increased by providing accessibility to computers for all students. (Funding Source- None Needed)

Software or on-line website access needs to be used by students. (Goal 3- Strategy 10: State Comp.- Minigrant Funds for Software- \$200, Goal 1 - Strategy 3: State Comp. \$1,400.00)

Computer Catalogs will be offered to students in the library. AR program will be utilized to ensure reading comprehension. (Goal 1- Strategy 5: State Comp - \$5,000.00)

Projectors and document cameras will be utilized in the classroom in projecting instructional materials and software programs for students. (Goal 8 - Strategy 5: State Comp. \$8,520.00)

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
- Community and student engagement rating 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
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- 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
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

Goals

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

Performance Objective 1: Increase 3rd-5th Grade STAAR Level II Performance for all student groups: Reading- 61% to 80% and from 69% to 80% for English Language Learners; Writing- 51% to 80% for all students including Economically Disadvantaged Students and ELL; Math- 67% to 80% for all students including Economically Disadvantaged Students and Special Education Students; Science- 64% to 80% for Economically Disadvantaged Students and from 70% to 75% for ELL; Reading Level III Performance from 12% to 16% for Economically Disadvantaged Students.

Summative Evaluation: 3rd-5th Grade STAAR Test

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) Teachers will attend professional development to improve their level of rigor in the classroom. Vertical and horizontal alignment meetings will be held to share teaching practices and strategies in order to facilitate students' transition from Pre-K -5th Grade as well as increase the level of rigor in lessons and instruction. (R)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline:</p> <p>Horizontal- Once A Week</p> <p>Vertical- Once a Month</p> <p>CNA- P. 15</p>	2, 8	Administrators All Teachers and Support Staff	<p>5% Increase in the following assessments as compared to 2015-2016:</p> <p>CPALLS TPRI/Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3rd-5th Grade STAAR Assessments</p> <p>Formative: Walkthroughs, Lesson Plans, Benchmarks, Progress Reports</p> <p>Summative: Teacher Evaluations (T-TESS), TAPR, Tango EOY Reports</p>				
Funding Sources: Local - \$950.00, Local - \$50.00, Title I-A - \$900.00, Title I-A - \$300.00							

<p style="text-align: center;">Critical Success Factors CSF 2</p> <p>2) The campus will implement a coordinated, systematic assessment plan at the campus and classroom level that includes the use of CIRCLE/CPALLS, TPRI/TEJAS LEE, STAAR, Progress Monitoring Assessments, Benchmarks, TELPAS, and Language Progress Reports to provide reinforcement of reading skills to all students.(R)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Once a Month</p>	<p>2, 8</p>	<p>Administrators All Teachers and Support Staff</p>	<p>5% Increase in the following assessments as compared to 2015-2016: CPALLS TPRI/Tejas Lee 1st and 2nd Grade Six Weeks Assessments</p> <p>Formative: Campus Benchmark, PMA Results, TPRI/ Tejas Lee progress monitoring, walkthroughs, Lesson plans, student work, progress reports, grades</p> <p>Summative: STAAR Results, TAPR report, Report Cards, TELPAS, TPRI, Tejas Lee, CPALLS</p>				
<p style="text-align: center;">Critical Success Factors CSF 4</p> <p>3) Computer software programs will be used by students in grades 1-5 to improve student achievement. This includes the Renaissance Learning Accelerated Reading Software, Think Through Math, Istation, Living with Science, Learning A-Z, StemScopes and supplemental computer software. Software will be used for Kinder-5th Grade student achievement. (R,LA,M,S)</p> <p>Population: Kinder-5th Grade Students TI MI ELL SE AR GT DYS</p> <p>Timeline: 45 min. session (1 time per wk.)</p>	<p>9</p>	<p>Administrators Kinder-5th Grade Teachers TST Curriculum Specialists</p>	<p>5% Increase in Level III Advanced Performance. Usage Reports Formative: Lesson Plan, Walkthroughs AR Reports Summative: STAAR results, TPRI/ Tejas Lee Results, TELPAS Results, CPALLS Results</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) Develop oral language skills and increase listening, speaking, reading, and writing proficiency through REACH, ELPS, CCRS and ELAR strategies in the classroom in order for students to systematically transition to English. In addition, purchase supplies and resources as needed for student academic success. The LPAC Committee will meet to assess the language proficiency and assessment of the English Language Learners. (R,LA,M,S,SS)</p> <p>Population: ELL Students Timeline: Curriculum- Daily LPAC- Once per Six Weeks CNA- P. 10</p>	9	<p>Bilingual Teachers Administration Bilingual Lead Teacher LPAC Members</p>	<p>5% Increase in Level II Performance of ELL Students. LPAC Minutes Formative: Lesson plan Language Progress Reports</p> <p>Summative: LPAC Minutes, STAAR results, TELPAS Results, TPRI/ Tejas Lee Results, CPALLS</p>				
Funding Sources: Local - \$2000.00, Title III-A - \$5475.00, State Bilingual - \$3600.00							
<p align="center">Critical Success Factors CSF 1</p> <p>5) The Librarian will provide instruction about Library skills and research skills to students on a weekly basis to increase reading skills in all grade levels and increase student achievement. Books will be purchased to supplement our current inventory in the library. Instructional classroom book sets will also be purchased to supplement our reading materials and to increase our reading skills. (R,LA)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Once a Week</p> <p>CNA- P.13 & 18</p>	9	<p>Teachers, Librarian, Administrators</p>	<p>Reading Fluency will increase by 15 words per semester. Schedules. Formative: Walkthroughs Summative: STAAR Results TELPAS TPRI/ Tejas Lee</p>				






<p style="text-align: center;">Critical Success Factors CSF 1</p> <p>6) Highly qualified paraprofessionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their skills. (R,LA,M,S,SS)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA- P.10</p>	2, 9	Paraprofessionals Teachers Administrators	5% Increase in TPRI, LION and Tejas Lee Assessments. Observations and Conferences. Formative: Walkthroughs Summative: TPRI/ Tejas Lee/ LION				
Funding Sources: State Bilingual - \$19272.00, Title I-A - \$27192.00, Title I-A - \$56463.00							
<p style="text-align: center;">Critical Success Factors CSF 1 CSF 6</p> <p>7) Instructional materials, capital outlay, resources, and supplies as needed will be provided to students for instructional use. Additionally, consumable supplies, such as compositions books, for classroom use will be available to supplement the core curriculum and provide hands on practice and instruction, so that students will master the standards. Teachers will use Reading, Writing, Math, and Science materials to master STAAR Standards, TEKS, Readiness and Supporting Standards. The students will demonstrate improvement in state assessments in Level II and Level III performance. (R,LA,M,S,SS)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Fall 2016 to Spring 2017</p> <p>CNA- P. 10 & 11 CNA- P.12</p>	2, 9	All Teachers Administration Administrator for State Compensatory Education	5% Increase in Level II Performance Walkthroughs Formative: Progress reports Benchmarks Progress Monitoring Walkthroughs Summative: STAAR results, TPRI/Tejas Lee EOY, ERO Evaluations				
Funding Sources: Local - \$400.00, State Compensatory - \$10703.00, State Compensatory - \$1850.00							

<p style="text-align: center;">Critical Success Factors CSF 1 CSF 3 CSF 7</p> <p>8) Provide Professional Development in the area of Reading through turn-around training by selected teachers and Administrators, who attended TX TLI Summer Institute, in order to guide planning for student improvement. (R,LA)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Fall 2016-Spring 2017</p>	4, 5	Administrators Selected Teachers	5% Increase in Level II Performance Sign in sheets ERO Agendas Formative: PreK: CPALLS results K-3rd : TPRI, Tejas Lee 3rd- 5th Grade: Benchmark Results Summative: CPALLS TPRI/Tejas Lee STAAR TELPAS				
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<p style="text-align: center;">Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>9) Implement intervention through the Response to Intervention (RtI) 3 Tier Model in order to support student academic growth and success.</p> <ul style="list-style-type: none"> *Universal Screening *All interventions should be scientifically researched based. *Documentation of interventions and progress monitoring *Use data to identify areas of need *Monitor progress of struggling student *Adjust instruction/interventions *Review student outcome data to evaluate instruction *REVIEW360 <p>Tier I- a minimum of 90 minutes devoted to ELAR instruction</p> <p>Tier II- 30 minutes per day in small group in addition to the core instruction</p> <p>Tier III- 30 minutes per day in individual or small group instruction in addition to the core curriculum. (R,LA,M)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p>	<p>2, 9</p>	<p>Administrators K-5th Grade Teachers</p>	<p>5% decrease in the number of Tier II and III students.</p> <p>RTI Forms</p> <p>Formative: PreK: CPALLS results K-3rd : TPRI, Tejas Lee 3rd- 5th Grade: Benchmark Results</p> <p>Summative: CPALLS TPRI/Tejas Lee STAAR TELPAS Report Card Grades</p>				
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<p align="center">Critical Success Factors CSF 1</p> <p>10) PreK - 5th Grade students will use an A- Z Word Wall to learn Academic Vocabulary. The word wall will be interactive and utilized throughout the content areas. (R,LA,M,S,SS)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p>	2	Classroom Teachers Administrators	5% increase in Level III Advanced Performance. Word Walls Formative: Benchmark Results Summative: CPALLS TPRI/Tejas Lee STAAR TELPAS Report Card Grades				
Funding Sources: Title I-A - \$18211.00							
<p align="center">Critical Success Factors CSF 1</p> <p>11) To promote and ensure physical fitness, students in grades K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p> <p>CNA- P. 13</p>	3, 10	Administrators P.E. Teacher	100% Fitness Assessment Data CATCH Binder Schedules Formative: Classroom Observations, Student Attendance, Updated District Policy Summative: School Health Index Physical Fitness Assessment				
Funding Sources: Local - \$500.00							

<p align="center">Critical Success Factors CSF 1</p> <p>12) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007. Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Spring 2017</p>	3, 10	Administrators P.E. Teacher	100% Fitness Assessment Data Fitness Gram Formative: Classroom Observations, Student Attendance Summative: School Health Index Physical Fitness Assessment				
<p align="center">Critical Success Factors CSF 1</p> <p>13) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Population: CATCH Teams Timeline: May 2017</p>	3, 10	Principal CATCH Team Members	Increase CATCH Binder by 5 pts. School Health Index Assessment Formative: CATCH Binder School Health Index				
<p align="center">Critical Success Factors CSF 5 CSF 6</p> <p>14) Establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families In Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007. Parent Exercise Classes in Cafeteria in a.m. hours; Fitness Room accessibility. Population: Volunteer Parents Timeline: Once per Week</p>	6	Principal PE Teacher Parent Liaison	Weight decrease by 5 lbs. School Health Index Assessment Formative: Sign-In Sheets Summative: Participant Screening Reports and Evaluations				






<p align="center">Critical Success Factors CSF 1</p> <p>15) 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 to improve overall health in order to improve student attendance/performance.</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p> <p>CNA- P. 9</p>	1, 2	Administrators Nurse	<p>Student Health and Attendance increase by 2%.</p> <p>Nurse Log</p> <p>Formative: Time and Effort Logs</p> <p>Nurse and Health Student Referrals</p> <p>Summative: EOY Attendance Reports STAAR Results</p>				
<p>Funding Sources: Title I-A - \$26051.00, Title I-A - \$0.00, Local - \$200.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>16) Highly qualified teachers will meet the needs of low performing students through individualized and small group instruction in order to enhance their skills. (R,LA,M,S,SS)</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: Daily</p>	3	Administrators Teachers	<p>5% Increase in CPALLS, TPRI, Tejas Lee, and STAAR Assessments. Observations and Conferences.</p> <p>Formative: Walkthroughs</p> <p>Summative: TPRI/ Tejas Lee, CPALLS, Benchmark Results, STAAR Results</p>				
<p align="center">  = 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 of all groups will be able to display their work in at least 3 different locations and compete in at least 2 different competitions.

Summative Evaluation: Art and Music Displays and Competition Results

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 from Pre-Kindergarten to Fifth grade attend art and music class once a week.</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>August 2016-June 2017</p>	3	Administrators Music and Art Teachers	<p>Increase art and music activities participation by 2%. Rotation Schedule</p> <p>Formative: Lesson Plans</p> <p>Summative: Art and Music Displays Report Card Grades</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>2) Elementary 4th - 5th grade students will compete in UIL Art and Music to expose them to art history and to develop listening skills in music.</p> <p>Population: TI MI ELL SE AR GT DYS</p> <p>Timeline: December 2016</p>	3	Principal UIL Coaches	<p>At least 1 student places in the top 3.</p> <p>Practice Schedule Formative: Practice Schedule</p> <p>Summative: Performance Ratings</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: Del Castillo Elementary School will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 5% in Level II Performance and increase attendance of At-Risk Students by 2%.

Summative Evaluation: 3rd-5th Grade STAAR Results for At-Risk Students, the At-Risk student attendance rate, and the 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 CSF 4</p> <p>1) Del Castillo will implement tutorials and remediation strategies in Reading, Math, Writing, and Science for low performing students by the 4th Week of School in order to decrease failing rates and improve student achievement. These tutorials will be conducted during the school year either through Tier II time (K-5th), morning Tutorial (1st-5th) and afterschool Tutorial (3rd-5th). Research-based interventions will be provided to increase student achievement. Supper Meals will be provided for the students. Population: AR, TI, MI, LEP Timeline: September 2016 to May 2017</p>	2, 3, 9	Principal Dean of Instruction Tutorial Teachers Administrator for State Compensatory Education	5% increase in Level II Performance Tutorial Timesheets, Attendance Sheets, and Permission Slips Formative: Eschools PLUS generated Tutorial Schedule, Attendance Sheets, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: STAAR Results TAPR TPRI/ Tejas Lee				
CNA p. 9							
Funding Sources: State Compensatory - \$5158.00, State Compensatory - \$12000.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>2) The Dean of Instruction will conduct professional development sessions to enhance the instructional program and provide teacher support to meet the educational needs of At-Risk Students. Population: AR, TI, MI, LEP Timeline: Aug. 2016-June 2017</p>	4, 10	Principal Administrator for State Compensatory Education	Formative: Walkthroughs, Lesson Plans, student progress reports, benchmark scores, ERO session evaluation report, ERO session attendance report Summative: STAAR Results				
Funding Sources: State Compensatory - \$67721.00							

<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>3) The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. Population: TI MI ELL SE AR GT DYS Timeline: Fall 2016 CNA- P.13</p>	1, 2	Principal Counselor Dean of Instruction	Formative: Review 360 Reports Summative: PEIMS Discipline Reports				
Funding Sources: Local - \$300.00							
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>4) School counselors ensure that support services for students identified as homeless are provided. Homeless students are immediately registered and provided with a free and appropriate education. Population: HOM, AR Timeline: August 2016 to June 2017</p>	10	Homeless Liaison Counselors	Formative: Monthly eSchoolsPLUS At-Risk reports will be generated and the Homeless Dept. will work with the At-Risk Campus Contact to ensure support services are provided to students classified as homeless. Summative: STAAR, Attendance Rate, Retention Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>5) The Pre-K program will be provided the full day in order to better prepare qualified students academically. Population: AR, TI, MI, LEP Timeline: Aug. 2016-June 2017 (Daily)</p>	3, 10	Campus Administration Administrator for State Compensatory Education	Formative: Walkthroughs, student progress reports, Lesson Plans, CPALLS (BOY & MOY) Summative: CPALLS (EOY)				
Funding Sources: State Compensatory - \$79449.00							
<p align="center">Critical Success Factors CSF 1</p> <p>6) 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 and during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to Homeless Youth project for future intake. Population: AR, TI, MI, LEP Timeline: Fall 2016-Spring 2017</p>	1, 2, 10	Administrators On Campus and at Homeless Youth Project	Formative: Benchmark Scores and Student Progress Reports Summative: STAAR Results, Attendance Rate and Retention Rate				

<p align="center">Critical Success Factors CSF 1</p> <p>7) Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Population: AR, TI, MI, LEP Timeline: Fall 2016-Spring 2017</p>	1, 2, 10	Administrators on Campus and at Homeless Youth Project	Formative: Benchmark Scores and Student Progress Reports Summative: STAAR Results, Attendance Rate, and Retention Rate				
<p align="center">Critical Success Factors CSF 1 CSF 5</p> <p>8) Implement a food pantry and closet at the campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR, TI, LEP, MI Timeline: Aug. 2016-June 2017</p>	1, 2, 10	Administrators On Campus and at Homeless Youth Project	Formative: Clothes and pantry inventory Summative: STAAR Results, Attendance Rate, and Retention Rate				
<p align="center">Critical Success Factors CSF 1</p> <p>9) The Dyslexia Teacher will implement the Dyslexia Language Skills Reading Program to assist identified students become proficient readers by providing them with intensive, multisensory, phonetic skills. Population: Dyslexia and AR Timeline: Daily</p>	3, 10	Campus Administration Dyslexia Dept. Administrator for State Compensatory Education	Formative: Walkthroughs, Lesson Plans, Student Progress Reports, Benchmark Scores Summative: STAAR Results				
Funding Sources: State Compensatory - \$21908.00							
<p>10) Provide computer-based instruction in the foundation curriculum in order to improve at-risk student achievement, attendance, and decrease the retention rate. Population: AR, TI, MI, LEP Timeline: August 22, 2016-June 6, 2017</p>	2, 9	Campus Administration Administrator for State Compensatory Education Administrator for Special Programs	Formative: eSchoolPLUS Master Schedule, Computer Lab Schedule, Teacher Lesson Plans, Classroom Observations, Benchmark Scores, Software Usage Reports, Student Progress Reports Summative: STAAR Results, Attendance Rate, and Retention Rate				
<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: Del Castillo will increase the student attendance rate to 98% for all student groups and provide college awareness with a rigorous curriculum to prepare students for college.

Summative Evaluation: Yearly ADA Reports and STAAR Results

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) Del Castillo will conduct home visits and monitor absence codes to find out the reasons for students being out of school. Population: TI MI ELL SE AR GT DYS Timeline: Daily CNA- P.9</p>	1, 2	Principal Asst. Principal Parent Liaison Data Entry Clerk	<p>Increase student attendance to 98%. Formative: Daily Attendance Report</p> <p>Summative: Yearly ADA Reports</p>				
<p>Funding Sources: Title I-A - \$0.00</p>							
<p align="center">Critical Success Factors CSF 1</p> <p>2) Reduce by 5% yearly the out-of-school suspensions by researching and evaluating 2016-2017 number of days students were absent due to OSS. Population: TI MI ELL SE AR GT DYS Timeline: 1st-6th Six Weeks</p>	1, 2, 10	Principal PEIMS Supervisor Attendance Clerk	<p>Increase student attendance to 98%. Formative: Six Weeks Attendance Report Review 360 Reports</p> <p>Summative: Yearly ADA Reports</p>				

<p align="center">Critical Success Factors CSF 1 CSF 5 CSF 6</p> <p>3) Recognize and award incentives to students with perfect attendance per week with popcorn or snowcones. Invite students to a school dance per semester and at the end of the year awards ceremony.</p> <p>Population: TI MI ELL SE AR GT DYS Timeline: Daily</p> <p>CNA- P. 9</p>	1, 2	Administrators Classroom Teachers Counselors Parent Liaison Data Entry Clerk	Increase student attendance to 98%. Formative: Daily and Weekly Attendance Reports Summative: Yearly ADA Reports, TAPR				
Funding Sources: Local - \$930.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) Phone calls will be made on a daily basis commencing at 8:15 a.m. by the parent liaison, and a home visit will be conducted after the second student absence. (This includes teacher responsibility to make parent contacts on a daily basis during planning periods or after school.)</p> <p>Population: TI MI ELL SE AR GT DYS Timeline: Daily</p>	1, 2	Administrators Classroom Teachers Parent Liaison	Increase student attendance to 98%. Formative: Teacher Referrals to Parent Liaison and Communication Logs Summative: Weekly Attendance Avg.				
<p align="center">Critical Success Factors CSF 1</p> <p>5) Train attendance clerks and parent attendance liaisons to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students.</p> <p>Population: Data Entry Clerk and Parent Liaison Timeline: Fall 2016 and Spring 2017</p>	1, 2	Principal Campus PEIMS Supervisor Data Entry Clerk Parent Liaison	Increase student attendance to 98%. Formative: ERO Evaluation Report and Six weeks Attendance Report SchoolMessenger Notification System Report Summative: Yearly ADA Reports				

<p align="center">Critical Success Factors CSF 1 CSF 3</p> <p>6) Provide training as needed to effectively implement School Messenger Notification System procedures for effective monitoring of student attendance and maximize instruction. Population: PEIMS Administrator and Data Entry Clerks Timeline: Fall 2016 and Spring 2017</p>	2	Principal PEIMS Administrator Data Entry Clerk	<p>Increase student attendance to 98%.</p> <p>Formative: ERO Evaluation Report</p> <p>Summative: Yearly ADA Reports</p>				
<p align="center">Critical Success Factors CSF 1 CSF 6</p> <p>7) Each classroom will be assigned a university which they will research and highlight during announcements at the end of each week. Population: TI MI ELL SE AR GT DYS Timeline: Weekly</p>	2	Administrators Counselors Classroom Teachers	<p>Increase Level III Advanced Performance by 5%.</p> <p>Formative: Weekly Announcements and Newsletters</p> <p>Summative: STAAR Results</p>				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Presenters from the University will be invited to be motivational speakers for our students and parents. Population: TI MI ELL SE AR GT DYS Timeline: Fall 2016</p>	2	Administrators Counselors	<p>Increase Level III Advanced Performance by 5%.</p> <p>Visitor Log</p> <p>Formative: Sign In Sheet</p> <p>Summative: STAAR Results</p>				
<p align="center">Critical Success Factors CSF 1 CSF 7</p> <p>9) GT Teachers are required to obtain 30 GT Core Hours of Professional Development and 6 On-going hrs. Population: GT Students Timeline: Fall 2016-Spring 2017</p>	3	Dean of Instruction GT Teachers	<p>Increase Level III Advanced Performance by 5%.</p> <p>ERO Transcript</p> <p>Formative: Lesson Plans and SPR Forms</p> <p>Summative: PDAS</p>				






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

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

Performance Objective 1: Del Castillo will maintain a safe and disciplined environment conducive to student learning, following all federal, state, and district mandates regarding student safety.

Summative Evaluation: PEIMS Discipline Reports and Discipline Referral Forms

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 3 CSF 6</p> <p>1) Parents will be notified as soon as possible of any discipline concerns. Population: TI MI ELL SE AR GT DYS Timeline: Daily</p>	1, 2	Principal Asst. Principal Teachers Counselors	PEIMS Discipline Reports Review 360 Formative: Communication Logs, Parent Liaison Log, Teacher Notes Summative: PEIMS Discipline Reports and Discipline Ref. Forms				
<p align="center">Critical Success Factors CSF 7</p> <p>2) An assembly will be held to provide Conflict Resolution Management training to all faculty and staff. Population: Faculty and Staff Timeline: Aug. 2016</p>	4	Administrators Counselors	Safe School Environment Formative: Monthly Counselor Logs, Signature Sheets, ERO, Evaluations Summative: PEIMS Discipline Reports and Discipline Referral Forms				
<p align="center">Critical Success Factors CSF 7</p> <p>3) Professional Development and assistance including district-mandated "Discipline" will be provided for all teachers needing classroom management in order to promote a safe environment. Students will be provided with Bullying and Safety presentations. Population: TI, MI, ELL SE, AR, GT DYS Timeline: Daily</p>	4	Administrators, Teachers, Counselors, Nurse	Safe School Environment Formative: Teacher Observation, ERO Transcript, Review 360 Summative: PEIMS Discipline Reports				

<p align="center">Critical Success Factors CSF 6</p> <p>4) Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention Safety, etc. Population: TI MI ELL SE AR GT DYS Timeline: Sept. to Oct. 2016</p>	2	Teachers, P.E. Coach, Counselors, Nurse, Administrators	Safe School Environment Formative: Agendas, sign-in sheets Summative: HB5				
<p align="center">Critical Success Factors CSF 6</p> <p>5) An Emergency Operations Planning Team will continue to be enforced to maintain safety of everyone on campus. All stake-holders will be trained on the emergency operation of the school. Population: EOP Team Timeline: Daily</p>	2	Teachers, P.E. Coach, Counselors, Nurse, Administrators	Safe School Environment Formative: Agendas, sign in sheets, emergency drills Summative: Practice Drills and Real life situations				
<p align="center">Critical Success Factors CSF 6</p> <p>6) Teachers will utilize Review 360 to report and document behavior incidents or concerns. Population: All Teachers Timeline: Daily</p>	2	Principal Asst. Principal All Teachers	Safe School Environment Formative: Review 360 Discipline Referrals Summative: PEIMS Discipline Reports				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: There will be a 5% increase of parents involved in parental involvement activities during the school year.

Summative Evaluation: Title I-A Compliance and STAAR Results

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p>Critical Success Factors CSF 5</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation. Population: Parents and Community Timeline: August 2016-November 2017</p>	6	Principal Parent Liaison	Formative- Sign In Sheets, Parental Involvement Policy Summative- STAAR Results, Attendance Rate, Discipline Referrals, Parent Participation, Composite of EOY Survey				
<p>Critical Success Factors CSF 5</p> <p>2) Disseminate School-Parent-Student Compacts indicating each group's responsibilities to ensure student achievement. Population: Parents and Students Timeline: August 2016-October 2016</p>	6	Principal Parent Liaison	Formative: School-Parent-Student Compact Summative: Composite of EOY Survey, Title I-A Compliance, STAAR Results, Attendance Rate, Discipline Referrals				
<p>Critical Success Factors CSF 5</p> <p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Population: Parents and Students Timeline: Sept. 2016 - November 2016</p>	6	Principal and Parent Liaison	Formative: Agendas, sign in sheets Summative: Composite of EOY Survey, Title I-A Compliance Checklist, STAAR Results, Attendance Rate, Discipline Referrals				
<p>Critical Success Factors CSF 5</p> <p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus Parental Involvement efforts. Population: Parents Timeline: March 2016 to April 2016</p>	6	Principal and Parent Liaison	Formative: Parent Meetings Summative: Composite of Survey Results, STAAR Results, Attendance Rate, Discipline Referrals				

<p align="center">Critical Success Factors CSF 5</p> <p>5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: -Parental Involvement Policy -School-Parent-Student Compact -Campus Improvement Plan Population: Parents Timeline: Aug. 2016 to June 2017</p>	6	Principal and Parent Liaison	Formative: Agendas Sign In Sheets Summative: Composite of Meeting Agendas, STAAR Results, Attendance Rate, Discipline Referrals				
<p align="center">Critical Success Factors CSF 5</p> <p>6) Host a "Parent Orientation" Day to inform parents and community members of daily standard operation procedures and District Policy. -Student Code of Conduct -Student-Parent-School Compact -Parental Involvement Policy -Emergency Operation Procedures Volunteer Guidelines and Opportunities Population: Parents and Community Timeline: Sept. 2016 CNA- P.16</p>	6	Principal and Parent Liaison	Formative: Agendas, sign in sheets Summative: Discipline Referrals, Attendance Rate, STAAR Results	Funding Sources: Title I-A - \$0.00			
<p align="center">Critical Success Factors CSF 5</p> <p>7) Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Population: Parents Timeline: Nov. 2016</p>	1	Principal and Parent Liaison	Formative: Sign in sheets Summative: Increased Partnerships, STAAR Results, Attendance Rate, Discipline Referrals				
<p align="center">Critical Success Factors CSF 5</p> <p>8) Educate staff during faculty meetings as to the benefits of a strong parent-school partnership that includes: making copies, laminating, sorting materials, cutting, and pasting materials in order to increase academic success. Population: Faculty and Staff Timeline: Once a Week</p>	6	Principals and Parent Liaison	Formative: Agendas & Sign in Sheets Summative: CNA Parent Survey, STAAR Results, Attendance Rate, Discipline Referrals				

<p align="center">Critical Success Factors CSF 5</p> <p>9) Del Castillo Elementary will continue to fund Parent Liaison to assist with the execution of the parent involvement program aimed at increasing parent participation and monitor attendance in the education of the students. Population: Parent Liaison Timeline: Aug. 2016 - June 2017</p> <p>CNA- P. 16</p>	6	Principal and Parent Liaison	Formative- Job Description, Weekly Meeting Documentation Summative-STAAR Results, Attendance Rate, Discipline Referrals				
Funding Sources: Title I-A - \$22849.00							
<p align="center">Critical Success Factors CSF 5</p> <p>10) Students in Pre-Kinder and Kinder will be accompanied by their parents for a Thanksgiving feast to promote parental involvement. Population: PreK and Kinder students Timeline: November 2016</p>	6	Administrators PreK and Kinder Teachers	Formative: Lesson Plans Summative: Report Card Grades, STAAR Results, Attendance Rate, Discipline Referrals				
<p align="center">Critical Success Factors CSF 5</p> <p>11) HEB Read 3 will be hosted at our campus to promote literacy and an easier transition to PreK. Population: 3 yr. old children, Parents, and Community Timeline: Fall 2016</p>	6, 7	Principal Parent Liaison Cafeteria Manager	Formative: Lesson Plans and Sign in sheets Summative: CPALLS Results for following year				
<p align="center">Critical Success Factors CSF 5</p> <p>12) An orientation for preschool children from Head Start to assist with the transition to Del Castillo Elementary will be held annually in the Spring. Population: Teachers, Headstart Personnel, Counselors Timeline: April 2017</p>	6, 7	Administrators Counselors	Formative: Agendas, Sign in sheets, fliers Summative: State standardized assessment results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							






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

Performance Objective 1: 100% of Del Castillo migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

Summative Evaluation: Completed PFS Monitoring Tool; Increased scores; Performance Levels on PBMAS

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 4</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. Population: PFS Migrant Students Timeline: Aug. 2016- June 2017</p>	1, 2, 9, 10	Administrators Migrant Teacher	Increase Level II Performance of Migrant Students by 5%. Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool				
<p>Critical Success Factors CSF 1</p> <p>2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Population: Migrant Students Timeline: Aug. 2016-June 2017</p> <p>CNA- P. 11</p>	1, 2, 10	Administrators Classroom Teachers Migrant Teacher	Increase Level II Performance of Migrant Students by 5%. Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form				
Funding Sources: Title I-C (Migrant) - \$710.00							

<p align="center">Critical Success Factors CSF 1</p> <p>3) In order to secure the data needed to Accommodate placement into appropriate Supplemental instructional opportunities for Pre-K-5th Grademigrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant/ PFS Students Timeline: Fall 2016-Spring 2017 CNA p.10</p>	1, 2, 9, 10	Principal Classroom Teachers Migrant Teacher	Increase Level II Performance of Migrant Students by 5%. Formative: Pre-Assessment Results Summative: CPALLS, TPRI, Tejas Lee, Post Assessment Results				
Funding Sources: Title I-C (Migrant) - \$15933.00							
<p align="center">Critical Success Factors CSF 1</p> <p>4) 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. Population: Migrant/PFS Students Timeline: Summer 2017</p>	3	Principal Teachers	Increase Level II Performance of Migrant Students by 5%. Formative: Attendance Sheets Summative: Summer School Documentation				
<p>5) 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. Population: 1st Grade Migrant/ PFS Students Timeline: Fall 2016-Spring 2017</p>		Administrators Migrant Teacher	Academic success for all PK-2nd grade students EOY Promotion Rate Formative: Visitation Logs Parent Meeting Evaluations Summative: Session Evaluations Participation Surveys				
<p>6) 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. Population: Migrant/PFS Students Timeline: October 2016-April 2017</p>		Administrators Migrant Teacher	Increase promotion rates & test performance Formative: Benchmark Results Three-Week Progress Reports Summative: Migrant Promotion Rate EOY Student Grades EOY Migrant Sate assessment Results				
<p>7) 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. Population: Parents of Migrant Students Timeline: August 22, 2016-June 6, 2017</p>		Migrant Funded: Parent Liaison Recruiters	Academic success for all PK-2nd grade students EOY Promotion Rate				






<p>8) In order to increase awareness of migrant student needs, the campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2016 - May 29, 2017</p>		<p>Sp. Programs Administrator Migrant Funded: Teachers</p>	<p>Timely placement into interventions.</p>				
<p>9) 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 Population: Migrant Students Timeline: April 2017</p>		<p>Campus Administration Migrant Funded: Migrant Teachers</p>	<p>Increase on-time graduation</p>				
<p>10) 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 STAARS assessment. Population: Elementary PFS Migrant Students Timeline: February and March 2017</p>		<p>Migrant Teacher</p>	<p>Increased STAAR Scores for PFS students</p>				
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

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

Performance Objective 1: Del Castillo will incorporate technology with all core content areas.

Summative Evaluation: Usage and Performance Reports and Texas Star Chart

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) Teachers and students will be able to utilize the internet, websites, AR, United Streaming, Learning.com, etc., to enhance their computer literacy skills.</p> <p>Population: TI MI ELL SE AR GT DYS Timeline: Daily</p>	2	Administrators Teachers Support Staff	<p>Increase in Level III Advanced Performance by 5%. Formative: Lesson Plans, Observation, agendas</p> <p>Summative: AR Reports</p>				
<p>Critical Success Factors CSF 1</p> <p>2) Teachers will implement the use of eSchools for grades and attendance. Technology such as Excel, Microsoft Word, PowerPoint Presentations, Publisher, Eduphoria Aware, Outlook, will be implemented by teachers as per BISD.</p> <p>Population: All Teachers Timeline: Daily</p>	2, 3, 4	Teachers Administrators	<p>Increase in Level III Advanced Performance by 5%. Formative: Agendas Summative: Program Reports</p>				
<p>Critical Success Factors CSF 5</p> <p>3) All K-5th grade students will participate in Kids Voting USA.</p> <p>Population: Kinder-5th Grade Timeline: Oct. 2016</p>	2	Kinder-5th Grade Teachers Librarian Counselor Administrators	<p>Formative: Student Logs Summative: Percent of Students Voting</p>				

<p align="center">Critical Success Factors CSF 1</p> <p>4) All teachers will complete all surveys requested by the district including the Texas Star Chart required by the state. Population: All Teachers Timeline: February 2017</p>	1, 10	Teachers TST Administrators	Formative: Trainings, Agendas Summative: Survey Results				
<p align="center">Critical Success Factors CSF 1</p> <p>5) K through 5th grade students will use the computer lab for instructional use on reading, math and/or science software programs and internet access using computers and other instructional tools to help increase their level of academic performance. In addition, software will be used for interventions and enrichment in the computer lab and in the classroom. Population: All Kinder-5th Grade Students- TI, MI,ELL,SE,AR GT,DYS Timeline: Weekly CNA- P. 19</p>	1, 2	Administrators Teachers	Increase Level III Advanced Performance by 5%. Formative: Lesson Plans, Walkthroughs Summative: STAAR Results				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

State Compensatory

Budget for Del Castillo Elementary :

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
162-11-6118-00-120-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$4,500.00
162-11-6118-00-120-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$10,477.00
162-11-6119-00-120-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$46,012.00
162-13-6119-31-120-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,733.00
6100 Subtotal:		\$115,722.00
6300 Supplies and Services		
162-11-6395-62-120-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$500.00
162-11-6396-00-120-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,850.00
162-11-6399-00-120-Y-30-000-Y	6399 General Supplies	\$10,703.00
6300 Subtotal:		\$13,053.00

Personnel for Del Castillo Elementary :

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Corina Alaniz	Dean of Instruction	State Compensatory	1
Diana Matias	Dyslexia Teacher		.5
Graciela Garcia	PreK Teacher	State Compensatory	.5
Perla Reyes	PreK Teacher	State Compensatory	.5

Title I

Schoolwide Program Plan

Del Castillo Elementary School-wide 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.

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

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA p. 4-18) 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. In addition, TELPAS scores must be increased. LEP students will demonstrate academic progress through the focus of CCRS and ELPS. (Goal 1- Strategy 4) To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research The goal is to show a 5% increase of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 school year, and to increase Level III in all content areas. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school 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. (Goal 1- Strategy 1, 3, 8)

Highly-qualified teachers (Goal 1- Strategy 16 & Goal 3- Strategy 6) will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. All of Del Castillo's core subject teachers will be bilingually certified to meet the needs of our high bilingual student enrollment. In addition, Del Castillo's teachers will continue to apply knowledge to the academic needs of our students through appropriate professional development that will increase the rigor of their instructional methods. (Goal 1- Strategy 1,8). 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. There will be change of teacher assignments each year to most adequately meet the needs of our students. Part of the strategies to attract high-quality teachers at Del Castillo Elementary include the medical insurance free of cost, and also the district's teachers' high paying salaries as compared to other districts in the valley. In addition, stipends are offered for certain areas of academic need. Del Castillo will affiliate with the University of Texas of Brownsville to invite college student observers and student teachers to be part of our academic endeavor. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals, including job-embedded opportunities and partnerships for teachers that are novice or in need of assistance. 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. Response to Intervention is part of our Professional Development. Del Castillo will continuously adhere to the 3-Tiered Model which will provide any necessary research-based interventions that will promote student academic success. (Goal 1- Strategy 9)

Title I, Part A Funds will be used to partially finance strategies to increase parental involvement (Goal 4-Strategy 1 & Goal 7- Strategy 6) at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Del Castillo will hold Parent Meetings once a week. Parent notices will be sent home to inform the parents of the Parent Meeting Schedule for the month. Parent education will be provided to parents by the campus parent liaison, campus administration, campus personnel and district personnel. (Goal 7- Strategy 9) 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. STAAR trainings will continue to be held every year to involve parents as part of the campus STAAR strategies so they can help their children at home.

An orientation for preschool children from Head Start to assist with the transition to Del Castillo Elementary will be held annually in the Spring. Notices will be placed on the marquee for all stakeholders to be informed. (Goal 7- Strategy 12)

Teachers will be included in decisions regarding the use and selection of academic assessments (Goal 1- Strategy 2) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to 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. Del Castillo will use TANGO to analyze assessments and be data driven.(Goal 1- Strategy 2)

Ten Schoolwide Components

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

The school will coordinate and integrate federal, state and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Title I funds along with Local, State Compensatory Education, State Bilingual, State Special Education are use to provide Tutorials to students with academic needs. They are also used to provide additional resources to our students in order to improve their academic success.

Del Castillo Elementary School will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting the 4th Week of School in order to decrease failing rates and improve student achievement. Tutorials will be offered afterschool for 3rd-5th Grade Students. In addition, 2 Saturday Tutorials will be offered during the 1st Semester and 4 Saturday Tutorials will be offered during the 2nd Semester. Students will be provided accelerated instruction through hands-on activities and additional resources, such as, Tango companion questions, Motivation Booklets, GPS Booklets, STEMscopes, etc. Del Castillo Elementary School will also utilize State Compensatory Education funds to purchase paper to make copies of the companion questions. In addition, computer based software and workbooks will be purchased as an additional resource. Furthermore, personnel will be funded through State Compensatory Education funds.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Juanita Silva	PreK Teacher Aide		1.0
Laura Campos	Nurse		.4
Maria Rios	Teacher Aide		1.0
Mariana Hernandez	Library Aide		1.0
Rebecca Ortega	Parent Liaison		1.0

Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	ERO, TEKS Readiness and Supporting Standards, Staff Development	199-13-6499-53-120-Y-11-000-Y	\$950.00
1	1	1	Professional Development	199-13-6497-00-120Y-99-000-Y	\$50.00
1	1	4	LPAC Sessions	199-13-6499-53-120-Y-11-000-Y	\$2,000.00
1	1	7	Custodial	199-51-6399-00-120-Y-99-000-Y	\$400.00
1	1	11	P.E. Equipment	19911639951120Y11000Y	\$500.00
1	1	15	Nurse Supplies	19933639900120Y99000Y	\$200.00
3	1	3	Counseling	19931639900120Y99000Y	\$300.00
4	1	3	Refreshments	19911649953120Y11000Y	\$930.00
Sub-Total					\$5,330.00
Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Professional Development	211-11-6497-00-120-Y-30-0F2-Y	\$900.00
1	1	1	Professional Development/Substitutes	211-11-6112-00-120-Y-30-0F2-Y	\$300.00
1	1	6	1 FTE (Librarian Aide)	21112612906120Y300F2	\$27,192.00
1	1	6	2 FTE (TITLE I-A PRE-K AIDE)	21111612906120Y320F2	\$56,463.00
1	1	10	211-11-6399-00120-Y-30-0F2-Y		\$18,211.00
1	1	15	40% Nurse Salary	21133611900120Y300F2	\$26,051.00
1	1	15	Nurse Supplies	21133639900120Y300F2Y	\$0.00
4	1	1	Home Visits	21161641100120Y300F2Y	\$0.00
6	1	6	Refreshments	21161649953120Y300F2Y	\$0.00
6	1	9	1 FTE (Classified Parent Liaison)	21161612900120Y300F2	\$22,849.00
Sub-Total					\$151,966.00
Title III-A					

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	Instructional Supplies and Resources	263-11-6399-00-120-Y-25-000-Y	\$5,475.00
Sub-Total					\$5,475.00
State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	7	Resources and Supplies	162-11-6399-00-120-Y-30-000-Y	\$10,703.00
1	1	7	Supplies and Material- Paper	162-11-6396-00-120-Y-30-000-Y	\$1,850.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-120-Y-24-SSI-Y	\$5,158.00
3	1	1	Extra Duty Pay	162-11-6118-00-120-Y-30-000-Y	\$12,000.00
3	1	2	1 FTE	16213611931120Y30000Y	\$67,721.00
3	1	5	Three 0.5 FTE (PreK Teachers)	162-11-6119-00-120-Y-34-PKK-Y	\$79,449.00
3	1	9	.5 FTE Dyslexia	162-11-6119-00-120-Y-30-054-Y	\$21,908.00
Sub-Total					\$198,789.00
State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	4	LPAC Substitutes	163-11-6112-00-120-Y-25-000-Y	\$3,600.00
1	1	6	1 FTE (Classified)	16311612906120Y25000Y	\$19,272.00
Sub-Total					\$22,872.00
Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	2	Supplies for Migrant Students	21211639900120Y240F2Y	\$710.00
7	1	3	.25 FTE		\$15,933.00
Sub-Total					\$16,643.00
Grand Total					\$401,075.00