

# Brownsville Independent School District

## Pena Elementary

### 2016-2017 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Top 25% Closing Performance Gaps

Postsecondary Readiness



# Mission Statement

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

# Vision

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

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

# Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

The student population at Peña Elementary School is approximately 663 as of PEIMS Snapshot (October 30, 2015) and serves students in grades Pre Kinder through Fifth Grade. According to the PEIMS Fall Submission Report Data Review of our campus profile, student population includes: Hispanic 99%, White <1%, African American 0%, Economically disadvantaged 95%, Limited English Proficient (LEP) 48.1%, At-Risk 77.8%, Migrant <1%, Gifted and Talented <1%, Special Education <1%. Enrollment numbers for Peña Elementary have shown an increase over the past five years. An increase has been noted in the LEP population. The mobility rate from home campus to neighboring campus or within the district is high. A total of 516 students are identified as at-risk with the highest number of at-risk students being identified under the LEP category. Based on the 2015 Summer School data, the retention rate is high in the 1st grade level. Attendance Percentage for the 2015-2016 school year on PEIMS snapshot day was 97.79%. Attendance has been a challenge for Peña Elementary since it opened in 2009 but has shown notable improvements with campus based and district based attendance incentives. The last reported PEIMS generated reports indicate, the demographics for Peña are comparable to that of the student population it serves is 90.8% of teachers are Hispanic vs. 99% of students identified as Hispanics. The average class size is 22:1 for K-4<sup>th</sup> grade. PK and-5<sup>th</sup> grade do average size is above 22:1. A class-size reduction teacher supports the 5th grade team. Raquel Peña Elementary students reside in the East side near the Port of Brownsville. The academic instructional line for students is Garcia Middle School and students are zoned to Rivera High School.

### Demographics Strengths

ELL Placement in Bilingual Program (20 day placement), RTI plans are updated by six weeks with current academic data and decisions are made as team, Early Screening for Dyslexia/Special Education Referrals Screeners, 2015-2016 Enrollment is comparable to last year based on enrollment reports with minimal loss of students.

### Demographics Needs

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

- Provide intervention support to increase ELL student performance in STAAR/District Grading Policy (46% Bilingual Population)

- Provide support to teachers on how to identify and provide timely intervention to At-Risk students failing.
- Provide supplemental reading materials & supplies to incoming Migrant students (1.06% Migrant Population)
- Identify students in need of academic, dyslexia, behavioral or speech interventions and develop RTI plans in a timely schedule.
- Identifying At-Risk students needing SPED evaluations/504 screeners.
- Increase GT nominations to identify students.

## Student Achievement

### Student Achievement Summary

**CPALLS Summary PK** Based on the 2015 – 2016 CPALLS Assessment Data the following Areas are the met percents:

#### **PK / CPALLS Spanish**

Spanish Letter Knowledge **65%**, Spanish Vocabulary **44%**, Spanish Phonological Awareness **74%**, Spanish Math **68%**.

#### **PK / CPALLS English**

English Letter Knowledge **70%**, English Vocabulary **63%**, English Phonological Awareness **81%**, English Math **81%**.

**TPRI/Tejas LEE Summary K-2nd** Based on the 2015- 2016 TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade:

#### **Kinder / Tejas Lee**

Spanish Phonological Awareness **64%**, Spanish Phonics **90%**, Spanish Word Reading **64%**, Spanish Listening Comprehension **74%**, Spanish Reading Comprehension **67%**.

#### **Kinder / TPRI**

English Phonological Awareness **63%**, English Phonics **94%**, English Listening Comprehension **78%**.

#### **1<sup>st</sup> Grade / Tejas Lee: No Students were tested with Tejas Lee**

Spanish Phonological Awareness N/A, Spanish Phonics N/A, Spanish Word Reading N/A, Spanish TPRI Fluency Goal N/A, Spanish Reading Comprehension N/A.

#### **1<sup>st</sup> Grade / TPRI**

English Phonological Awareness **81%**, English Phonics **87%**, English Word Reading **65%**, English TPRI Fluency Goal **52%**, English Reading

Comprehension **48%**.

**2nd Grade / Tejas Lee**

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

**2nd Grade / TPRI**

English Phonics **52%**, English Word Reading **76%**, English TPRI Fluency Goal **59%**, English Reading Comprehension **77%**.

**3rd Grade / Tejas Lee**

Spanish Phonics 100%, Spanish TPRI Fluency Goal 50%, Spanish Reading Comprehension 100%.

**3rd Grade / TPRI**

English Phonics **54%**, English Word Reading **72%**, English TPRI Fluency Goal **41%**, English Reading Comprehension **69%**.

**STAAR Summary 3rd-5th Grade**

A student group that performed less than or equal to the state average, district average in any given STAAR tested content is identified as a priority. This information is based on the published 2016 Spring STAAR Results

Reading- 3rd Grade (campus --85%) 4th (campus-84%), 5th(campus-86%)

Writing- 4th Grade (campus-79%)

Math-3rd Grade (campus-91% ), 4th (campus-74%), 5th(campus-88%)-

Science-5th Grade (campus -84%)

**STAAR Percent at Phase-in Satisfactory Standard or Above on All Grades**

All Subjects 84% Campus, 79% District



Reading-87% Campus, 82% District, Hispanic 86%,Econ. Dis 86%, SpED 52%, ELL 84%

Math-86% Campus , 82% District, Hispanic 86%, Econ. Dis 85%, SpED 55%, ELL 85%

Writing- 79% Campus, 71%District, Hispanic 78%, Econ. Dis 78%, SpED 18%, ELL 67%

Science-86% Campus, 80% District, Hispanic 85%, Econ. Dis 85%, SpEd 56%, ELL 90%

The trends identified when student performance scores were compared over a period of three years is that students are progressively being able to meet or exceed the state expectations for each of the content areas tested. Overall Subject Percent showed the greatest growth due to targeted activities such as Empowering Writers Clinic for students, campus wide writing sample collection on a weekly basis and constant monitoring and collaboration. Students showed the maintainance of performance as they progressed from 3rd grade to 4th grade and took the Reading assessment. Continued support in the area of Figure 19 is needed to increase 3rd and 4th Grade scores. The achievement rates of special education students compared with non-special education students is lower in the area of Reading, Math, and Writing . Increase collaboration between special education teachers and general education teachers is needed to ensure timely interventions for students struggling students. Modeling of effective research based interventions for teachers to turn around and implement with struggling students was identified as a need based on administrative & C& I Specialist observations as well as TPRI/Tejas Lee, STAAR scores. .

## **2016 Accountability Summary**

Index 1-85

Index 2-43

Index 3-50

Index 4-41

## **Distinction Designations**

Academic Achievement in ELA/Reading

Top 25% Closing Performance Gaps

Post Secondary Readiness

## **Systems Safeguards -Status**

**State (60%)**

All Students

Reading Y, Math Y, Writing Y, Science Y

Hispanic

Reading Y, Math Y, Writing Y, Science Y

Economically Disadvantaged

Reading Y, Math Y, Writing Y, Science Y

ELL (Current & Monitored)

Reading Y, Math Y, Writing Y, Science Y

Special Education

Reading N, Math N

**Federal (87%)**

All Students

Reading Y, Math N

Hispanic

Reading N, Math N

Economically Disadvantaged

Reading N, Math N

ELL (Current & Monitored)

Reading N, Math N

### Student Achievement Strengths

TEA 2016 Accountability Performance Index Report:

Based on the 2016 TEA Accountability Summary data analysis and information from surveys and daily operating observations, the following areas of strengths are identified are listed:

- Met 2016 Distinction Designation in Academic Achievement in Reading
- Met 2016 Distinction Designation in Top 25% Closing Performance Gaps
- Met 2016 Distinction Designation in Post Secondary Readiness
- Met 2016 Index 1 Student Achievement: 85% which is above state Target Score.
- Met 2016 Index 2 Student Progress : 43% which is above state Target Score.
- Met 2016 Index 3 Closing Performance Gaps: 50% which is above state Target Score.
- Met 2016 Index 4 Postsecondary Readiness: 41% which is above state Target Scores.
- 3rd- STAAR--Math **91%**, Reading **--85%**,
- 4th- STAAR-Reading **--84%**
- 5th- STAAR -Math **88%**, Reading **---86%** and Science **84%**
- System Safeguards Met: 26 of 28= 93%

### 2016 EOY Report

- PK – CPALLS English Letter Knowledge (70%) & Math 81% (**Met District Goal 70%**)
- Kinder – TPRI / Tejas Lee English Phonics (94%) & Listening Comprehension (78%) / Spanish Phonics (90% & Listing Comprehension (74%) (**Met District Goal 70%**)
- 1<sup>st</sup> Grade – TPRI / Tejas Lee English Phonological Awareness (82%)& Phonics (86%)(**Met District Goal**)
- 2<sup>nd</sup> Grade – TPRI / Tejas Lee English Word Reading (76%) / Spanish Word Reading (100%), Fluency Spanish (100%) & Reading Comprehension English (77%) (**Met District Goal**)
- 3<sup>rd</sup> Grade – TPRI/ Tejas Lee Spanish Phonics (71%) & Spanish Reading Comprehension (100%) (**Met District Goal**)

## Student Achievement Needs

Based on the 2015-2016 EOY campus data analysis and information from surveys and daily operating observations, the following areas of need are identified are listed in order of need

- Meet 2017 Distinction Designation in Academic Achievement in Math
- Meet 2017 Distinction Designation in Academic Achievement in Science
- Meet 2017 Distinction Designation in Top 25% Student Progress
- 2017 Index 1 Student Achievement: Increase % of students meeting satisfactory in Reading, Math and Science to meet the 90% or better and show a growth in areas already at the 90% from 2016 Accountability.
- 2017 Index 2 Student Progress: Increase % of students meeting or exceeding Progress Index 2
- 2017 Index 3 Closing Performance Gaps: Increase % of student meeting Advance Standard in STAAR
- 2017 Index 4 Post Secondary Readiness: Increase % of all students meeting 2016 Post Secondary Readiness at the Phase II accountability standards.
- Start Tutorials within the 4th Week of instruction with SOY data as a basis.
- Provide substitutes and/or stipends for teachers to participate in Co-planning , Vertical Alignment by grade levels & subject areas.
- Data analysis using reports generated from Eduphoria, TANGO, Tango Trends to make instructional decisions that directly target students needs and keeping a campus Data Wall up to date with current data.
- PK – CPALLS English Vocabulary & Phonological Awareness / Spanish Letter Knowledge, Vocabulary, Phonological Awareness & Math
- K – TPRI / Tejas Lee English Phonological Awareness / Spanish Phonological Awareness, Word reading, Listening Comprehension & Reading Comprehension.
- 1<sup>st</sup> Grade – TPRI / Tejas Lee English Word Reading, Fluency & Reading Comprehension / Spanish Phonological Awareness, Phonics, Word Reading, Fluency & Reading Comprehension.
- 2<sup>nd</sup> Grade – TPRI / Tejas Lee English Phonics, Fluency & Reading Comprehension / Spanish Phonics.
- 3<sup>rd</sup> Grade – TPRI / Tejas Lee English Phonics, Word Reading, Fluency & Reading Comprehension / Spanish Fluency
- Decrease the achievement gap that exists between the All students score and the subpopulations focus on Special Education population



## School Culture and Climate

### School Culture and Climate Summary

Based on the 2015-2016 Elementary Student Survey Data (3/29/2016)CNA Survey Results, AR&E Survey Monkey), **96.36%** of 2<sup>nd</sup>-5<sup>th</sup> grade students feel that they are learning important things in school, **90.84%** feel safe in school. Students feel that teachers provide them with the help they need to complete assignment **94.83%**, Teachers use different ways to help students understand class material **95.33%**.

Students feel that discipline rules and consequences are fair **89.16%** while **81.93%** feel that they can go to the counselor if they need to. Teachers and students agree that adequate technology resources are used for instructional purposes. One of the weaknesses that both teachers and students noted was the statement that breakfast and lunch served at our campus is of high quality (Teachers- **61.53%**, Students-**60.99%**).Students respond positively to interventions that are in place and monitored through Review 360 plans to increase appropriate behavior.

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

According to the latest campus needs assessment survey **90.8%** of students feel safe in this school and **100%** of teachers feel that the campus is safe and secure. Pena Elementary takes a proactive approach to violence and drug use. Counselors and teachers collaborate with administration to plan and deliver effective lessons on anti-violence, anti-drug and a bully free zone campus. Students are responding to strategies that are in place to reduce the threat of bullying. Continued monitoring and intervention programs are in place to empower students to report bullying. Based on staff survey results, **100%** of the staff agrees that the Anti-violence Program at our school is effective as well as the anti-drug program. As per the Antibullying program offered at our campus, 88.47% of the staff members feel that it is effective. however, **45.93%** of our students still feel that there are bullies in our school. This gives us an indication that we need to further continue to create awareness in this area.

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

### School Culture and Climate Strengths

Each week, one student from each class PK-5th is selected for demonstrating White Wing Character and is recognized as the Student of the Week. Each student is publicly recognized and are pictured with our School Mascot. The picture is then displayed to acknowledge their success. Safety procedures are in place, RTI and Review 360 plans implemented, Presentations by Counselors are effective. Small group counseling provides for targeted intervention. Pena students participate in extracurricular activities such as drill team, UIL, Chess and Multiple Library events. Security Officer provided expertise in safety procedures, Higher Education culture is emphasized throughout the school. Campus recognizes a BISD Alumni representing Pena Elementary at the Annual

BISD Alumni Luncheon to promote the career readiness and recognize high achievement and community involvement. Administrators treat staff members with respect **80.77%**. Teachers are involved in decision making process **80.77%**. Campus meets need of diverse population **96.15%**. There is an atmosphere of trust and mutual respect between administration and staff at our campus **80.77%**. The Student code of Conduct is applied consistently and fairly among students **96.15%**

### **School Culture and Climate Needs**

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

- Increase number of teachers and staff volunteering to serve as extracurricular events such as DI, Art, etc.
- Increase Health and Wellness for students, faculty, staff and parents through participation in community health events & CATCH
- Continue Educating parents on bullying and how it's defined in the educational setting.
- Plan on-going activities in the classroom that focus on creating a bully-free zoned school.
- Promote a college going learning atmosphere with high expectations for academic and behavior success.
- Align instruction to Write for Success District Initiative (Writing Journals).

## Staff Quality, Recruitment, and Retention

### Staff Quality, Recruitment, and Retention Summary

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

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

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

Teachers have received T-TESS, Cognitive Strategies training, ELPS, Language Enrichment Refreshers, content area strategies, STAAR assessment strategies, etc. Teachers gain ERO credit once they submit an evaluation for each session that provides on-going, out of contract, on contract, GT Core or stipend/credit. After teachers attend professional development the implementation is monitored through walkthroughs and visitation as well as formative assessments. The professional development given at Peña Elementary is based on campus needs.

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

According to the latest campus needs input collected by SBDM members, Peña Elementary is in need of professional development to increase rigor and to analyze data to identify the root problem of areas of weaknesses. A need for continued professional development for the Pearson Math, Social Studies and Science textbook adoption is needed to increase the use of the online content available. Professional needs are also present in the implementation the TEKS to align instruction to the STAAR expectations and ensure students meet the standards including the SSI grade. Additional planning time will be needed at



least once a six weeks to provide teachers with sufficient time to plan effective lessons. Modifications to the schedules for special programs will be done on the 5<sup>th</sup> week before the end of the 6<sup>th</sup> six weeks to provide for these extended planning opportunities.

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

Teachers in fourth grade continue to implement the Empowering Writers workshop strategies to address the area of Writing. Students are provided with such strategies and attend a Writer's Clinic conducted for Expository Writing by the grade level Writing Composition teacher to improve their craft. The students scored a 79% passing rate on the 2016 STAAR Writing test.

### **Staff Quality, Recruitment, and Retention Strengths**

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

### **Staff Quality, Recruitment, and Retention Needs**

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

- Understanding of the the new Texas Teacher Appraisal System- T-TESS
- Increase professional development for Special Programs at District and Region level (PE, MUSIC, etc).
- Increase opportunities for horizontal and vertical alignment and sharing meetings for teachers.
- Increase leadership role opportunities for teachers that have not served in such capacity.
- Implementation of Write for Success District Initiative- Writing Journals PK-5th at Pena Elementary

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

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

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

Assessment results including TPRI/Tejas Lee, CPALLS, OWL Testing, TELPAS, STAAR, Fitness Gram, Stanford, GT retesting and all other campus and/or district based testing impact curriculum and instructional decisions made by administration. Decisions are evident in the area of scheduling of classes, daily schedules, instructional focus for the week and the ordering of materials. The Response to Intervention (RTI) is implemented as follows: Every six weeks, teachers meet with the RTI team to discuss assessment results and RTI-7 progress monitoring tools for all struggling students. RTI-5 plans are adjusted to differentiate the instruction based on Tier II or Tier III instruction. TLI Support Team recommendations for interventions to be used with Tier II and Tier III plans included in the process to support student success. Interventions are research based strategies and monitored for effectiveness. The RTI committee proceeds with recommendations for 504 Dyslexia Screener or Special Education testing based on documented Tier interventions and student needs.

### **Curriculum, Instruction, and Assessment Strengths**

STAAR Test Data Analysis through AWARE, Living with Science Program, Grade Level Weekly Meetings, Technology is provided in all PK-5<sup>th</sup> classrooms (Smart Boards), Accelerated Readers/Math Readers. Accelerated Reading Logs/Accelerated Reader usage increased. Extended Day & Extended Week tutorials are available for 1st-5th grade (budget permitting). Administrative Walkthroughs. Fluency and Vocabulary District Initiative Implementation. K-5<sup>th</sup> Supplemental Reading & Math programs (TTM & Istation) are aligned to State Standards. Students are regrouped based on data to support area of need.

### **Curriculum, Instruction, and Assessment Needs**

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

- Allocate monies to purchase COW laptop/ipads for each grade level.
- Spanish STAAR resources needed for ELL students.
- 5th Math Scope & Sequence needs alignment to better meet the SSI 1st administration timeline.
- Link classroom teacher lesson plans to Special Programs such as PE, Music and Dyslexia to better align activities to content being covered in general education.
- 2016-2017 New District Grading Procedures Overview for General and Special Populations
- Understanding of the the new Texas Teacher Appraisal System- T-TESS
- Additional Tutorial Funds to provide transportation for students experiencing difficulties in learning.
- SIOP training for new teachers (substitute monies)
- Systematic implementation of Cognitive Strategies, Vocabulary and Fluency Initiative (Sustainability Goal)

## Family and Community Involvement

### Family and Community Involvement Summary

Parents complete two surveys each year to provide us input regarding their perceptions of the school. We did not have a sufficient numbers As per our 2015 Survey, **100%** of the parents that took the survey feel that their child is safe at school and **80.77%** of them agreed that they are involved with the decision-making at their school. Parents feel welcome with **92.3%** of the parents feeling that the principal is available when they need her. The following is a comparison of Teacher vs. Parent response to how the campus effectively educates students General Education **87.06%/92.31%**, Special Education **89.29%/65.38%**, Migrant **75%/50%**, Bilingual Program **88.88%/57.69%** reveals areas for improvement that can be addressed through informative meetings to parents.

The Site Based Decision Making Committee has two business representative and two community members and two parent representatives that are nominated by school administration. The parent and community membership in the SBDM represents the ethnic and socio make-up of the community. Parents register with the parental involvement office and are cleared to volunteer at our campus. Our parent volunteers are very active and are always willing to collaborate with different members of the school to improve the instruction for students. Parents attend bi-weekly meeting to obtain information and strategies to impact student learning in a meaningful way. Many PK/K parents are involved with a noticeable decrease in parent volunteers from the upper grades. A parent liaison is available to contact parents and assist parents with multiple instructional skills as well as parenting program skills to better support their child's learning. Volunteer parents support the District Literacy initiative by participating in book reads and plays when author's are invited to Peña Elementary.

Communication to parents is via the school website, school messenger, flyers and parent conference. Each teacher is required to keep a parent communication log to document all and any contacts made with parents. All communication is done in both languages to better assist parents.

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

### Family and Community Involvement Strengths

Parents attend an annual School-Wide Title I Meeting. Pena hosts an Annual Health Fair. Parent Liaison Contact. Community Members partner with our school to present at the weekly \* Focus on Future Fridays initiative to promote college awareness. Parent participation in award ceremonies, Parent Access Center, Parent Liaison Contact, Parent Involvement Meetings, School Parent/ Student Compacts, Parent Communication Logs, Early Childhood Center Visits, MEND (Mind, Exercise, Nutrition and Diet Exercise)Program for parents and children of the community that have been identified by school nurse and program guidelines for participation. Based on the most recent end of year parent survey **92.31%** of the parents that took the needs assessment survey feed that the Regular Education Program at their child's school does a good job of education students.

## Family and Community Involvement Needs

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

- Training to teachers on benefits of parental involvement (CIP Activity #8)
- Increase community outreach programs (CIP Activity #7)
- Increase parent attendance during parent meetings (CIP Activity #1,2,6,9, 10)
- Increase parent communication via technology to increase parent involvement in student learning. (CIP #1,2,6, 9, 8)
- Increase Parent Survey response rate (CIP Activity #1,2,4)
- Implement District Wide initiative PK-K Pre-Registration Round Up (CIP Activity #3)

## **School Context and Organization**

### **School Context and Organization Summary**

Students at Peña Elementary find school interesting and feel that the material they learn in class helps them prepare to go to middle school (99%-Student). They agree that teachers provide them with the help they need to complete assignments and that teachers use different ways to help them understand the material. Close to 80% of student feel that the students and staff keep this school clean (Student-77.13%).

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

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

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

### **School Context and Organization Strengths**

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

### **School Context and Organization Needs**

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

- Provide opportunities for teachers new to the grade level to observe experience teachers.
- Provide hands-on workshop opportunities and training for to impact campus wide writing proficiency.
- Increase Make & Take Workshop opportunities.
- Provide substitute coverage and/or stipends for teacher to participate in co-planning, vertical alignment.
- Increase extracurricular program opportunities such as Debate and/or Speech Club Nights, Art Clubs, etc.
- Increase collaboration time between BI/Dylexia/Resource and Inclusion teachers to coordinate activities with general ed. teachers.
- Increase input from teachers through their SBDM member on necessary upgrades or instructional material needs.
- Need paraprofessionals to support Tier II and Tier III instruction by grade level cluster.

# Technology

## Technology Summary

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

The district requires all teachers to have a minimum of 12 hours of on-going training in the integration of technology in the classroom. The campus requires for all teachers to be proficient in the use of technology to include Teacher Access Center, Tango, Elastic Bean Stalk and Eduphoria Aware/Eduphoria PDAS. With the ongoing professional development, teachers are able to integrate technology to support instruction and learning via the use of programs such as Living with Science, Smart Board integration and Accelerated Readers. Based on the 2016 CNA results, there is still a need for technology integration into teachers' and students' daily lives. Technology Support Teacher works with teachers to troubleshoot technology issues and provide program support. In addition, a computer lab assistance provides support to students in the computer lab in order for them to access technology programs that support instruction. District professional development is available for off-contract hours for teachers wishing to acquire technology skills. Classroom teachers are responsible for integrating the Technology TEKS into their daily lessons.

Each year, teachers and students complete a technology survey for the curriculum and instruction department. In addition, teachers complete the STaR Chart survey that provides valuable information regarding the needs for infrastructure, professional development and equipment. Data from the most recent STAAR Survey indicates the need for additional support in integrating technology into the classroom. Teachers are needing ink for the network printers assigned by grade levels. Pena Elementary is in need of upgrading computers, printers and projectors. Through state compensatory funds, 5th grade classes have been provided with COWs by classroom. Additional COWs are needed for remaining grade levels.

## Technology Strengths

District/Campus Partnership with Google3, Computer Labs, 5th Grade Equipped with Computers on Wheels (COW) cart per classroom, Project Document Cameras and Smart Boards in all Classrooms, Web Based Software Programs: Think Through Math, Istation, Study Island and IXL, Technology Aide to support with technology applications and use of websites and eSchool Plus to view and monitor progress, Bilingual IPAD cart, Library Nooks.

## Technology Needs

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



order of need.

- WiFi in the GYM
- Technology programs appropriate for Early Childhood needs.
- Increase the number of computers on Wheels (COW) carts to 4th and 3rd grade classes.
- Small Group training opportunities on Microsoft programs including district based Office 360, Google, etc.) by district technology specialist/teacher experts.
- Software renewal of computer based programs to integrate technology in the classroom (Living with Science, BrainPop, IXL, Edusmart and Study Island, Accelerated Reader).
- Provide maintenance support to change location of technology to meet teacher needs for instruction.
- Maintain network printers with ink per hallways to upgrade current printers and allow for students to produce products across the content areas.
- Updated projectors in each classrooms.
- Infrastructural technology upgrades (longer internet cables, light bulb for projectors, etc.)

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

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

## Accountability Data

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

## Student Data: Assessments

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

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

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

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

### **Employee Data**

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

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

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

# Goals

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

**Performance Objective 1:** A minimum of 90% of students at Pena will achieve a Level II Recommended Performance on STAAR Reading, Math, Writing and Science. A minimum of 50% of students will achieve a Level III Advanced Performance.

**Summative Evaluation:** Increase of students meeting Level II Recommended and Level III Advanced Performance in the 2016 STAAR Assessment to improved Index 1-4 scores.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Implement evidence based and effective teaching practices to develop student's proficiency in all content areas with the use of computer generated test banks, ancillary /supplementary materials, tools and instructional tools. Population: ALL Students TI MI LEP SE AR GT DYS Timeline- August 2016-June 2017 CNA- p. 9</p>	2, 3, 8, 9	Campus Administration Teachers Administrator for State Compensatory Education	Formative: High % of students meeting determined criteria District Benchmark. Progress Monitoring CIRCLE/C-PALLS TPRI ANDTejas LEE BOY,MOY, results Walkthroughs Lesson Plans Grades Summative: STAAR TELPAS SUPERA TERRANOVA PBMAS EOY TPRI/Tejas Lee EOY OWL Evaluation				
Funding Sources: Federal Bilingual - \$3000.00, Local - \$6576.00, Local - \$1000.00, Title I-A - \$15080.00, State Compensatory - \$3200.00, State Compensatory - \$2580.00, State Bilingual - \$2650.00, Title I-A - \$2000.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>2) Provide Professional Development opportunities for all teachers to implement PK-5 core content programs in order for students to improve student achievement in the state assessment requirements.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2016-July 2017 CNA-pgs. 9, 14</p>	<p>2, 4, 5, 8, 9</p>	<p>Bilingual/ESL District Contact Principal Dean of Instruction PK-5th teachers SPED Resource/Inclusion/BI Teachers Curriculum &amp; Instruction Specialists</p>	<p>Formative: .Agendas .Sign In Sheets.Benchmarks .Progress Monitoring results . Walkthroughs . Lesson Plans .Grades</p> <p>Summative: .ERO/Evaluations .STAAR .TELPAS SUPERA TERRANOVA . PBMAS .EOY TPRI/Tejas Lee AYP .EOY OWL Evaluation STAAR Scores TELPAS Reading Scores NRT PK OWL</p>				
<p>Funding Sources: Local - \$1000.00, Title I-A - \$1000.00, Title I-A - \$1000.00, Federal Bilingual - \$1750.00, Federal Bilingual - \$2900.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Struggling students will be identified and assessed for present competencies. Research based interventions will be implemented as well as trainings to support interventions to improve student success in state assessments and grade level expectations. IEPs /AIPs components will be adhered. Goals must include timeframes for identified students. RTI/504 Committee/ARD committee will utilize the participation requirements when making testing recommendations based on the progress of identified students. PLAAFPs will be documented for identified students in SPED. Computer-Based Programs and tools will be used to support instruction.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. 23, Nov. 4, Dec. 20, 2016- Feb. 17, April 21, June 6, 2017</p>	<p>3, 8, 9, 10</p>	<p>Dean of Instruction Curriculum Specialist Classroom Teacher Special Education Teachers ARD committee Diagnostician SPED Supervisor</p>	<p>PLAAFP and IEP Goal Implementation</p>				
<p>Funding Sources: SPED - \$600.00, SPED - \$375.00, SPED - \$375.00, SPED - \$750.00, SPED - \$1000.00, SPED - \$1000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>4) Language Proficiency Assessment Committee will meet periodically to identify bilingual students, monitor student assessment and recommend category changes or exit students from the bilingual program.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. 23, Nov. 4, Dec. 20, 2016- Feb. 17, April 21, June 6, 2017</p>	<p>8, 9, 10</p>	<p>LPAC Administrator Bilingual Lead Teacher LPAC Committee Teachers</p>	<p>TELPAS/PBMAS SELP/SSLP District /Campus Benchmark Scores BISD Writing Portfolio Collection Compliance with all Federal, State and District Requirements</p>				
<p>Funding Sources: State Bilingual - \$2000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>5) Pena teachers will attend RTI meetings at the end of each six weeks to review the progress of students on RTI plans and make appropriate educational decisions to support the learning of students through evidence based instruction. RTI Minutes, Plan and Progress forms will be reviewed and revised to indicate new strategies teachers will be implementing to support student learning.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Sept. 23, Nov. 4, Dec. 20, 2016- Feb. 17, April 21, June 6, 2017 CNA pg. - 16</p>	2, 8, 9	RTI Coordinator Teacher Support Staff Dean of Instruction	Decrease in RTI referrals.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) In order to provide additional assistance with Reading, classified instructional personnel will assist teachers to work with at risk students.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	2, 3, 9, 10	Principal Assistant Principal Teachers	Increase in CPALLS growth from Beginning of Year Assessment to End of Year assessment to meet campus and TLI goals.				
<p>Funding Sources: Title I-A - \$85704.00, Title I-A - \$21805.00</p>							








<p>7) Dean of instruction and grade level contact person will conduct campus Turn-Around trainings on cognitive strategies and explicit instruction, data analysis of CPALLS, TPRI/.Tejas LEE, District Benchmarks and review sessions ensure improved instructional strategies and delivery based on data and following the TLI Systems for Sustainability to increase student local and state assessment expectations.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 CNA pg. 10</p>	2, 4, 8, 9, 10	Campus Administration Classroom Teachers Special Ed Teachers Dyslexia Teachers.	<p>Increase in Level II and Level III performance of 3rd-5th STAAR scores</p> <p>Increase in Developed Areas of TPRI/Tejas Lee EOY results.</p>				
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>8) Conduct at least 3 data analysis meetings in collaboration with the dean of instruction each year to make adjustments to plans, and use data to drive campus decisions in order to impact student success rates with particular student populations, RTI processes, remediation efforts.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	2, 4, 8, 9, 10	Campus Administration Dean of Instruction Teachers	<p>Increase level of proficiency in TELPAS PBMAS Indicators Met</p> <p>Increase in District /Campus Benchmark Scores</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>9) The campus will implement a coordinated systematic assessment plan to monitor students progress data in order to provide reinforcement strategies to improve students skills as measured in campus, district and state EOY assessments. Population: ALL Students TI MI LEP SE AR GT DYS Timeline: TPRI and TejasLEE/2016-2017 Academic Year State/District Campus Assessment Schedules</p>	<p>2, 8, 9, 10</p>	<p>Campus Adm. RTI Committee Diagnostician Special Ed. Teachers Classroom teachers</p>	<p>Formative: Agendas Sign-In &amp; handouts RTI Plans Tutorial Rosters Progress Monitoring Report Cards Nov. District Benchmark Scores Feb. District Benchmark Scores Brigance Inventory</p> <p>Summative: Increased percentage of students meeting campus, district and state assessment proficiency goals. STAAR TELPAS TERRANOVA PBMAS TPRI/Tejas LEE CPALLS</p>				
<p>10) Evaluate and recommend necessary upgrades for instructional facilities equipment and supplies to ensure an appropriate environment and student safety. Population: ALL Students TI MI LEP SE AR GT DYS Timeline: August 2016-June 2017</p>	<p>1, 10</p>	<p>Administration PE Coaches C &amp; I PE Specialist</p>	<p>Increase use of safe and durable equipment while participating in core PE programs.</p>				<p>Funding Sources: Local - \$2000.00</p>

<p>11) Provide opportunities for All PK-5 Bilingual/PD/NL students to participate in activities that increase oral language skills to develop listening/speaking, reading/writing proficiency to systematically transition to English literacy.(poetry, drama, characterization in school programs), Retelling, Reading Theatre Participate in campus wide Writing composition bulletin board display.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2016- June 2017</p>	2, 3, 8	Principal Dean Bilingual/ESL Teachers PK-5	<p>Formative: TPRI/TejasLEE BOY, MOY Benchmark testing Progress Monitoring . Fluency Monitoring Observations ELL Progress Monitoring</p> <p>Summative: EOY TPRI/Tejas Lee Fluency Rates TELPAS Proficiency Level Cumulative Reports EOY TPRI STAAR Scores</p>				
Funding Sources: Local							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>12) Encourage student participation in BISD Annual Track &amp; Field Events to maintain students fitness level.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:March 2017-May 2017</p>	2, 3	Administration PE Coaches Teachers	<p>Formative: Student Roster</p> <p>Summative: Competition Results</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>13) Pena will conduct an annual Health Fair in October in collaboration with community partners to provide information on the Wellness/Nutrition Policy &amp; Guidelines to parents, teachers &amp; students. Information will be distributed as well through parent meetings, teacher staff development, CATCH Teams, and classroom instruction to ensure compliance with respective policies and guidelines and comply with the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Open House September 2016 and March 2017</p>	<p>2, 4, 6, 10</p>	<p>Administration PE Coaches Nurse Counselors Teachers</p>	<p>Percent of parents attending the Health Fair as reflected in the sign in sheet, number of medical screenings and eye screenings completed.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>14) Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	<p>3, 6</p>	<p>Administration PE Coaches CATCH Champions Teachers</p>	<p>Formative: Implementation Documentation Lesson Plans Book reports Health Journals Field Trips to the Cafeteria Local Running Event rosters Fitness Assessment Observation Attendance Rates</p> <p>Summative: CATCH Activities CATCH Binder School Health Index Improvement Plan Standardized Tests Results</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>15) Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the Health and Physical Education curriculum programs and Project FIT Grant in order to enhance students skills and prepare them for testing.</p> <p>Population:Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2016-June 2017</p>	<p>2, 3, 9</p>	<p>Physical Ed. Specialist Physical Ed. Teachers Physical Ed. Paras Teachers Administrations</p>	<p>Formative- Curriculum Frameworks Staff Development Agenda Project Fit Lessons</p> <p>Summative- Monthly Campus Visitation Documentation</p>				
<p>16) Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007</p> <p>Population:Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2016-June 2017</p>	<p>3, 10</p>	<p>Administration Physical Ed. School Nurse CATCH Team members</p>	<p>Formative- Updated District Policy Classroom Observations</p> <p>Summative- TEA required report for Fitness Assessment Results Student Follow-up Texas Fitness Gram Program Results Project Fit Yearly Report</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>17) To promote and ensure physical fitness, students in grades Pre K-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	3	Principal Assistant Principal Dean of Instruction Physical Ed. Teachers	<p>Formative: Classroom Observations PE student attendance records</p> <p>Summative: School Health Index Physical Fitness Assessment</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>18) In order to monitor AMAO 1 Progress K- 5 and AMAO 2 -- ATTAINMENT K- 12 all K-5 Bilingual/ESL students will be monitored for current English proficiency in the areas of listening and speaking, reading and writing.</p> <p>Population: ALL Students TI MI LEP SE AR GT</p> <p>Timeline: August 2016-June 2017</p>	2, 8, 9, 10	Campus Administration Testing Coordinator Classroom Teachers Special Ed Teachers Dyslexia Teachers ELACurriculum	<p>Formative: Data Review TELPAS Progress Monitoring 2nd-5th on AWARE TELPAS \Progress Monitoring PK-1st grade Sheets Walkthroughs REACH Tests ELL Writing Portfolios</p> <p>Summative: TELPAS PBMAS</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:** Pena Elementary students will participate in activities and opportunities to enhance college readiness aligned to the Career and Readiness Standards.

**Summative Evaluation:** Increase in percent of students meeting Level III Advance Performance in the 2015 STAAR assessment and increase in Index 4 score as reported in TAPR.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Pena students and teachers will increase college awareness by participating in the BISD College Awareness Day and encourage opportunities for students to learn about different universities and the programs offered.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2016-June 2017</p> <p>CNA:12</p>	2, 5, 6, 10	<p>Campus Administrators Counselor Classroom Teacher</p>	<p>Formative: Student Participation Staff Participation</p> <p>Summative: Increase Student Awareness</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Pena students and staff will participate in campus wide initiative to increase college and career readiness awareness by designating each campus grade level and common areas as a University.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2016-June 2017</p> <p>CNA:12</p>	2, 5, 6, 10	Campus Administration Counselor Faculty and Staff Community Members	Formative: -Student Participation -Staff Participation Summative: -Increase Student Awareness				
Funding Sources: Local							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</p> <p>3) Students maintaining an Honor Roll every six weeks for the entire year will be recognized as Pena Honor students and provided with an incentive.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2016-June 2017</p> <p>CNA:12</p>	10	Campus Administrators Counselors Teachers	Formative: Report Card  Summative: Cumulative Grade				
Funding Sources: Local							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>4) Dean of Instruction/district specialist will conduct regular research based professional development workshops on College Career Readiness Standards, TEKS Standards, Cognitive Strategies, Academic Vocabulary, LE, Scientific Spelling and Writing to aide teachers with the implementation of state standards.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2016-June 2017</p> <p>CNA:19</p>	4, 8, 9	Administrators Curriculum and Instruction Specialists	<p>Formative: . Agendas . Sign in Sheets . Increase use of lessons that address college readiness standards. . Walkthroughs</p> <p>Summative: . Aligned instruction and compliance of all campus, district, state and federal guidelines resulting in student success. . Increase Level III percentages scores per subject per grade level in STAAR.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 6 CSF 7</p> <p>5) Teachers will meet on Tuesday of every week for grade level meetings to obtain instructional guidance, support and training needed to address student needs and will meet and plan as a team on Wednesdays to address items specific to their grade level while planning for lessons to continue the implementation of the Cognitive Strategies, Fluency Routines, Explicit instruction as it aligns to the District's scope and sequence and frameworks.</p> <p>Population: All Students AR LEP MI DYS TI</p> <p>Timeline: August 2016-June 2017</p> <p>CNA:19</p>	2, 4, 8	Administration Teachers Counselors Curriculum & Instruction Specialist Special Ed. Dept. Personnel	<p>Formative: ERO Session Evaluation Report Lesson Plans Classroom Observations Benchmark Scores</p> <p>Summative: STAAR</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:** Pena students will participate in a minimum of three musical/art/dance performance for the public and community.

**Summative Evaluation:** Pena Elementary students will excel in fine arts. Performance in the fall- Christmas Caroling, Honor's Choir, Grade Level Shows.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) Academic Vocabulary and concepts will be reinforced through fine arts curricular activities such as participation in UIL events, dance, choral, musicals, readers theatre, gross motor skills and healthy living/ CATCH to enhance student critical thinking skills, creativity and teamwork.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	3, 9, 10	Music Teacher Classroom Teachers Campus Administration	<p>Formative: Student Presentations/ Performance Lesson Plans Displays</p> <p>Summative: Videos Projects STAAR Scores</p>				
Funding Sources: Local							

<p>2) Increase opportunities for Pena students to participate in campus, district/community events such as Santa &amp; Friend and other Fine Arts Showcase programs, UIL events, musicals, art exhibition, DI and ballroom dancing competitions to showcase fine arts talents and develop leadership and increased student participation as noted in SB5.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	6, 10	Music Teacher Classroom Teachers Campus Administration	<p>Formative: Presentation/ Performances</p> <p>Summative: UIL Competition Rosters Assemblies Talent Show</p>				
Funding Sources: Local - \$2150.00							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 5</p> <p>3) Pena 5th grade choir will have public performances at the district/campus, parent meetings and community outreach activities to apply their music and fine arts talents.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: October 2016-May 2017</p>	6, 10	Music Teacher Classroom Teachers Campus Administration	<p>Formative: Presentation/ Performances</p> <p>Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show</p>				
Funding Sources: Local - \$674.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>4) Provide opportunities for Fine Arts teacher to attend professional development to obtain new ideas and strategies to incorporate into the classroom instruction.</p> <p>Population: 5th Grade Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-May 2017</p>	4	Music Teacher Campus Administration	<p>Formative: Walkthroughs Assemblies Lesson Plans PDAS T-TESS</p> <p>Summative: Increase participation in fine arts events-UIL, Ballroom Dancing, Art Shows, Talent Show # of students qualifying for All-Star Choir.</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Stock Market Games and UIL Academics. at the local, state and national level.</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August 2016-June 2017</p> <p>CNA: 9 &amp; 18</p>	10	Campus Administration Teachers Advance Academics Dept. Chess Coaches Chess Tutor DI Coaches	<p>Formative: Local Tournament Results Campus/District Math benchmark scores</p> <p>Summative: End of Year USCF rating District/Region/State Overall places STAAR Math Results</p>				
<p>Funding Sources: Local - \$0.00, Local - \$2100.00, Local - \$0.00</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:** 90% of Pena Elementary at-risk students will demonstrate mastery on all STAAR tests and a minimum of 90% of at-risk students will meet the attendance rate.

**Summative Evaluation:** STAAR percentage of students meeting Level II Level III Performance in the 2016 STAAR Assessment, At-Risk Student Attendance Rate, and Retention Rates






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) The campus will implement tutorials and instructional remediation strategies in core-area subjects for low-performing students in order to improve student achievement by the state assessment dates and before the end of year reporting period. Population: AR, TI, MI, LEP Timeline: September 2016-May 2017 2 days a week CNA pg. 16</p>	2, 3, 9	Principal Assistant Principal Dean Of Instruction Teachers Data Entry Administrator for State Compensatory Education	Formative eSchoolPLUS Generated Tutorial Schedule Tutorial Lesson Plans Classroom Observations Benchmark Scores Student Progress reports  Summative STAAR Retention Rate				
Funding Sources: State Compensatory - \$8890.00, State Compensatory - \$18000.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>2) The Dean of Instruction will provide leadership, researched-based professional training and coordination of instructional programs necessary for a well-rounded academic program to improve performance of At-Risk students.  Population: AR, TI, MI, LEP  Timeline: August 2016-June 2017 CNA pg.10, 16, 20</p>	4, 10	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report ERO Session Attendance Report Lesson Plans Student Progress Reports Classroom Observations Benchmark Scores  Summative: STAAR				
Funding Sources: Title I-A - \$1155.00, State Compensatory - \$71474.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) The Pre-K program will be provided the full day in order to better prepare qualified student academically.</p> <p>Population:AR Timeline:August 2016-June 2017</p>	10	Principal Assistant Principal Dean of Instruction Teachers Administrator for State Compensatory Education	Formative: Lesson Plans Classroom Observations Student Progress Reports CPALLS (BOY, MOY)  Summative: CPALLS (EOY)				
Funding Sources: State Compensatory - \$102854.00							
<p>4) Pena will have a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents.</p> <p>Population:AR Timeline: August 2016-June 2017</p>	10	Principal PEIMS Administrator Data Entry	Formative: Campus Registration Packet Evaluation Report Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Homeless Dept. Training Information Student Progress Reports  Summative: STAAR Attendance Rate Retention Rate				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>5) Pena will provide homeless and unaccompanied youth with available food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Population: AR Timeline: August 2016-June 2017</p>	10	Administration Parent Liaison Counselor Nurse	Formative: Student Progress Reports Benchmark Scores  Summative: STAAR Attendance Rate Retention Rate				
<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>6) Pena standard registration procedures will be followed for students. Student residency questionnaire will be completed to help the school determine the services the student may be eligible to receive through student referral forms. Campus principal will recommend students that meet the eligibility criteria for Homeless services. Referral will be submitted to the Homeless Dept.</p> <p>Population: AR Timeline:August 2016-June 2017</p>	10	Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse	Formative: Student Progress Reports Benchmark Scores  Summative: STAAR Attendance Rate Retention Rate				

<p align="center"><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>7) Pena Elementary data entry clerk and office personnel will attend available training on the identification of homeless and unaccompanied youth during registration to ensure barrier-free enrollment using sensitivity techniques and directing families on a timely manner the Homeless Youth Project for further intake. Population: AR Timeline: August 2016-June 2017 ERO Calendar</p>	10	Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse	Formative: ERO Session Evaluation Report Student Progress Reports Benchmark Scores  Summative: STAAR Attendance Rate Retention Rate				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>8) Promote awareness throughout the campus and regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Population: AR Timeline: August 2016-June 2017</p>	10	Administration Parent Liaison Counselor Nurse	Formative: Parent Meetings Teacher Meetings Student Progress Reports  Summative: STAAR Attendance Rate Retention Rate				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>9) 5th grade students at Pena Elementary going to middle school will have an individual choice slip plan delineating their course of study. Population: 5th Grade AR Timeline: April 2016-May 2017</p>	8, 9	Administration 5th Grade Teachers Counselors	Formative: Counselor Presentation Log Student Choice Slips  Summative: Middle School Schedules				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>10) Administrators from Garcia Middle School and Pena Elementary will share transition student reports to properly identify students in need of assistance and schedule courses accordingly. Population: 5th Grade AR Timeline: May 2017 CNA pg. 12</p>	8, 9	Administration Feeder School (Garcia M.S.) TLI Teachers	Formative: Benchmark Data Review Walkthroughs TLI Visitations  Summative: STAAR Scores				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>11) Pena teachers will be trained on CAVI - Sheltered Instruction Strategies to enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency.</p> <p>Population: LEP Students</p> <p>Timeline: August 2016-December 2016 (Bilingual Schedule of Training)</p> <p>CNA pg. 5, 16</p>	3, 9, 10	Administration Bilingual Specialist Teachers	<p>Formative: ELL Portfolios Walkthroughs Lesson Plans Benchmarks</p> <p>Summative: Annual demonstration and obtaining of measurable progress on oral, reading, and written English proficiency measures and met expectations on adequate yearly progress (AYP) for LEP students.</p>				
<p>12) Teachers will administer state mandated assessments using allowable linguistic accommodations as noted on the participation decision documentation provided for identified bilingual students in special programs folders.</p> <p>Population: LEP Timeline: State Assessment Calendar</p> <p>CNA pg. 5</p>	8, 10	LPAC Administrator Bilingual Lead Teacher LPAC Committee Teachers	<p>Formative: Data Review REACH Test Walkthroughs Six Week Writing Portfolios TPRI/Tejas Lee CPALLS OWL Benchmarks</p> <p>Summative: STAAR, STAAR L, STAAR M TELPAS PBMAS SELP/SSLP District /Campus Benchmark Scores BISD Writing Portfolio Collection</p>				



<p>13) The Dyslexia program and strategies will be implemented for identified students with dyslexia and teachers will be provided IAP plans to implement accommodations and support students instructional needs.</p> <p>Population: 504 Dyslexic Students Timeline: August 2016-June 2017</p>	2, 3, 8, 9, 10	Dyslexia Department Dyslexia Teachers Teachers RTI/Dyslexia/504 Administrators	<p>Formative: TPRI/TejasLEE Benchmark testing Fluency Monitoring TeacherObservations TELPAS SUPERA TERRANOVA</p> <p>Summative: STAAR Progress Reports Cumulative Score</p>				
Funding Sources: Local - \$0.00							
<p><b>Critical Success Factors</b> CSF 5 CSF 6</p> <p>14) Capitalize on District community resources by creating partnership agreements with agencies and organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Coordinate Head Start On-Site Visit Fall/Spring. Invite pre-registered PK students and their parents to a School Camp day as a transition effort from home to school. Population: PK Students Timeline: May 2017-June 2017 CNA pg. 17</p>	2, 3, 6, 7	Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers	<p>Formative Agendas Sign-in Sheets MOUs On-Site Visits Attendance School Camp Day</p> <p>Summative: Increased partnerships EOY Award/Social Presentations</p>				
<p style="text-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:** Pena students will meet attendance expectations of 98.5% on each marking period.

**Summative Evaluation:** Pena students will attend school on a daily basis to meet the required ADA % as reported by PEIMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>1) Implement campus training that address procedures, roles, responsibilities and a formal written plan for Monitoring / management to ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2016</p>	4, 10	Principal PEIMS Supervisor Parent Liaisons Attendance Office Data Entry Clerk	<p>Formative Weekly review of campus attendance rates -Phone Master Log</p> <p>Summative Daily Log Monitor Campus Attendance</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Parent attendance liaisons &amp; data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2016-June 2017</p>	2, 6, 10	Campus Administration Teachers Parent Liaison Records Clerk	Formative: Requests  Summative: Completed PRC				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>3) Teachers will identify students not in class before the attendance marking period and post information outside classroom. Implementation of campus attendance log to ensure Pena meets State and District attendance goals.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2016-June 2017</p>	2, 6, 10	Campus Administration Teachers Parent Liaison Records Clerk	Formative: Daily Attendance Log Data  Summative: Meet ADA Goal				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>4) Parents/guardians will be informed of student attendance goals and requirements through: School Marquee, Student Progress Reports, Report Card Night, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Meeting</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2016-June 2017</p>	4, 6	Campus Administration Teachers Parent Liaison Records Clerk	<p>Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance. Sign In Sheets Agendas</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>5) Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year via public campus announcement and incentives to ensure students attend school daily. To obtain perfect attendance, students must be present the entire instructional day for that attendance reporting period.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: Daily August 2016-June 2017</p>	1, 2, 10	Teachers Counselors Administration Parent Liaison Data Entry	<p>Formative Attendance Roster Documentation Grade Book</p> <p>Summative GradeSpeed Report</p>				
<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:** By the end of 2016-2017 school year, discipline referrals reported to PEIMS at Pena will be less than 2%.

**Summative Evaluation:** Decrease % of students reported for discipline referrals requiring ISS or OSS as reported to PEIMS.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>1) Pena Elementary will ensure through master scheduling the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR</p> <p>Timeline: August 2016-June 2017</p>	3, 8, 10	PE Teachers Campus Safety Coordinator Emergency Operations Coordinator PE Specialist Health Lead Teacher Campus Administration	<p>Formative: Lesson Plan addressing Safety Emergency Evacuation Drill Log</p> <p>Summative- Reviews of Campus Safety Action Plan Emergency Operating Procedures Decreased Incident/Accident Referrals</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 6 CSF 7</p> <p>2) Counselors will train students, teachers and parents on the district's sexual abuse of children policies/guidelines through awareness and information, including but not limited to, knowledge of likely warning signs indicating that a child may be a victim of sexual abuse, using resources developed by the Texas Education Code (TEC) under Section 38.004, to conduct classroom presentations and distribute information via the BISD Parent/Student Handbook in order to comply with House Bill 1041 (Jenna's Law effective 09/01/2009)</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: August 2016-June 2017</p>	3, 4	Administrators Counselors Teachers Community Agencies BISD PD	<p>Formative: Student sign in sheets Counselor logs Agenda ERO Session # Attendance Roster</p> <p>Summative: Classroom ERO Evaluation Student CIP Survey</p>				
<p>3) School counselor will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: August 2016-June 2017</p>	10	Administration Counselor Teachers	<p>Formative: Counselor Log Agency Referrals</p> <p>Summative: Counselor Log</p>				

<p>4) School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 CNA pg. 11</p>	1, 10	Administration Nurse Safety Coordinator Teachers	<p>Formative Health Screening Nurse Referrals</p> <p>Summative: Decrease in Health Related Absences and incidents.</p>				
<p>Funding Sources: Local - \$150.00, Title I-A - \$835.00, Title I-A - \$18893.00, Title I-A - \$165.00</p>							
<p>5) Pena Elementary will develop and maintain a multi-hazard Emergency Operations Plan and is reviewed and updated annually by the campus safety and security committee.</p> <p>The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop &amp; 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- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	10	Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	<p>Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>Summative: Evaluation Sheets</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>6) Counselors will conduct bi-weekly presentations on multiple topics such as conflict resolution skills, study skills, internet safety,etc. to train students on strategies they can use to handle these situations.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2016-June 2017 CNA pg. 12 , 21</p>	3, 10	Administration Counselor Teachers	Decrease in discipline referrals.				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>7) Students will be read Words of Wisdom everyday during morning announcements to encourage positive behavior and character building.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:Daily from August 2016-June 2017</p>	2, 9	Administration Counselor Teachers	<p>Formative: Announcement Log Participation</p> <p>Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations.</p>				



<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 7</p> <p>8) Provide training for administrators and all teachers: (a) to effectively use RtI Review 360 to prepare and implement a plan to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; (b) assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	<p>3, 4</p>	<p>Administration Counselors Behavior Specialist RTI Specialist</p>	<p>Formative Agenda Sign-in sheets Action Plans</p> <p>Summative Evaluations Audits Sign-In Sheets</p>				
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<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>9) Provide professional development 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  h.) Review 360  Model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.  Population-  ALL Students  TI  MI  LEP  SE  AR  GT  DYS</p> <p>Timeline: August 2016-June 2017</p>	3, 4	Administrators Counselors Professional Development Behavioral Specialists RtI Specialist	Formative: Attendance Roster Professional Development Evaluation PEIMS Discipline Reports  Summative: Counselor Referral Log Review 360 Incident Summary Report				
Funding Sources: Local - \$0.00							
<p align="center"><b>Critical Success Factors</b> CSF 6</p> <p>10) Pena Elementary has an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In and obtain a numbered visitors pass.RAPTOR. Visitors escorted at all times.</p> <p>Population-  ALL Students  TI  MI  LEP  SE  AR  GT  DYS</p> <p>Timeline: August 2016-June 2017</p>	10	Administrators Office Staff Teachers BISD Police Security	Formative: ID Cards Audits Sign In Sheets  Summative: Logs Audit Results				

<p style="text-align: center;"><b>Critical Success Factors</b> CSF 6</p> <p>11) Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	10	Administrators Counselors BISD Police and Security Services.	Formative: Safety Coordinators Reports Counselors log Student Code of Conduct PEIMS -Discipline Reports  Summative: Decrease in number of incidents reported to campus administration and/or PD.				
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<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>12) Provide professional development based on need and ensure that campus counselors provide individual and group counseling sessions on a regular basis in order to ensure that students needs are addressed.</p> <p>Bullying Violence Presentation Drug, Alcohol and Tobacco Awareness Gun Safety Truancy Conflict Resolution Career Awareness Character Education Responsible Behavior Goal Setting and Long Range Goals Dropout Prevention Human Growth &amp; Development Signs of Child Abuse Response to Intervention (RtI) Review 360 Model for behavior research based interventions to allow teachers and staff to recognize antecedent behavior and address issue using preventive measure to decrease inappropriate behaviors that impede student learning or safety of self or others. Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	<p>2, 3, 9, 10</p>	<p>Principals Assistant Principals Counselors Community Agencies District Counseling Services Behavior Specialist RTI Specialist BISD PD</p>	<p>Formative: Student sign in sheets Counselor logs Agenda ERO Session # Attendance Roster</p> <p>Summative: Classroom ERO Evaluation Student CIP Survey</p>				
<p>Funding Sources: Local - \$0.00, Local - \$500.00</p>							

<p>13) Parent Presentations will be made periodically at campuses</p> <p>Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen CERT Truancy Suicide Nutrition EOP-Safety Procedures</p> <p>to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Timeline: August 2016-June 2017</p>		<p>Administrators Counselors Parental Involvement BISD Police and Security Services. Parent Liaison</p>	<p>Formative: Counselors log Lesson Plans Student Code of Conduct Acknowledgement PEIMS Discipline Reports</p> <p>Summative: Sign-In Rosters ERO Agendas</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>14) Promote awareness and notification of Student Code of Conduct to students, parents, staff &amp; community through campus distribution and campus presentations in order to promote a safe campus environment</p> <p>Population: All Timeline: August 2016-June 2017</p>	3, 6, 9, 10	<p>Administrators Counselors Parental Involvement BISD Police and Security Services. Parent Liaison</p>	<p>Formative Sign-in sheets Signed Student Code of Conduct Acknowledgement Forms Agendas Summative Completed Referral Forms Sign-in Forms</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>15) Notify parents of any discipline referral outlined in the Student code of conduct immediately in order to ensure parental awareness of student discipline.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 CNA pg. 18</p>	6, 9, 10	<p>Principal Asst. Principal</p>	<p>Formative Conference Notes Summative Discipline Referral Document</p>				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6</p> <p>16) Assist Pena students with behaviors interfering with learning such as Emotional distress Family problems Bullying issues (victim/perpetrator) Lack of motivation Self-hurting behaviors Low Self-Esteem Peer relationships</p> <p>Student will be referred for counseling intervention strategies an RTI Review 360 intervention plans will be developed for TIER II &amp; TIER IIIstudents.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2016-June 2017 CNA pg. 16</p>	2, 9, 10	Administration Teachers Counselors	Formative RTI  Summative Counselor Log Counselor Referrals				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>17) Staff will be provided Professional development annually on conflict resolution and behavior management intervention strategies.</p> <p>ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 18-19, 2016 CNA pg. 14</p>	4, 9, 10	Principal Assistant Principal Dean of Instruction Counselor	Formative: Counselors log Lesson Plans Student Code of Conduct PEIMS Discipline Reports  Summative: Decrease in office referrals Sign-In Rosters ERO Evaluations Agendas				

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>18) Campus Safety Coordinator will conduct monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017</p>	10	Safety Coordinator- Assistant Principal	<p>Formative Agenda Sign-in Sheets</p> <p>Summative Safety Compliance Report from BISD Safety Dept. Decreased Injury Reports</p>				
<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 10% increase of parents involved in campus parental involvement activities during each school year

**Summative Evaluation:** End of Year Parental Involvement Report participation reports showing an increase of parental involvement at Pena Elementary.






Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Population: Parents</p> <p>Timeline: August/September 2016</p> <p>CNA: 17-18</p>	2, 6	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	<p>Formative: District and Campus Parental Involvement Policy Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Title I-A Parental Involvement Compliance Checklist</p>				
Funding Sources: Local - \$10.00							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) Disseminate School-Parent-Student Compacts indicating each groups responsibilities to ensure student achievement.</p> <p>Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: August/September 2016 CNA:pg. 17-18</p>	2, 6	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: School-Parent-Student Compacts  Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals				
Funding Sources: Local - \$10.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>3) Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds.</p> <p>Population: Parents</p> <p>Timeline: September 2016 CNA:17-18</p>	2, 6, 10	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance.  Summative: Title I-A Parental Involvement Compliance Checklist  STAAR Results Increased Attendance Rates Decreased Discipline Referrals				
Funding Sources: Local - \$10.00							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>4) Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus parental involvement efforts.</p> <p>Population: Parents</p> <p>Timeline: March 2017 During Open House CNA: 17-18</p>	1, 2, 6, 10	Parent Liaison Teachers Principal Assistant Principal Campus Personnel	Formative: Increase Parent Survey participation.  Summative: Title I-A Parental Involvement Compliance Checklist				
Funding Sources: Local - \$10.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>5) Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan</p> <p>Population: Parents Community Members</p> <p>Timeline: Nov. 2016 Jan 2017, April 2017 CNA pg. 17-18</p>	1, 2, 6, 10	Parent Liaison Parent Trainer SBDM Parent Representative Principal Assistant Principal	<p>Formative: Parent Participation and Input during SBDM Meetings.</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist</p>				
<p>Funding Sources: Local - \$10.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>6) Participate in a Parent Orientation Day as scheduled by grade levels to inform parents and community members of daily standard operation procedures and District Policy. Student Code of Conduct Student-Parent-School Compact Parental Involvement Policy Emergency Operation Procedures Volunteer Guidelines and Opportunities</p> <p>Population: Parents</p> <p>Timeline: Fall 2016/Spring 2017 CNA: 17-18</p>	2, 6	Parent Liaison Parent Trainer Principal Counselor	<p>Formative: Agendas Sign-in sheets Fliers Brochures Handouts Session Evaluations Authority to Volunteer Clearance Letter</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist</p> <p>STAAR Results Attendance Rates Discipline Referrals</p>				
<p>Funding Sources: Local - \$10.00</p>							

<p>7) Create partnership agreements with agencies and organizations. Invite them to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Head Start On-Site Visit Fall/Spring Brotherhood of Faith Scholarships</p> <p>Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: Fall 2016/Spring 2017 CNA:17-18</p>	2, 6, 7	Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers	Formative: Increase community involvement partnerships as noted throughout the school year's activities.  Summative: Increased partnerships EOY Award/Social Presentations				
Funding Sources: Local - \$10.00							
<p style="text-align: center;"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 7</p> <p>8) Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Include strategies from the Customer Service training attended by parent liaison and using digital media to increase communication with parents.</p> <p>Population: Staff</p> <p>Timeline: Fall 2016/Spring 2017 CNA pg. 17-18</p>	2, 4, 6	Parent Liaison Parent Trainer Principal	Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation Title I-A Parental Involvement Compliance Checklist  STAAR Results Attendance Rates Discipline Referrals				
Funding Sources: Local - \$10.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>9) Provide parent bi-weekly meetings to encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement.</p> <p>Population: Parents</p> <p>Timeline: Bi-Weekly from August 2016-July 2017 CNA:pg. 17-18</p>	2, 4, 6, 10	Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches	Formative: Increase Parental Involvement noted: Teacher Communication Log Open house attendance Weekly Meeting Attendance.  Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist					
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>10) Parent Liaison will conduct home visits to monitor student attendance, inform parents of requested conferences, verify home residency and attend parental Involvement training.</p> <p>Population Parents</p> <p>Timeline: October 2016-June 2017 CNA:pg. 17-18</p>		6, 10	Parent Liaison Attendance Liaison Principal Assistant Principal Dean of Instruction Nurse	Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance.  Summative: Title I-A Parental Involvement Compliance Checklist				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>11) Parent Liaison will collect attendance log from teachers by 8:30 a.m. to note students not in attendance and will communicate to parent via phone to encourage and improve attendance.</p> <p>Population: Teachers</p> <p>Timeline: August 2016-June 2017 CNA:18</p>		2, 6	Teachers Parent Liaison Principals Assistant Principal Dean of Instruction Counselor	Formative: Daily Attendance/Tardy Log Summative: Title I-A Parental Involvement Compliance Checklist  STAAR Results Attendance Rates Discipline Referrals Yearly Attendance Rate: 97.5%				
<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:** Pena Elementary will provide supplemental instructional materials to Priority Migrant students in order to support the STAAR assessment rigor.

**Summative Evaluation:** 90% of Pena Priority Migrant Students will participate in the supplemental activities as required by Title I, Part C Migrant Program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>1) All PFS migrant students will monitored and be provided immediate remediation through small group instruction in the classroom and provided additional reading materials such as fiction and nonfiction readers; Read All About it Reading, Math, Science kits, computer based instruction; math tools, counselings services and or referrals to nurse for needed assistance or services.</p> <p>Population: PFS Migrant Students</p> <p>Timeline: August 2016-June 2017</p> <p>CNA pg. 5</p>	3, 8, 9, 10	Teachers Counselor Nurse Administration	<p>Formative: NGS Campus Reports Parental, Student and District Requests for Supplies Progress Reports RTI-8/ RTI-5</p> <p>Summative: RTI Plans Completed PFS Monitoring Tool Cumulative Report Cards Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p>				
Funding Sources: Title I-C (Migrant) - \$415.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>2) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students.</p> <p>Population: Migrant Students</p> <p>Timeline: August 2016-June 2017 CNA pg. 5</p>	3, 8, 9, 10	Campus Administrators Parent Liaison	<p>Formative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p> <p>Summative: 3rd-5th STAAR Scores 1st-2nd Report Cards Scores</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) Penas PFS migrant students will receive supplemental support services and supplies to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Population: PFS Migrant Students Timeline: August 2016-June 2017 CNA pg. 5</p>	9, 10	Campus Administrators Parent Liaison Teachers	<p>Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p>				
Funding Sources: Title I-C (Migrant)							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Population: Migrant Students Timeline: August 2016-June 2017 CNA pg. 16</p>	8, 9, 10	Principal Teachers Counselor Nurse	<p>Formative: Pre-Assessment Results Campus Composites</p> <p>Summative: CPALLS , TPRI, Tejas LEE, Terranova, Supera Post Assessments</p>				
Funding Sources: Title I-C (Migrant)							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>5) Migrant students 3rd- 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Population: 3rd -5th Grade PFS Migrant Students Timeline: August 2016-May 2017 CNA pg. 16</p>	8, 9, 10	Parent Liaison Teachers Dean of Instruction Assistant Principal Principal Migrant Parents	Formative: STAAR Remediation NGS STAAR Report District Benchmark Results November /February  Summative: STAAR Assessment Test Results Increase of number of migrant students meeting state Level II standards or above in all assessed areas.				
Funding Sources: Title I-C (Migrant)							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>6) Parents of migrant PK-5th Pena students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.</p> <p>Population: PK-5th Migrant Students Timeline: October 2016-June 2017</p>	4, 6, 9	Parent Liaison DMC Campus Administration	Formative: Sign-in Sheets Visitation Logs  Summative: Session Evaluations and Participants Surveys				
<p>7) Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs.</p> <p>Population: Campus Administration, Faculty and Staff Timeline: Sept. 23, Nov. 4, Dec. 20, 2016- Feb. 17, April 21, June 6, 2017 CNA: pg. 4</p>		Campus Administration Teachers	Formative: District Benchmarks Attendance Reports 3wk progress reports  Summative: Report Card STAAR				
<p>8) Teachers and staff will complete a survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results.</p> <p>Population: Migrant Students Teachers and Staff Timeline: May 2017 CNA pg. 4</p>		Campus Administration Teachers Staff	Formative: Parent Meeting Evaluations  Summative: Survey Results Implementation of Survey Suggestions				
<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 2:** Pena Elementary identified Migrant Students will meet passing standards on all areas of their report card as noted in the end of year retention report for Migrant Students

**Summative Evaluation:** 90% of Pena Migrant Students will participate in the supplemental activities as required by Title I, Part C Migrant Program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) The academic progress of migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion from 1st to 2nd grade.</p> <p>Population:Migrant Students Timeline: Sept. 23, Nov. 4, Dec. 20, 2016- Feb. 17, April 21, June 6, 2017 CNA pg. 16</p>	8, 9, 10	Special Programs Administrator Principal Teachers	<p>Formative: Three Week Progress Reports</p> <p>Summative: Six Week Report Cards TPRI and Tejas LEE Assessment Decrease in student retention rates for 1st &amp; 2nd Grade students.</p>				
Funding Sources: Title I-C (Migrant)							
<p>2) Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Population: PK-5th Migrant Students Timeline:June 2017-July 2017</p>	3, 9, 10	Special Programs Administrator Principal Summer Teachers Summer School Lead Teacher	<p>Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation Decrease in student retention rates for 1st &amp; 2nd Grade students.</p>				
Funding Sources: Title I-C (Migrant)							



<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>3) Migrant students will be offered extended day tutorial session at Pena Elementary where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Population: Migrant and PFS students Timeline: September 2016-May 2017 SSI Tutorial Schedule/Regular Tutorial Schedule</p>	3, 9, 10	Campus Admin Classroom Teacher Teacher MSC	Increase promotion rates & test performance				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Learning Academy targeting the core areas of Reading, Writing, Math, Social Studies and Science will be held for all PFS students as funds become available in order to sharpen their skills and prepare them academically for the STAARS assessment. Population: Elementary PFS Migrant Students Timeline: March 2017</p>	3, 9, 10	DISTRICT LEVEL MSC Migrant Counselor Migrant Clerks Migrant Teachers	Increased STAARS Scores for PFS students				
<p 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:** Pena students will be provided with technology resources and skills so they can exceed expected performance standards on state assessments.






**Summative Evaluation:** End of Year Student Survey results will indicate a minimum of 80% exposure to computer integrated instruction and availability of technology to the learner.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Teachers will implement research based and effective teaching practices in conjunction with technology based programs and tools that develop students skills and concepts such as IXL, Study Island and Accelerated Reader, test banks, SmartBoards, Laptops, Elmos, Document Cameras and Mobi system, COW. Technology TEKS will be integrated and taught throughout the content areas.</p> <p>Population: PreK-5 At Risk Special Ed LEP Migrant Dyslexia GT</p> <p>Timeline: Sept. 23, Nov. 4, Dec. 20, 2016- Feb. 17, April 21, June 6, 2017 CNA pg. 22</p>	2, 3, 8, 9, 10	Teachers Technology Lab Aide Campus Administration District Computer Specialist Curriculum & Instruction Aide Technology Support Teacher	<p>Formative: Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData</p> <p>Summative: STAAR Results PDAS Increase STAAR Level II achievement Increase % in usage report Increase technology proficiency</p>				
<p>Funding Sources: Title I-A - \$10000.00, State Compensatory - \$1000.00, State Compensatory - \$1000.00, State Compensatory - \$16000.00, State Compensatory - \$1000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Staff will be provided with professional development on campus computer software programs and integration of technology to enhance instructional delivery. Cyber Bullying, Eschools, PearsonRealize, Tango Trends, etc. will be included in the training. A minimum of 12 hours of technology PD will be completed by teachers.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline- August 2016-September 2016 CNA pg. 22</p>	<p>2, 4, 10</p>	<p>Principal Assistant Principal Dean of Instruction Technology Support Teacher Teachers PE Coaches Music Teacher Librarian</p>	<p>Formative: Professional Development ERO Records Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData</p> <p>Summative: STAAR Results ERO Evaluations PDAS STaRChart Survey</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Students and teachers will be provided instruction on on-line testing in order for students to be prepared to take and administer online tests such as the TELPAS Reading and District Benchmarks.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:October 2016-February 2017 CNA pg. 21</p>	<p>2, 8, 9</p>	<p>Principal Campus Testing Coordinator Dean of Instruction Teachers Technology Aide</p>	<p>Formative: . Student Proficiency Usage of State assessment procedures and ETAZO inputting. . Lesson Plans . Walkthroughs</p> <p>Summative: . Program Reports . TELPAS Reading Scores</p>				

<p align="center"><b>Critical Success Factors</b> CSF 2 CSF 3 CSF 7</p> <p>4) Teachers will be required to complete an annual school technology and readiness (STaR) Chart in order to survey the teacher in what technology equipment they need.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: Spring 2017 CNA pg. 21</p>	1, 8	Principal Teachers Technology Support Teacher	<p>Formative: .Teacher Completed Survey</p> <p>Summative: .STAR Chart Response and Completion Report Technology Equipment Needs Report</p>				
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>5) 1st-4th Students will attend computer lab on weekly basis to work on computer station software programs that increase reading, math and science skills to help increase the level of academic success and assist students to produce computer generated projects.</p> <p>Population:Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:August 2016-June 2017 Blue Computer Lab Schedule CNA- pg. 22</p>	2, 8, 9	Principal Assistant Principal Dean of Instruction Teachers Computer Lab Aide	<p>Formative . Increase student participation during assigned computer lab schedule. . .Walkthroughs . Progress Software Usage Reports</p> <p>Summative . Assessment Scores . Report Cards . EOY Software Usage Reports</p>				<p>Funding Sources: State Compensatory - \$1400.00</p>

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) Technology aide will provide assistance with instructional technology, computer troubleshooting, and creating and maintaining campus network and website in order to maintain technical equipment working and upgrades.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 Computer Lab Schedule for K-4th grade.</p>	2, 9	Principal Technology Support Teacher Technology Lab Aide	<p>Formative Increase student participation during assigned computer lab schedule. .Website .Walkthroughs</p> <p>Summative . Assessment Scores . Report Cards .Teacher E-mail request for troubleshooting</p>				
<p>Funding Sources: Title I-A - \$23000.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>7) Pena students will access their content area ebooks, tools and resources using online access during their class presentations and home-based learning.Think Through Math, Istation, PearsonRealize, etc.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline:September 2016-June 2017 CNA pg. 21</p>	2, 8, 9	Teachers Principal Assistant Principal Dean of Instruction	<p>Formative: Increase student use of ebooks, tools and online resources during class instruction as observed during walkthroughs, usage reports and TLI visitations.</p> <p>Summative: End of Year Report Card STAAR Assessments Computer Program Usage Reports.</p>				
<p>Funding Sources: State Bilingual - \$3000.00</p>							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) Librarian and instructional aide will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance. An incentive program is implemented to recognize literary academic progress.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 CNA pg. 9, 22</p>	<p>2, 3, 8, 9, 10</p>	<p>Administration Media Specialist Library Aide</p>	<p>Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays</p> <p>Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students</p> <p>Increase fluency rates and comprehension in state and district assessments.</p>				
<p>Funding Sources: Local - \$700.00, Local - \$300.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) Librarian will introduce and teachers will monitor reading progress for students in grades 1st-5th to increase reading fluency and comprehension by using Accelerated Reader Program and reflected in the TPRI/Tejas Lee and STAAR results.</p> <p>Population- ALL Students TI MI LEP SE AR GT DYS</p> <p>Timeline: August 2016-June 2017 CNA pg.9, 22</p>	<p>2, 3, 8, 9, 10</p>	<p>Administration Media Specialist Library Aide</p>	<p>Formative . Reading Log .AR Reports</p> <p>Summative .TPRI/Tejas Lee EOY Testing Results .STAAR Results</p>				
<p align="center">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

# State Compensatory

## Budget for Pena Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-141-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$8,890.00
162-11-6118-00-141-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$18,000.00
162-11-6119-00-141-Y-34-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$85,330.00
162-13-6119-31-141-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$77,101.00
<b>6100 Subtotal:</b>		<b>\$189,321.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6249-62-141-Y-30-LWS-Y	6249 Contracted Maintenance & Repair	\$1,400.00
<b>6200 Subtotal:</b>		<b>\$1,400.00</b>
<b>6300 Supplies and Services</b>		
162-11-6395-62-141-Y-30-000-Y	6395 Supplies, DP Operations - Locally Defined	\$1,000.00
162-11-6396-00-141-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$3,200.00
162-11-6398-62-141-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	\$1,000.00
162-11-6399-00-141-Y-30-000-Y	6399 General Supplies	\$2,580.00
<b>6300 Subtotal:</b>		<b>\$7,780.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-141-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$16,000.00
<b>6600 Subtotal:</b>		<b>\$16,000.00</b>

**Personnel for Pena Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DELFINA ALDAPE	Dean of Instruction	(SCE)-State Compensatory	1.0
JOHANA F IZAGUIRRE	PRE-K TEACHER	(SCE)-State Compensatory	0.5
LORI ANN CANTU	PRE-K TEACHER	(SCE)-State Compensatory	0.5
LUZ MARIA CRUZ-RODARTE	PRE-K TEACHER	(SCE)-State Compensatory	0.5



# Title I

## Schoolwide Program Plan

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

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2015-2016 and to increase the Level III percentages in all content areas. In addition, the committee will implement a plan of action to meet the Annual Measurement Achievement Objective System (AMAOS) indicators.

### 2: Schoolwide Reform Strategies

Pena Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school 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. Peña Elementary offers morning, after school and Saturday tutorials to provide remediation strategies in core-area subjects to identified low-performing students through 3-Tier Model in order to improve their performance and overall success in the state assessment. **Goal #1: Activity #1,3,5,10**  
**Goal #3: Activity #1,12**

### 3: Instruction by highly qualified professional teachers

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the

subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, highly qualified teachers will be provided with training and knowledge of core reading programs. **Goal #1: Activity #2 Goal #2: Activity#4, Goal#3, Activity#11,13**

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

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

#### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the District's and Region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, explaining the paying stipends for attainment of a Master's Degree that our district offers, as well as the district's plan for paying stipends for math, science and social studies. Peña Elementary hiring committee consists of representation from teachers, special programs, specialized area representative, instructional staff and administration. The hiring committee follows standard procedures for scoring interviewees and provides recommendations to the principal for finalists.

#### **6: Strategies to increase parental involvement**

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

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

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

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

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

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance. All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. In addition, Pena Elementary will collaborate with in-district and out of district campuses to expedite the transfer of current RTI plans to continue supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or forwarded for students receiving Tier II and Tier III interventions. Students having Dyslexia characteristics will be screened and RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral. **Goal 1: Activity # 1,3,8,10**  
**Goal 3: Activity #1,3**

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, Parts A and C, and Local Funds. Title I Funds along with Local, State Compensatory, State Bilingual, State Special Ed are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, Migrant Funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Reports from the migrant office are used to identify the PFS migrant students upon registration and withdrawal from Peña Elementary. Support is provided using Migrant office informational flyers as well as support to students and parents regarding academic needs. Peña migrant family request for school supplies upon their return from migrant travel will be supported to assist migrant students and their families with the financial stress and provide for a smooth transition into the school year. The academic progress of migrant students will be monitored to identify remediation strategies and implement plans. All PFS migrant students will be identified using the Migrant Office report and serve based on individual student needs. Teachers will support PFS students in the classroom and ensure communication with parents of available

services/opportunities in the school and or community. Readers & school supplies will be ordered to support PFS student achievement in the area fluency and comprehension skills. Teachers will monitor progress of PFS migrant students and provide immediate remediation through small group instruction; computer based instruction; counseling's services and or referrals to nurse for needed assistance or services.

Bilingual Funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. The Language Proficiency Assessment Committee at Peña Elementary meets periodically to identify bilingual students, monitor student assessment and provide recommendations based on data reviewed. TELPAS progress monitoring is conducted on a six weeks basis and documentation is kept in ELL Portfolios that are found in the students' PRC. Bilingual students have accessibilty to programs such as Rosetta Stone to increase thier language proficiency.

Pena Elementary will provide the state mandated State Compensatory Education Program through funded initiatives including after school tutorials starting in January 2014. Tutorials will be after school for 1.5 hours on Mondays and Tuesdays. Students will be provided cognitive based strategies as supported by TLI trainings for Tier I instruction. Pena Elementary will implement the BISD Fluency Initiative and Vocabulary Word of the Week to support this instruction. Interventions, supplemental materials, and support services will be provided using the 3 Tier Model. Tier I universal level of instruction will identify students who may be at risk of reading difficulty. Tier II students will be provided with additional 30 minutes of research based reading interventions and will be monitored every two weeks using PMBR tool. Struggling students will be identified and an RTI plan will be developed. Tier III students will be provided explicit, individualized reading instruction. Additionally, supplemental instructional resources will be provided to identified at-risk students to improve academic achievement.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. **Goal #1: Activity# 3,4,6,7,8, Goal #2: Activity# 1,2,3 Goal#3: Activity#2,3,4**

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
DINA ALVAREZ	LIBRARY AIDE	TI)-Federal Programs	1.0
JESSICA AGUILAR	TECHNOLOGY AIDE	TI)-Federal Programs	1.0
KARLA PARKER	PRE-K AIDE	TI)-Federal Programs	1.0
LYNDAROSE INFANTE	PARENT LIAISON	TI)-Federal Programs	1.0
MARIA RIVERA	TITLE I AIDE	TI)-Federal Programs	1.0
MARIELA ACEBO	PRE-K AIDE	TI)-Federal Programs	1.0
MARISELA SANCHEZ	DYSLEXIA PARAPROFESSIONAL	(TI)-Federal Programs	1.0
MAYRA SANCHEZ DE CASTRO	PRE-K AIDE	TI)-Federal Programs	1.0
RUBY BARRIENTOS	PREK AIDE	TI)-Federal Programs	1.0
VERONICA LOSOYA	NURSE	TI)-Federal Programs	0.40

# Plan Notes

**Please list any activities (include dates) that students participated in that align to the CIP.**

**November 2016, January 2017, April 2017 and June 2017**

**Goal 1- Performance Obj: A minimum of 90% of students at Pena will achieve a Level II Recommended Performance on STAAR Reading, Math, Writing and Science. A minimum of 50% of students will achieve a Level III Advanced Performance.**

**Goal 2- Performance Obj: Pena students will participate in a minimum of three musical/art/dance performance for the public and community.**

**Goal 3- Performance Obj: 90% of Pena Elementary at-risk students will demonstrate mastery on all STAAR tests and a minimum of 90% of at-risk students will meet the attendance rate.**

**Goal 4-Performance Obj. Pena students will meet attendance expectations of 98.5% on each marking period.**

**Goal 5-Performance Obj. By the end of 2016-2017 school year, discipline referrals reported to PEIMS at Pena will be less than 2%.**

**Goal 6- Performance Obj. There will be a 10% increase of parents involved in campus parental involvement activities during each school year.**

**Goal 7- Performance Obj: Pena Elementary will provide supplemental instructional materials to Priority Migrant students in order to support the STAAR assessment rigor.**

**Goal 8-Performance Obj: Pena students will be provided with technology resources and skills so they can exceed expected performance standards on state assessments. Technology**

## 2016-2017 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Yolanda Turbeville	Principal
Administrator	Delfina Aldape	Dean
Business Representative	Susana Gloria	Little Scholars Academy
Business Representative	Rene Medina	South Texas Mag.
Classroom Teacher	Noemi Valdez- Year 2	1st
Classroom Teacher	Gloria Nasser - Year 2	2nd
Classroom Teacher	Cristina Arreola- Year 2	5th
Classroom Teacher	Luz Cruz - Year 2	PK
Classroom Teacher	Emilio Figueroa	4th
Classroom Teacher	Miriam Gerardo	3rd
Classroom Teacher	Janelle Hinojosa	SPED
Classroom Teacher	Robert Ruediger	Special Programs
Classroom Teacher	Noemi Valdez	Kinder
Community Representative	John Herton	Community
Community Representative	Olga Mancias	Community
District-level Professional	Maria Gonzalez	Campus Supervisor
Paraprofessional	Jessica Aguilar	Paraprofessional
Parent	Maria Cruz	Parent
Parent	Araceli Gonzalez	Parent
Student	Ambar Loya	Students



## Campus Funding Summary

Local					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies, Instructional Ancillary Material, STAAR Preparation Materials, RTI Intervention Materials, Supplemental Workbooks	199-11-6399-00-141-Y-11-000-Y	\$6,576.00
1	1	1	Duplicating	199-11-6396-00-141-Y-11-000-Y	\$1,000.00
1	1	2	Employee Travel	199-13-6411-23-141-Y-11-000-Y	\$1,000.00
1	1	10	General Supplies Equipment	199-11-6399-51-141-Y-11-000-Y	\$2,000.00
1	1	11	State and District Core Curriculum Requirements, Ancillary Materials . Sheltered Instruction (SIOP) . TEKS .Technology Programs .REDCAT .Supplemental Workbooks		\$0.00
1	2	2	Designated University Logos/Signs /Information/Banners		\$0.00
1	2	3	Honor Roll, Ribbons, Certificates		\$0.00
2	1	1	General Supplies, State Adopted Resources, Supplementary resources .Field Trips		\$0.00
2	1	2	Transportation	199-11-6494-00-141-Y-11-000-Y	\$2,150.00
2	1	3	Costumes and Props, General Supplies	199-11-6399-57-141-Y11-000-Y	\$674.00
2	1	5	Chess Consultant	199-36-6291-24-141-Y99-021-Y	\$0.00
2	1	5	Fees & Dues	199-36-6497-24-141-Y99-021-Y	\$2,100.00
2	1	5	Food	199-36-6412-24-141-Y-99-021-Y	\$0.00
3	1	13	Neuhaus Training Materials and Instructional Supplies and instructional supports	199-11-6399-00-141-Y-11-054-Y	\$0.00
4	1	5	Awards, Trophies, Incentives	199-11-6498-00-141-Y-11-000-Y	\$2,000.00
5	1	4	Printed Forms .Presentation Supplies . Notices .Health Supplies	199-33-6399-16-141-Y-99-000-Y	\$150.00
5	1	9	Region 1, Texas School Safety Center Guidance & Counseling, Community Professionals	199-31-6411-23-141-Y-99-032-Y	\$0.00
5	1	12	Red Ribbon Week Supplies & Materials	199-31-6399-00-141-Y-99-032-Y	\$0.00
5	1	12	General Supplies	199-31-6399-00-141-Y-99-000-Y	\$500.00

6	1	1	Parent Handouts		\$10.00
6	1	2	Handouts and Brochures		\$10.00
6	1	3	Handouts, Brochures and Notices		\$10.00
6	1	4	Surveys		\$10.00
6	1	5	Handouts, Brochures and Notices		\$10.00
6	1	6			\$10.00
6	1	7			\$10.00
6	1	8	Handouts, Brochures, Fliers Professional Development Agenda and Sign In Sheets		\$10.00
6	1	11	Daily Attendance Logs		\$10.00
8	1	8	Reading Materials	199-12-6325-00-141-Y-99-000-Y	\$700.00
8	1	8	General Supplies	199-12-6399-00-141-Y-99-000-Y	\$300.00
<b>Sub-Total</b>					\$19,240.00

**Title I-A**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Ancillary Materials, Instructional Tools, Supplemental Workbooks	211-11-6399-00-141-Y-30-0F2-Y	\$15,080.00
1	1	1	Duplicating Paper	211-11-6396-00-141-Y-30-0F2-Y	\$2,000.00
1	1	2	Employee Travel	211-13-6411-23-141-Y-30-AYP-Y	\$1,000.00
1	1	2	Stipends Paid/ Inservices	211-13-6117-0-141-Y-30-0F2	\$1,000.00
1	1	6	4.0 FTE	211-11-6129-00-141-Y320F2	\$85,704.00
1	1	6	1.0 FTE	211-11-6129-06-141-Y-24054	\$21,805.00
3	1	2	Professional Development Supplies	211-13-6399-00-141-Y-30-AYP-Y	\$1,155.00
5	1	4	General Supplies, Health Supplies, Flyers, Health Service Training Materials	211-33-6399-00-141-Y-30-0F2-Y	\$835.00
5	1	4	1 FTE (0.4 Distribution)	211-33-6119-00-141-Y-30-0F2-Y	\$18,893.00
5	1	4	General Supplies -Toner	211-33-6399-65-141-Y-30-0F2-Y	\$165.00
6	1	9	Parent Center Supplies	211-61-6399-00-141-Y-30-0F2-Y	\$100.00
6	1	9	Healthy Snacks/Drinks	211-61-6499-53-141-Y-30-0F2-Y	\$116.00

6	1	10	Mileage for Visits	211-61-6411-00-141-Y-30-0F2-Y	\$100.00
6	1	10	1 FTE		\$21,474.00
8	1	1	Software Renewal, Computers, SmartBoards, Laptops, Elmos, General Upkeep Equipments	211-11-6249-00-141-Y-30-0F2-Y	\$10,000.00
8	1	6	1 FTE Computer Lab Aide	211-11-6129-06-141-Y240F2	\$23,000.00
<b>Sub-Total</b>					\$202,427.00

**State Compensatory**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Paper	162-11-6396-00-141-Y-30--000-Y	\$3,200.00
1	1	1	General Supplies	162-11-6399-00-141-Y-30-000-Y	\$2,580.00
3	1	1	Extra Duty Pay (SSI)	162-11-6118-00-141-Y-24-SSI-Y	\$8,890.00
3	1	1	Extra Duty Pay	162-11-6118-00-141-Y-30-000-Y	\$18,000.00
3	1	2	1 FTE	162-13-6119-31-141-Y-30-000-Y	\$71,474.00
3	1	3	2 FTEs	162-11-6119-00-141-Y-34-PKK-Y	\$102,854.00
8	1	1	Software	162-11-6395-62-141-Y-30-000-Y	\$1,000.00
8	1	1	Mobi Systems	162-11-6398-62-141-Y30-000-Y	\$1,000.00
8	1	1	Computers	162-11-6649-62-141-Y30-000-Y	\$16,000.00
8	1	1	Computer Software	162-11-6395-65-141-Y30-000-Y	\$1,000.00
8	1	5	Living With Science	162-11-6249-62-141-Y-30-LWS-Y	\$1,400.00
<b>Sub-Total</b>					\$227,398.00

**State Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399-00-141-Y25-000-Y	\$2,650.00
1	1	4	LPAC Substitutes	163-13-6112-00-141-Y-25-000-Y	\$2,000.00
8	1	7	Ipads	163-11-6398-00-141-Y-25-000-Y	\$3,000.00
<b>Sub-Total</b>					\$7,650.00

**Federal Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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1	1	1	General Supplies, Instructional Ancillary Materials, Instructional Tools, Supplemental Workbooks	263-11-6399-00-141-Y-25-000-Y	\$3,000.00
1	1	2	Staff Development Substitutes	263-11-6112-00-14-Y-25-000-Y	\$1,750.00
1	1	2	Stipends- Professionals	263-13-6117-00-141-Y-25-000-Y	\$2,900.00
<b>Sub-Total</b>					\$7,650.00
<b>Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	1	Supplemental Reading Materials, Tools, General Supplies	212-11-6399-00-141-Y-24-0F2-Y	\$415.00
7	1	3	NGS PFS Report		\$0.00
7	1	4	Tier 2 Intervention TPRI/ TJL Intervention Guide Technology Base Instructional Support		\$0.00
7	1	5	STAAR Test Results: Eduphoria Reports NGS Student Transfer Document NGS State Assessments Report		\$0.00
7	2	1	State Assessments: TPRI Tejas LEE Benchmarks.		\$0.00
7	2	2	All Non-Migrant Summer School Programs NGS Currently Enrolled Report		\$0.00
<b>Sub-Total</b>					\$415.00
<b>SPED</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Toner	166-11-6399-62-141-Y-23-000-Y	\$600.00
1	1	3	SFL General Supplies, Instructional Materials and Ancillary Materials	166-11-6399-00-141-Y-23-0P0-Y	\$375.00
1	1	3	BI General Supplies, Instructional Materials, Ancillary Materials	166-11-6399-00-141-Y-23-0P3-Y	\$375.00
1	1	3	Resource/Inclusion General Supplies, Instructional Materials, Ancillary Materials	166-11-6399-00-141-Y-23-0P4-Y	\$750.00
1	1	3	OHI Professional Services	166-31-6219-00-141-Y-23-0N7-Y	\$1,000.00
1	1	3	General Supplies (G)	166-11-6399-00-141-Y-23-0B0	\$1,000.00
<b>Sub-Total</b>					\$4,100.00
<b>197 Projects</b>					

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
4	1	5	Perfect Attendance Incentives	197-11-6498-00-141-Y-11-921-Y	\$1,250.00
<b>Sub-Total</b>					\$1,250.00
<b>Grand Total</b>					\$470,130.00