Brownsville Independent School District

Castaneda Elementary

2021-2022 Campus Improvement Plan

Mission Statement

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

Vision

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

State Goals and Objectives

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

The mission of the public education system of this state is to ensure that all Texas children have access to a quality education that enables them to achieve their potential and fully participate now and the future in the social, economic, and education opportunities of our state and nation. That mission is grounded on the conviction that a general diffusion of knowledge is essential for the welfare of this state and for the preservation of the liberties and rights of citizens. It is further grounded on the conviction that a successful public education system is directly related to a strong, dedicated, and supportive family; and that parental involvement in the school is essential for the maximum educational achievement of a child.

THE STATE OF TEXAS PUBLIC EDUCATION GOALS

GOAL #1:   The student in the public education system will demonstrate exemplary performance in the reading and writing of the English language.

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

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

GOAL #4:   The students in the public education system will demonstrate exemplary performance in the understanding of social studies.

THE STATE OF TEXAS PUBLIC EDUCATION OBJECTIVES

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

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

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

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

Objective #5: Qualified and highly effective personnel will be recruited, developed, and retained.

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

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

Objective #8: Educators will keep abreast of the development of creative and innovative techniques as appropriate to improve student learning.

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

Table of Contents

Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Castaneda Elementary School is approximately 540 and serves students in grades PK-3 through 5th. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic, African American, Economically Disadvantaged, Limited English Proficient (LEP), At-Risk, Migrant, Gifted and Talented, and Special Education. Enrollment numbers for Castaneda have decreased by approximately 44 students. The mobility rate for the campus is 15% (2% decrease from previous report). A total of 436 students are identified as at-risk(a 26 student increase from previous report) with the highest number of at-risk students being identified under the Hispanic sub population. Additionally, the retention rate is as follows: All students-4%, At-Risk Students-4%. The Attendance Rates for the 2018-2019 school year is 97.2% for all students and 96.6% for at-risk students. The campus will provide incentives for perfect attendance that include various activities including weekly, six-weeks, end of semester and at the end of the year. At-Risk and LEP populations activities include participation in tutorial, vocabulary rich environments and identifying individual needs of students to meet mastery of standards.

Demographics Strengths

1. Low student/teacher ratios
2. Average 18 students per classroom
3. Mobility Rate Lower
4. Stable enrollment

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Increase academic achievement for Economically Disadvantaged students, Bilingual/LEP population, Migrants, and the Special Education program (At-Risk Population) through after school programs such as the JumpSTAARt (3rd-5th grades), Extended Day Enrichment program and State Compensatory tutorials. **Data Analysis/Root Cause:** Analysis of data shows gaps of special populations and all students.

Need Statement 2 (Prioritized): Increase Attendance Rate for sub-populations. **Data Analysis/Root Cause:** Analysis of data shows a need for more activities to increase attendance for sub-populations.

Need Statement 3 (Prioritized): Raise reading/language skills in both native and second language for ELL students **Data Analysis/Root Cause:** Analysis of data, from both formal and informal assessments, shows a gap in reading/language skills.

Need Statement 4 (Prioritized): Migrant students will receive added support from the campus such as purchasing school supplies, clothing and items for personal hygiene. **Data Analysis/Root Cause:** Analysis of migrant survey results shows a need for providing students with learning resources.

Need Statement 5 (Prioritized): Maintain highly qualified teachers by providing program stipends and campus recognition activities such as the annual Thanksgiving Teacher Luncheon, The Twelve Days Before Christmas Holidays, Teacher Appreciation Week and End of the Year educator recognitions. **Data Analysis/Root Cause:** The 2021 CNA

survey results show a need to for activities to maintain highly qualified teachers.

Student Learning

Student Learning Summary

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

2019 3rd-5th Grade All Students STAAR Summary:

Spring 2019 STAAR Results	Approaches (90)	Meets (60)	Masters (30)
3rd Reading	94	44	17
3rd Math	92	66	35
4th Reading	83	44	19
4th Math	79	55	23
4th Writing	75	39	10
5th Reading	84	46	23
5th Math	93	52	27
5th Science	84	56	21
All Grade Levels Rdg	87	45	20
All Grade Levels Math	88	57	28

Comparison Reports

English

	Reading			Math			Writing			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Third Grade	65%	73%	94%	81%	78%	91%						
Fourth Grade	78%	68%	83%	74%	79%	78%	78%	65%	75%			
Fifth Grade	94%	90%	83%	97%	95%	92%				93%	85%	83%

Spanish

	Reading		Math		Writing		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Third Grade		100%						
Fourth Grade		100%		100%		50%		
Fifth Grade								

English, Spanish & SPED

	Reading			Math			Writing			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Third Grade	68%	74%	94%	82%	79%	91%						
Fourth Grade	79%	70%	85%	77%	80%	79%	78%	67%	77%			
Fifth Grade	95%	90%	84%	98%	95%	93%				93%	85%	84%
Totals 3rd-5th	80%	77%	87%	85%	84%	88%	78%	67%	77%	93%	85%	84%

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

2019 Performance variation between all student groups:

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

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

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

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

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

Student Learning Strengths

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

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Increase reading (fluency & comprehension), math (fluency and comprehension) and writing academic achievement by analyzing data such as STAAR, TPRI, Tejas Lee, CPALLS (3 Year-Old Program-Prekindergarten), SUPERA, Terra Nova, Accelerated Reader reports and District Checkpoints. **Data Analysis/Root Cause:** Analysis of data shows gaps in reading/writing and math.

Need Statement 2 (Prioritized): Teachers specifically indicated they need more professional development in math, language arts, technology, and science. More weekly grade level meeting academic strategies shared among colleagues. More instructional supplies purchased for professional development so teachers may have hands on sessions to turn around strategies immediately in the classrooms. **Data Analysis/Root Cause:** The Spring 2019 Campus Needs Assessment Survey compiled for the campus showed that 75% of teachers believe they need more professional development.

Need Statement 3 (Prioritized): Provide and distribute more supplemental instructional materials, tablets and supplies in all academic content areas to support classroom instruction for all student populations. **Data Analysis/Root Cause:** Analysis of data shows learning gaps for special populations.

Need Statement 4 (Prioritized): Improve TELPAS scores; Increase Advanced High percentage on TELPAS; Increase ELL students achievement (Science). **Data Analysis/Root Cause:** Analysis of data shows gaps for the ELL population.

School Processes & Programs

School Processes & Programs Summary

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

English Language Arts

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

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

Mathematics

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

Science

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

Social Studies

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

Technology

The campus TST provides support with computing, networking, web services, and technology systems. His responsibility primarily focuses on teaching computer technology to our prekindergarten through fifth grade students.

School Processes & Programs Strengths

In 2018-2019, a major factor contributing to our strengths continued to be professional development opportunities across core areas in the use of iPads and educational apps such as Seesaw. All certified personnel were asked to receive 12 hours of professional development in technology. Walkthroughs and observations showed the

implementation of the technology and the strategies acquired during the staff developments.

2. Extra-curricular activities such as Fine Arts and Destination Imagination continued to see some increases in participation and students advancement beyond the district and region.
3. Frequent visitation to classrooms ensured constant monitoring of classroom instruction based on the diverse needs of the campus. In the classroom, activities involved modeling and providing instructional support to the teachers.
4. Collaboration between administration and the staff in analyzing of assessment data was critical to improve student outcomes to address academic needs.
5. Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. Determination of the final 2018-2019 attendance rate is pending but is expected to be about 98%.
6. Castaneda was one of six schools selected to be a STEAM academy for the 2018-2019 school year and now this 2019-2020 school year all students in grades first through third will have iPads/tablets to enhance learning, strengthen technology skills and increase communication with parents.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Purchase software programs, applications, warranties, licences, and computer hardware such as desktops, tablets, printers, projectors, Apple TV's, interactive TVs, and iPads to be implemented in all grade levels and administration for the blended learning approach and data analysis. Purchase STEAM resources to support the STEAM initiative such as the Goblin car. Provide professional development in technology for teachers and administration to fulfill district and campus goals/requirements. **Data Analysis/Root Cause:** Due to COVID-19, the SBDM committee has found a greater need for supporting virtual learning with technology.

Need Statement 2 (Prioritized): RTI 3-tiered model will be monitored to ensure implementation of differentiated/individualized interventions for both academic and behavior. The RTI behavior model will include counseling sessions (weekly and individualized). **Data Analysis/Root Cause:** Analysis of data shows a need for interventions in both academic and behavior.

Need Statement 3 (Prioritized): 2019-2020 attendance was 97.7%; The 2020-2021 campus goal is 98%; There is a need to continue monitoring students' daily attendance, provide campus incentives and awards to students meeting the attendance goals. The parent liaison will assist in monitoring students' attendance through home visits as needed. Therefore, a budget will be allocated for mileage reimbursement. **Data Analysis/Root Cause:** Analysis of attendance data shows that there is a need for continuous monitoring by campus and parent liaison.

Need Statement 4 (Prioritized): Increase parent volunteer percentage; More parent communication through the use of technology apps and involvement through the addition of various parental involvement activities. General supplies will be purchased for parent meetings and parent trainings. **Data Analysis/Root Cause:** Analysis of the 2018-2019 CNA Parent Survey data results indicate a need for more communication and involvement between the campus and parents.

Need Statement 5 (Prioritized): Maintain a safe learning environment by purchasing general supplies and resources. **Data Analysis/Root Cause:** Analysis of data show that creating and maintaining a clean, safe learning environment improves perception of school.

Perceptions

Perceptions Summary

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

Perceptions Strengths

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

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

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

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Based on the 2019 Parent Survey results, parent believe that the school building needs more assistance with maintenance. **Data Analysis/Root Cause:** Analysis of data shows that maintenance of the school building is important to keep parent and community perception positive.

Need Statement 2: 94% of parents feel their child(ren) are safe at school. **Data Analysis/Root Cause:** According to results based on the 2019 CNA Parent Survey, 6% of parents' perception is that there is a need for improvement with school safety.

Need Statement 3: Increase the number of students participating in more school activities such as athletics, chess, dramas/plays, coding. **Data Analysis/Root Cause:** Analysis of data shows there is a need to increase the number of students participating in extra-curricular activities at the campus.

Need Statement 4: According to the 2019 Teacher Survey, teachers are requesting more professional development in the area of servicing special education students in the regular classroom. **Data Analysis/Root Cause:** CNA survey data indicates that there is a need for closing gaps for special education populations.

Priority Need Statements

Need Statement 1: Purchase software programs, applications, warranties, licences, and computer hardware such as desktops, tablets, printers, projectors, Apple TV's, interactive TVs, and iPads to be implemented in all grade levels and administration for the blended learning approach and data analysis. Purchase STEAM resources to support the STEAM initiative such as the Goblin car. Provide professional development in technology for teachers and administration to fulfill district and campus goals/requirements.

Data Analysis/Root Cause 1: Due to COVID-19, the SBDM committee has found a greater need for supporting virtual learning with technology.

Need Statement 1 Areas: School Processes & Programs

Need Statement 2: Increase reading (fluency & comprehension), math (fluency and comprehension) and writing academic achievement by analyzing data such as STAAR, TPRI, Tejas Lee, CPALLS (3 Year-Old Program-Prekindergarten), SUPERA, Terra Nova, Accelerated Reader reports and District Checkpoints.

Data Analysis/Root Cause 2: Analysis of data shows gaps in reading/writing and math.

Need Statement 2 Areas: Student Learning

Need Statement 3: Increase academic achievement for Economically Disadvantaged students, Bilingual/LEP population, Migrants, and the Special Education program (At-Risk Population) through after school programs such as the JumpSTAARt (3rd-5th grades), Extended Day Enrichment program and State Compensatory tutorials.

Data Analysis/Root Cause 3: Analysis of data shows gaps of special populations and all students.

Need Statement 3 Areas: Demographics

Need Statement 4: 2019-2020 attendance was 97.7%; The 2020-2021 campus goal is 98%; There is a need to continue monitoring students' daily attendance, provide campus incentives and awards to students meeting the attendance goals. The parent liaison will assist in monitoring students' attendance through home visits as needed. Therefore, a budget will be allocated for mileage reimbursement.

Data Analysis/Root Cause 4: Analysis of attendance data shows that there is a need for continuous monitoring by campus and parent liaison.

Need Statement 4 Areas: School Processes & Programs

Need Statement 5: Teachers specifically indicated they need more professional development in math, language arts, technology, and science. More weekly grade level meeting academic strategies shared among colleagues. More instructional supplies purchased for professional development so teachers may have hands on sessions to turn around strategies immediately in the classrooms.

Data Analysis/Root Cause 5: The Spring 2019 Campus Needs Assessment Survey compiled for the campus showed that 75% of teachers believe they need more professional development.

Need Statement 5 Areas: Student Learning

Need Statement 6: RTI 3-tiered model will be monitored to ensure implementation of differentiated/individualized interventions for both academic and behavior. The RTI behavior model will include counseling sessions (weekly and individualized).

Data Analysis/Root Cause 6: Analysis of data shows a need for interventions in both academic and behavior.

Need Statement 6 Areas: School Processes & Programs

Need Statement 7: Provide and distribute more supplemental instructional materials, tablets and supplies in all academic content areas to support classroom instruction for all student populations.

Data Analysis/Root Cause 7: Analysis of data shows learning gaps for special populations.

Need Statement 7 Areas: Student Learning

Need Statement 8: Raise reading/language skills in both native and second language for ELL students

Data Analysis/Root Cause 8: Analysis of data, from both formal and informal assessments, shows a gap in reading/language skills.

Need Statement 8 Areas: Demographics

Need Statement 9: Increase parent volunteer percentage; More parent communication through the use of technology apps and involvement through the addition of various parental involvement activities. General supplies will be purchased for parent meetings and parent trainings.

Data Analysis/Root Cause 9: Analysis of the 2018-2019 CNA Parent Survey data results indicate a need for more communication and involvement between the campus and parents.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Increase Attendance Rate for sub-populations.

Data Analysis/Root Cause 10: Analysis of data shows a need for more activities to increase attendance for sub-populations.

Need Statement 10 Areas: Demographics

Need Statement 11: Improve TELPAS scores; Increase Advanced High percentage on TELPAS; Increase ELL students achievement (Science).

Data Analysis/Root Cause 11: Analysis of data shows gaps for the ELL population.

Need Statement 11 Areas: Student Learning

Need Statement 12: Based on the 2019 Parent Survey results, parent believe that the school building needs more assistance with maintenance.

Data Analysis/Root Cause 12: Analysis of data shows that maintenance of the school building is important to keep parent and community perception positive.

Need Statement 12 Areas: Perceptions

Need Statement 13: Migrant students will receive added support from the campus such as purchasing school supplies, clothing and items for personal hygiene.

Data Analysis/Root Cause 13: Analysis of migrant survey results shows a need for providing students with learning resources.

Need Statement 13 Areas: Demographics

Need Statement 14: Maintain a safe learning environment by purchasing general supplies and resources.

Data Analysis/Root Cause 14: Analysis of data show that creating and maintaining a clean, safe learning environment improves perception of school.

Need Statement 14 Areas: School Processes & Programs

Need Statement 15: Maintain highly qualified teachers by providing program stipends and campus recognition activities such as the annual Thanksgiving Teacher Luncheon, The Twelve Days Before Christmas Holidays, Teacher Appreciation Week and End of the Year educator recognitions.

Data Analysis/Root Cause 15: The 2021 CNA survey results show a need to for activities to maintain highly qualified teachers.

Need Statement 15 Areas: Demographics

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. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 1: J. Castaneda student performance for all students, all grades, all subjects will exceed 2021 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 5 percentage points.

El rendimiento de los estudiantes de J. Castaneda para todos los estudiantes, todos los grados, todas las materias superara el porcentaje de STAAR 2021 Cumple con el nivel de grado y el rendimiento de nivel de grado de STAAR Masters en lectura, escritura, matematicas y ciencias en 5 puntos porcentuales.

Targeted or ESF High Priority

Evaluation Data Sources: STAAR performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other assessments.

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Purchase instructional materials and resources, supplies, copy paper, tablet cases, and capital outlay equipment as needed for instructional and professional development use. Purchase classroom furniture, instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction.	**Oct**	**Jan**	**Mar**	**June**

Compre materiales y recursos educativos, suministros, papel para copiar, estuches para tabletas y equipo de desembolso de capital segun sea necesario para el uso de desarrollo educativo y profesional. Comprar muebles para el aula, suministros instructivos y consumibles para uso en el aula para complementar el plan de estudios basico y proporcionar practica e instruccion.

TLI Sustainability Activity

Milestone's/Strategy's Expected Results/Impact: Formative: Walk Throughs, Benchmarks, Report Cards

Summative: Increase TPRI/Tejas Lee Developed Results,
Increase student passing by 3 percentage points on State Assessment Test Results

Staff Responsible for Monitoring: Teachers
Principal
Dean of Instruction

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Teachers, AR, SE, MI, T1, - **Start Date:** July 22, 2021 - **End Date:** May 31, 2022

Funding Sources: Supplies and Materials - 162 State Compensatory - 162-11-6398-62-115-Y-30-000-Y - $0, General Supplies - 162 State Compensatory - 162-11-6399-00-115-Y-30-000-Y - $34,740, Copy Paper - 211 Title I-A - 211-11-6396-00-115-Y-30-0-F2-Y - $2,400, Technology Material Computer Related - 211 Title I-A - 211-11-6398-62-115-Y-30-0F2-Y - $19,700, General Supplies - 211 Title I-A - 211-11-6399-00-115-Y-30-0F2-Y - $25,475, General Supplies - 211 Title I-A - 211-23-6399-00-115-Y-30-0F2-Y - $2,000, General Supplies - 211 Title I-A - 211-13-6399-00-115-Y-30-AYP-Y - $1,000, Copy Paper - 199 Local funds - 199-11-6396-00-115-Y-11-000-Y - $600, General Supplies - 199 Local funds - 199-11-6399-00-115-Y-11-000-Y - $1,000, General Supplies - 199 Local funds - 199-11-6399-51-115-Y-11-000-Y - $400, General Supplies-Media Center - 199 Local funds - 199-11-6399-16-115-Y-11-000-Y - $2,000, General Supplies- Library - 199 Local funds - 199-12-6399-00-115-Y-99-000-Y - $500, General Supplies- Administration - 199 Local funds - 199-23-6399-00-115-Y-99-000-Y - $1,800, General Supplies Counseling and Guidance - 199 Local funds - 199-31-6399-00-115-Y-99-000-Y - $200, Furniture - 199 Local funds - 199-11-6399-45-115-Y-11-000-Y - $800

Strategy 2 Details	Reviews			
Strategy 2: Provide high quality professional staff development and methodologies to address deficiencies in the STAAR/state assessments results. Reading Strategies Proporcionar desarrollo y metodologias de personal profesional de alta calidad para abordar las deficiencias en los resultados de las evaluaciones STAAR / estatales. Estrategias de lectura Writing Process Training Math(New TEKS) Science Social Studies TLI Sustainability Activity	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations,
    Walk throughs,
    Lesson Plans
 	
    Summative:
    Increase student passing rate by 3 percentage points on State Assessment Test Results
    Staff Responsible for Monitoring: Teachers
    Principal
    Dean of Instruction
    Population: Teachers - **Start Date:** July 22, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details		Reviews			
Strategy 3: Teachers in EE-5th grades will analyze campus and district benchmarks , previous STAAR Reading, TPRI/Tejas Lee (BOY, MOY, EOY), CPALLS, Education Galaxy assessments to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS. Utilize Eduphoria and TANGO reports to facilitate desegregation of data. Los maestros de EE-5 deg grado analizaran los puntos de referencia del campus y del distrito, lectura STAAR anterior, TPRI / Tejas Lee (BOY, MOY, EOY), CPALLS, evaluaciones de Education Galaxy para determinar deficiencias y reorganizar el enfoque de instruccion para los TEKS de lectura, matematicas, escritura y ciencias no dominados. Utilice los informes de Eduphoria y TANGO para facilitar la desagregacion de datos. TLI Sustainability Activity		**Formative**			**Summative**
		Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Benchmark Aware Reports, TANGO Reports, Lesson Plans Summative: Increase student achievement in State Assessment Test Results by 3 percent. **Staff Responsible for Monitoring:** Principal Dean of Instruction PK-5th Grade Teachers **Title I Schoolwide Elements:** 2.6 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022					
Strategy 4 Details		**Reviews**			
Strategy 4: Paraprofessionals in Library, Science Lab, EE, and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged.		**Formative**			**Summative**
		Oct	Jan	Mar	June
Los paraprofesionales en Biblioteca, Laboratorio de Ciencias, EE y PK trabajaran con los maestros para ayudar a atender a los estudiantes identificados como bilingues, en riesgo o con dificultades educativas. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk throughs Summative: Increase improved Teacher Assistant EOY Evaluations by 3 percentage points. **Staff Responsible for Monitoring:** Principal Teachers Paraprofessionals **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022					

Strategy 5 Details	Reviews			
Strategy 5: Teachers and the RTI team will comply with the RTI process prior to referring students for academic or behavioral concerns and will utilize research based classroom interventions.	Formative			Summative
	Oct	Jan	Mar	June
Los maestros y el equipo de RTI cumpliran con el proceso de RTI antes de derivar a los estudiantes por inquietudes academicas o de comportamiento y utilizaran intervenciones en el aula basadas en la investigacion. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase student academic achievement on Weekly Assessments, Daily Schedule, Progress Monitoring Reports, Lesson Plans Summative: Increase student achievement on State Assessment Test Results by 3 percentage points **Staff Responsible for Monitoring:** RTI Committee **Title I Schoolwide Elements:** 2.5, 2.6 - **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 5: Effective Instruction - **Population:** RTI Team, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 6 Details	Reviews			
Strategy 6: CSR teacher will help alleviate the number of 5th grade students per class to increase student academic achievement.	Formative			Summative
	Oct	Jan	Mar	June
El maestro de CSR ayudara a aliviar la cantidad de estudiantes de quinto grado por clase para aumentar el rendimiento academico de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Daily Schedule, Lesson Plans, Walk Throughs, TANGO & AWARE Reports Summative Increase student achievement in State Assessment Test Results by 3 percentage points. **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** 5th Graders-AR, LEP, Non LEP, 504/ Dys, Sp. Ed., TI, Mig - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 7 Details	Reviews			
Strategy 7: Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points, and encourage a love of reading. Second through fifth grade students will read novels bimonthly to strengthen reading achievement.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los maestros de los grados 1o al 5o promoveran la lectura durante todo el ano a traves del Programa de Lector Acelerado como se indica en el Informe Resumido del Estudiante. Los estudiantes recibiran incentivos por acumular puntos y fomentaran el amor por la lectura. Los estudiantes de segundo a quinto grado leeran novelas cada dos meses para fortalecer el rendimiento en lectura. **Milestone's/Strategy's Expected Results/Impact:** Formative: AR Weekly Student Reports, Summative: STAAR Assessment Results, TPRI, Tejas Lee BOY, MOY, EOY results, TELPAS Results, 1st and 2nd Grade NRT increased by 3 percentage points. **Staff Responsible for Monitoring:** Librarian *1st -5th Grade Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Reading Materials- Subscriptions & Supplies and Materials - 199 Local funds - 199-12-6325-42-115-Y-99-000-Y - $250				

Strategy 8 Details	Reviews			
Strategy 8: Fluency practices for K-5th grade students will be sent home daily. Weekly fluency reading and writing check-ups (journal writing/portfolios) will be completed and reviewed by the Dean of Instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Las practicas de fluidez para los estudiantes de K-5o grado se enviaran a casa diariamente. El Decano de Instruccion completara y revisara los chequeos semanales de fluidez en lectura y escritura (escritura de diario / portafolios). TLI Sustainability Activity **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Log, Progress Reports Summative: Increase student achievement in State Assessment Test Results by 3 percent. **Staff Responsible for Monitoring:** Administration PK-5th Grade Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, PK-5th Grade - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 9 Details	Reviews			
Strategy 9: Teachers in Prekindergarten through 5th grades will use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary).	**Formative**			**Summative**
	Oct	Jan	Mar	June

Los maestros de Prekindergarten a 5th grados usaran las rutinas y estrategias de TLI (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary).
 	
TLI Sustainability Activity
  Milestone's/Strategy's Expected Results/Impact: Formative: Progress Monitoring Reports, Tango Reports, Walk Throughs, Lesson Plans
 	
  Summative: Increase student achievement on Tango (TPRI, Tejas Lee, C-PM) EOY Reports, and STAAR Results by 3 percentage points.
  Staff Responsible for Monitoring: Adminsitration
Teachers
  TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 10 Details	Reviews			
Strategy 10: Purchase instructional materials, consumable supplies, and electronic equipment such as iPads to supplement the core curriculum. Utilize consumable supplies such as paper to make instructional booklets to support the ELL student in the classroom. Supplemental supplies such as dictionaries, glossaries, and thesauruses will be utilized so ELL students may determine or confirm meanings of words or phrases. Provide bilingual teachers with instructional supplies, and materials as needed. Provide substitutes for testing, planning and professional development.	**Formative**			**Summative**
	Oct	Jan	Mar	June

Compre materiales de instruccion, suministros consumibles y equipos electronicos como iPads para complementar el plan de estudios basico. Utilice suministros consumibles como papel para hacer folletos instructivos para apoyar al estudiante ELL en el aula. Se utilizaran materiales suplementarios como diccionarios, glosarios y tesauros para que los estudiantes ELL puedan determinar o confirmar el significado de palabras o frases. Proporcionar a los maestros bilingues utiles y materiales educativos segun sea necesario. Proporcionar sustitutos para las pruebas, la planificacion y el desarrollo profesional.
  Milestone's/Strategy's Expected Results/Impact: Formative: RAPS 360, Benchmarks, Lesson Plans, Walk Throughs
 	
  Summative: Increase bilingual student achievement on TELPAS, and the Terra Nova by 3 percentage points.
  Staff Responsible for Monitoring: Adminstration
Teachers
  TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ELL Students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022				

Strategy 11 Details	Reviews			
Strategy 11: In order to create a well rounded educational program, students will be offered an opportunity to travel to sites where they can experience real-life, hands on situations.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Summative: State Assessment Results Formative: Lesson Plans **Staff Responsible for Monitoring:** Campus Administration Teachers **Population:** All students and programs - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** Transportation - 199 Local funds - 199-11-6494-00-115-Y-11-000-Y - $3,000				

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

Performance Objective 2: J. Castaneda Elementary early childhood performance will increase by 3 percentage points over end-of-year 2021 results.

El rendimiento en la primera infancia de la escuela primaria J. Castaneda aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano 2021.

Targeted or ESF High Priority

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALLS, LION and CIRCLE PM.
Progress evaluation based on District Benchmarks and other assessments due to COVID-19.

Strategy 1 Details	Reviews			
Strategy 1: Highly qualified teachers in EE/3-Yr Old All Day Program will carry out age appropriate instructional curricula required for the program to ensure academic and social success.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los maestros altamente calificados en el programa de medio dia de EE. UU. / 3 anos de edad llevaran a cabo el plan de estudios de instruccion apropiado para la edad requerido por el programa para garantizar el exito academico y social. **Milestone's/Strategy's Expected Results/Impact:** Formative: Student Attendance, Progress Reports, Walk Throughs Summative: Increase TTESS teacher evaluation by 3 percentage points. **Staff Responsible for Monitoring:** Administration EE Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details		Reviews		
Strategy 2: Utilize allotted three-year old funds to purchase supplemental supplies, technology resources and materials needed in the classroom.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**
Utilizar fondos asignados de tres anos para comprar suministros suplementarios, recursos tecnologicos y materiales necesarios en el salon de clases. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Student Attendance, Progress Reports, Walk Throughs Increase student achievement on Tango CPALLS (C-PM) EOY Reports by 3 percentage points. **Staff Responsible for Monitoring:** Principal Dean of Instruction **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022					

Strategy 3 Details		Reviews		
Strategy 3: The Pre-K (PK4) program will be provided the full day in order to better prepare qualified students academically.		**Formative**		**Summative**
		Oct	**Jan**	**Mar**	**June**
El programa Pre-K (PK4) se brindara el dia completo para preparar mejor a los estudiantes calificados academicamente. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Classroom Observations, CPALLS (BOY and MOY) Summative: Increase student achievement on CPALLS (EOY) assessment by 3 percentage points **Staff Responsible for Monitoring:** Administration Administrator for State Compensatory **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** Prekindergarten Students, AR, LEP, TI, MI - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** State Comp Prekindergarten 4 Salaries - 162 State Compensatory - 162-11-6119-00-115-Y-34-000-Y					

0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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25 of 7

Campus #115
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Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

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

El 80% de los estudiantes de J. Castaneda estaran a nivel de grado dentro de 2 anos y el 70% estara en el nivel de grado Cumple para todas las evaluaciones STAAR.

Evaluation Data Sources: PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports.
Progress evaluation based on District Benchmarks and other assessments.

Strategy 1 Details	Reviews			
Strategy 1: All migrant students will receive grade appropriate supplemental school supplies on a needed basis in order	**Formative**			**Summative**
to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental	**Oct**	**Jan**	**Mar**	**June**
support services before other migrant students. The campus will purchase school supplies and materials that include pens, pencils, paper, notebooks, binders, crayons, glue, pocket folders, scissors, dividers, writing tablets, pencil colors, and pencil bag for zipper bags for supplies. The campus will purchase clothing for migrant students to encourage school attendance.				
Todos los estudiantes migrantes recibiran utiles escolares suplementarios apropiados para su grado segun sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en casa; ofreciendoles asi la misma oportunidad de afrontar los retos academicos de todos los estudiantes. Los estudiantes de PFS recibiran servicios de apoyo suplementarios antes que otros estudiantes migrantes. El campus comprara utiles escolares y materiales que incluyen boligrafos, lapices, papel, cuadernos, carpetas, crayones, pegamento, carpetas de bolsillo, tijeras, separadores, tabletas para escribir, lapices de colores y estuche para lapices para bolsas con cierre de utiles. El campus comprara ropa para los estudiantes migrantes para fomentar la asistencia a la escuela.				
Milestone's/Strategy's Expected Results/Impact: Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student NGS Number and Parent / Student signature **Staff Responsible for Monitoring:** Campus Administrators Migrant Funded: Personnel **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** PFS and Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-115-Y-24-0F2-Y				

Strategy 2 Details	Reviews			
Strategy 2: Migrant students' 3rd through 5th grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los resultados de STAAR de los estudiantes migrantes de tercer a quinto grado seran revisados para asegurar una ubicacion precisa en las oportunidades de remediacion de la Evaluacion Estatal actual durante el ano escolar regular y la escuela de verano. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase STAAR Remediation Enrollment Lists, NGS STAAR Report, Benchmark Results Summative: Increase Migrant student achievement on State Assessment Test Results by 3 percentage points **Staff Responsible for Monitoring:** Special Programs Administrator Campus Principal Core Subject Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** Migrant Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3)so they can receive the same educational experience as non-migrant students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los ninos migrantes de tres anos identificados tendran la oportunidad de inscribirse en el programa Titulo I, Parte A para ninos de tres anos (PK-3) para que puedan recibir la misma experiencia educativa que los estudiantes no migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Attendance Sheets, NGS Currently Enrolled Reports Summative: Increase the number of Three Year- Old Program Completion Certificates by 3 percentage points **Staff Responsible for Monitoring:** Campus Principals Migrant Lead Clerk MSC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** Migrant Students - **Start Date:** July 22, 2021 - **End Date:** July 22, 2021 - **Revision Date:** June 2, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los padres de estudiantes migrantes de PK, Kinder, 1o y 2o grado recibiran sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva. **Milestone's/Strategy's Expected Results/Impact:** Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Increase the number of Participation Surveys **Staff Responsible for Monitoring:** Migrant Funded: Parent Liaison DMC MSC **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Migrant Parents of PK-2nd grade students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 5 Details	Reviews			
Strategy 5: A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Se utilizara una encuesta para evaluar la efectividad del Programa de Educacion Migrante para que se puedan hacer los ajustes pertinentes y apropiados para servir mejor a los estudiantes inmigrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Meeting Evaluations, Student Session Evaluations Summative: Survey Results, Implementation of Survey Suggestions **Staff Responsible for Monitoring:** Elem. Student Survey Parent Survey Survey Monkey **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Migrant Students - **Start Date:** April 18, 2022 - **End Date:** May 27, 2022				

Strategy 6 Details	Reviews			
Strategy 6: In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.	Formative			Summative
	Oct	Jan	Mar	June
Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, el personal docente y administrativo del campus de BISD recibira la informacion migratoria adecuada para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase the number of STAAR Remediation Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations, Increase student academic achievement on Report Cards **Staff Responsible for Monitoring:** Sp. Programs Administrator Migrant Funded: Personnel **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** Campus, Administration, Faculty and Staff - **Start Date:** August 11, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts by 3% over 2019-2020 participation.

Aumentar el numero de estudiantes en cursos cocurriculares y extracurriculares que avanzan en matematicas, ciencias, estudios sociales, ELA, bellas artes en un 3% sobre la participacion de 2019-2020.

   Evaluation Data Sources: Regional and state competition participation numbers

Strategy 1 Details	Reviews			
Strategy 1: Fifth grade students will participate in Celebration of Song and represent the campus as part of the honor choir. Students will have the opportunity to sing as part of a large choir and encourage continuing studying music.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los estudiantes de quinto grado participaran en la Celebracion de la Cancion y representaran al campus como parte del coro de honor. Los estudiantes tendran la oportunidad de cantar como parte de un coro grande y animarlos a continuar estudiando musica. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Walk throughs Summative: Final Parent Performance, Increase student achievement in State Assessment Test Results by 3 percent. **Staff Responsible for Monitoring:** Music Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** Selected 5th Grade Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 2 Details	Reviews			
Strategy 2: Teachers will implement a structured theatre arts / drama program as part of the fine arts curriculum. Present to the campus and community.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los maestros implementaran un programa estructurado de artes escenicas / drama como parte del plan de estudios de bellas artes. Presentar al campus y la comunidad. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Walk throughs Summative: Programs and Presentations, Increase student achievement in State Assessment Test Results by 3 percent. **Staff Responsible for Monitoring:** Principal Dean of Instruction Classroom Teachers **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 4: High-Quality Curriculum - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 3 Details		Reviews		
Strategy 3: Students will participate and compete in UIL music memory activities, in order to excel and participate in spelling, oral reading, math number sense, art, and music appreciation.		Formative			Summative
		Oct	Jan	Mar	June
Los estudiantes participaran y competiran en las actividades de memoria musical de UIL, con el fin de sobresalir y participar en ortografia, lectura oral, sentido numerico matematico, arte y apreciacion musical.					
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, UIL Practice Student Contact Logs					
Summative: UIL Results, Increase student achievement in State Assessment Test Results by 3 percentage points.					
Staff Responsible for Monitoring: UIL Coordinators Music Memory Coach					
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** 4th-5th Grade UIL Participants - **Start Date:** September 13, 2021 - **End Date:** December 4, 2021					

Strategy 4 Details		Reviews		
Strategy 4: GT students will participate in district competitions such as Brainsville, DI, Spelling Bee, Science Fair and Chess. Supplies will be purchased to enrich student projects/products as needed.		Formative			Summative
		Oct	Jan	Mar	June
Los estudiantes de GT participaran en competencias del distrito como Brainsville, DI, Spelling Bee, Feria de Ciencias y Ajedrez. Se compraran suministros para enriquecer los proyectos / productos de los estudiantes segun sea necesario.					
Milestone's/Strategy's Expected Results/Impact: Formative: Student Rosters, Student Project Journals					
Summative: Increase the number of students placing in Competition Results by 3 percentage points.					
Staff Responsible for Monitoring: Administration Group Sponsors					
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** GT Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022					
Funding Sources: General Supplies - 199 G/T Advanced Academics - 199-11-6399-00-115-Y-21-000-Y					

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: New Energy Plan adopted by campus, updated five-year facilities renovation plan.

Strategy 1 Details	Reviews			
Strategy 1: Purchase office supplies and equipment, and instructional materials, as needed. Purchase administrative supplies and computers to be used for student registration and administrative office needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Sign In Sheets Summative: Increase number of Parent Surveys and Student Surveys completed for more represented results by 10 percent. **Staff Responsible for Monitoring:** Principal Assistant Principal **ESF Levers:** Lever 3: Positive School Culture - **Population:** AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant - **Start Date:** July 22, 2021 - **End Date:** June 16, 2022 **Funding Sources:** Administrative General Supplies - 211 Title I-A - 211-23-6398-65-115-Y-30-0F2-Y - $2,500				

Strategy 2 Details	Reviews			
Strategy 2: Purchase materials, resources, supplies and capital outlay equipment as needed for school maintenance use, in order to have proper maintained facilities for students.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Monthly Safety Checks Summative: Increase student achievement in State Assessment Test Results by 3 percentage points. **Staff Responsible for Monitoring:** Administration Head Custodian **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Cleaning Supplies - 211 Title I-A - 211-51-6315-00-115-Y-30-0F2-Y - $1,000, General Supplies - 199 Local funds - 199-51-6315-00-115-Y-99-000-Y - $2,000, General Supplies - 199 Local funds - 199-51-6399-00-115-Y-99-000-Y - $500				

Strategy 3 Details	Reviews			
Strategy 3: In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use). **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Student Projects, Parent Meeting Agendas, Summative: Decrease usage by our campus on the District Energy Savings Report by 3 percentage points. **Staff Responsible for Monitoring:** Administration Counselor Faculty and Staff **ESF Levers:** Lever 5: Effective Instruction - **Population:** AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Parents, Community Members - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: A systematic approach such as a needs assessment survey/form will be implemented to renovate/upgrade/improve facilities to prioritize the safety and needs of the campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: Campus Walk Throughs by Administration and Custodians Reports Summative: Increase the number of CNA Staff Surveys completed by 3 percentage points and Facilities List **Staff Responsible for Monitoring:** Administration Campus Staff District Maintenance Department **ESF Levers:** Lever 3: Positive School Culture - **Population:** Faculty, Staff and Administration - **Start Date:** August 11, 2021 - **End Date:** May 27, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✕ Discontinue

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

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

Evaluation Data Sources: Campus Budget Reports incomplete due to COVID-19

Strategy 1 Details	Reviews			
Strategy 1: The campus will utilize available budgeted funds based on the Campus Needs Assessment.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: PO's, CIP Budget Accounts	**Oct**	**Jan**	**Mar**	**June**
Summative: Budget Reports **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** SBDM, Administration, Faculty and Staff - **Start Date:** July 22, 2021 - **End Date:** June 30, 2021 - **Revision Date:** June 16, 2022				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

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

    Evaluation Data Sources: Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
Strategy 1: Stipends will be paid as a strategy to attract high quality teachers to high needs schools.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walk Throughs	**Oct**	**Jan**	**Mar**	**June**
Summative: Increase TTESS teacher evaluations to Accomplished and Distinguished by 3 percentage points. **Staff Responsible for Monitoring:** Principal Campus Hiring Committee **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** Teachers - **Start Date:** July 22, 2021 - **End Date:** June 30, 2021 - **Revision Date:** June 3, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

Evaluation Data Sources: Campus needs assessment surveys, district/campus climate surveys

Strategy 1 Details	Reviews			
Strategy 1: Campus will recognize faculty and staff by activities such as the BOY PD raffle, Thanksgiving Luncheon extended lunch, Twelve Days Before Christmas Vacation gifts, Teacher Appreciation Week and grade level weekly meetings recognition. Snacks and refreshments will be provided for faculty and staff meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: School Calendar of Events, Luncheon Schedules Summative: Increase CNA Survey results for faculty feeling satisfactory by 5 percentage points for campus environment and motivation. **Staff Responsible for Monitoring:** Administration **TEA Priorities:** Recruit, support, retain teachers and principals - **ESF Levers:** Lever 2: Effective, Well-Supported Teachers - **Population:** Faculty and Staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Incentives - 199 Local funds - 199-23-6498-00-115-Y-99-000-Y - $2,500, Food and Refreshments - 199 Local funds - 199-23-6499-53-115-Y-99-000-Y - $2,700				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

Evaluation Data Sources: Campus and District websites and media reports.

Strategy 1 Details	Reviews			
Strategy 1: The Campus will promote the history and origin along with current accomplishments weekly through the school and BISD websites. Historical school documentation will be held in the library for community and parent viewing.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly School Website, Pictures on BISD Website, Sign In Sheet of Viewing Historical Campus Documentation, Newspaper Summative: Increase the Number of Website Views, Newspaper, Archived BISD Media Releases by 10 percent. **Staff Responsible for Monitoring:** Administration TST Librarian **Population:** AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Community and Parents - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: The campus PIO (Public Information Officer) selected will submit articles, current and prior students/parents/staff recognition, co-/extra-curricular activities and parent/ community events to the BISD public information department and media.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Increase the number of campus media sent to the BISD Website, Media, Campus Calendar of Events by 10 percent from previous school year. Summative: Archived BISD Media Releases **Staff Responsible for Monitoring:** Administration PIO TST **ESF Levers:** Lever 3: Positive School Culture - **Population:** PIO, TST, Faculty and Staff, Parents, Community, All Students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: The campus website will be utilized to showcase student and community activities and communicate with parents and the community school data and important events.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Increase the number of views on the Weekly Website by 10 percent. Summative: End of the Year Number of Views Website Report **Staff Responsible for Monitoring:** Administration TST **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students, Faculty and Staff, Community, Parents - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

0% No Progress   100% Accomplished   ➡️ Continue/Modify   ❌ Discontinue

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

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

Evaluation Data Sources: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline

Strategy 1 Details	Reviews			
Strategy 1: Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets Summative: Increase the number or students and parents visiting the counselors for assistance by 10 percent-Counselor logs **Staff Responsible for Monitoring:** Principals Counselors **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				
Strategy 2 Details	Reviews			
Strategy 2: Assistant principal and counselors will conduct presentations on Conflict Resolution during faculty meetings.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations Summative: Decrease discipline PEIMS Reports by 3 percent. **Staff Responsible for Monitoring:** Counselors **ESF Levers:** Lever 3: Positive School Culture - **Population:** Faculty - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				
0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue	

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

Performance Objective 2: J. Castaneda Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 3% for 2020-2021 and will not be disproportionate for any population.

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

Strategy 1 Details			Reviews		
Strategy 1: Students and parents will be informed of classroom discipline and rules as per the Student Code of Conduct booklet in to maintain discipline and ensure safety. Teachers will follow campus discipline procedures and utilize RTI behavior interventions.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Contact Logs, SCOC Book Receipt Summative: Decrease number of office referrals reported to PEIMS by 3 percent. **Staff Responsible for Monitoring:** Administration Counselors Classroom Teacher **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** All Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022					
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue					

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40 of 7

Campus #115
June 15, 2021 3:44 PM

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

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

Evaluation Data Sources: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Strategy 1 Details	Reviews			
Strategy 1: Campuses will develop and maintain an Emergency Operations Plan.	**Formative**			**Summative**
The Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock-down drills (3 times per year), Shelter-in-place,	**Oct**	**Jan**	**Mar**	**June**
Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.				
Milestone's/Strategy's Expected Results/Impact: Formative: After Action Reviews, Contact Logs, Session Evaluations Audits Summative: EOP Plan will be implemented 100 percent.				
Staff Responsible for Monitoring: Administration, Campus Personnel & BISD Police				

TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture -
     Population: EOP Committee, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start**
     Date: August 11, 2021 - **End Date:** June 3, 2022				

Strategy 2 Details	Reviews			
Strategy 2: Parent Presentations will be made periodically at campuses	**Formative**			**Summative**
-Gang Awareness -Bullying (refer to BISD Bullying Legal & Local policies in CIP Addendums)	**Oct**	**Jan**	**Mar**	**June**
-Dating Violence -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Teen CERT -Truancy -EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses.				

Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations,
     Meeting Minutes
     Summative: Decreased referrals by 3 percentage points and Increase attendance by 3 percent.				

Staff Responsible for Monitoring: Administrators, Faculty and Staff, BISD Police Department.				
TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture - **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Security Officer(s) will be placed and assigned throughout the year at each elementary. Campus Officers and Counselors, when possible, will address current trends with Students, Parents, Campus Faculty and Staff	**Oct**	**Jan**	**Mar**	**June**

Strategy 3: Security Officer(s) will be placed and assigned throughout the year at each elementary. Campus Officers and Counselors, when possible, will address current trends with Students, Parents, Campus Faculty and Staff

Gang Awareness

Bullying (refer to Bullying Addendum- BISD Local and Legal Policy)

Dating Violence

Internet Safety

Drug, Alcohol and Tobacco Awareness

Gun Safety

Teen Community Emergency Response Team (CERT)

Truancy

Emergency Operations Plan (EOP)-Safety Procedures

As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.

Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations, Audits, Contact Logs
Summative: PEIMS Discipline Reports will decrease by 3 percent

Staff Responsible for Monitoring: Administrators, Campus Faculty and Staff, BISD Police and Security Services.

ESF Levers: Lever 3: Positive School Culture - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.(BISD Board Goal #5) (TEA Ch. 4, Obj. 1)

Performance Objective 1: There will be a 5% increase in the number of parents involved in campus/district parent and family engagement activities from 2020-2021 to 2021-2022.

Habra un aumento del 5% en la cantidad de padres que participan en las actividades de participacion de padres y familias del campus / distrito desde 2020-2021 hasta 2021-2022.

Evaluation Data Sources: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus

Strategy 1 Details	Reviews			
	Formative			**Summative**

Strategy 1: J. Castaneda Elementary will continue to fund a Parent Liaison for the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.
* Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.
* Parent Liaisons will set up a parent station with an easily identifiable canopy to obtain parent signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance.
* Upload and store Title I-A Compliance Requirements documentation and of other parent activities into the Title I Crate.
 	
La Primaria J. Castaneda continuara financiando un Enlace de Padres con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.
* Realizar contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.
* Los enlaces de padres estableceran una estacion para padres con un toldo facilmente identificable para obtener las firmas de los padres en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la participacion o asistencia de los padres y la familia.
* Cargar y almacenar la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la caja del Titulo I.
 	
  Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus
 	
  Summative:
  Increase % parent participation
  Increase % student attendance
  Increase student STAAR scores
  Staff Responsible for Monitoring: Principal
  TEA Priorities: Build a foundation of reading and math - **ESF Levers:** Lever 3: Positive School Culture -
  Population: Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022
  Funding Sources: Miscellaneous Operating Costs-Food - 211 Title I-A - 211-61-6499-53-115-Y-30-0F2-Y- - $500
	Oct	Jan	Mar	June

Strategy 2 Details	Reviews			
Strategy 2:	**Formative**			**Summative**
J. Castaneda Elementary will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish.	**Oct**	**Jan**	**Mar**	**June**
Castaneda Elemetnary will conduct a parent/teacher conference to review the S-P-S Compact. La Primaria J. Castaneda desarrollara y difundira la Politica de Participacion de Padres y Familias y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y lo publicara en el sitio web del campus en ingles y espanol. Castaneda Elementary llevara a cabo una conferencia de padres y maestros para revisar el Pacto S-P-S. **Milestone's/Strategy's Expected Results/Impact:** Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Administration, Campus Faculty & Personnel **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig & Parents - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			

Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees.
Parents will participate in the annual review and/or revision of the following to ensure program requirements are met:
*Parent and Family Engagement Policy
*School-Parent-Student Compact
*Campus Improvement Plan (Goal 6)
 	
Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares.
Los padres participaran en la revision anual y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa:
* Politica de participacion de los padres y la familia
* Acuerdo entre la escuela, los padres y los estudiantes
* Plan de mejora del campus (meta 6)
    Milestone's/Strategy's Expected Results/Impact: Formative: Contact Logs
    SBDM Meeting Agendas & Sign In Sheets
    Summative: Completion of Policy and Compacts
    Staff Responsible for Monitoring: Administration, Parent Liaison
    Population: Parent Volunteers - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
    Funding Sources: Supplies - 211 Title I-A - 211-61-6399-00-115-Y-30-0F-Y - $500
	Formative			**Summative**

	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			

Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.
 	
Create partnerships through a campus volunteer program.
 	
Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.
 	
Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo asociaciones comunitarias solidas.
 	
Cree asociaciones a traves de un programa de voluntariado en el campus.
    Milestone's/Strategy's Expected Results/Impact: Formative: Parent Volunteer Clearance List and Schedule
    Summative: Increased Volunteering by 10 percent.
    Staff Responsible for Monitoring: Administration
    Teachers
    Population: Parents, Community Members - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
	Formative			**Summative**

	Oct	Jan	Mar	June

Strategy 5 Details		Reviews		
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:		**Formative**		**Summative**
		Oct	Jan	Mar	June

Strategy 5 Details	Formative			Summative
	Oct	Jan	Mar	June

Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:
* Building Capacity through training using appropriate equipment and materials for parent and community access to resources
* College Readiness
* Community agencies and organizations resources
* Drop-out and Violence Prevention
* Early Childhood Literacy Strategies
* Effective teaching strategies in content areas
* Health and Wellness Education
* Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life
* Special Population resources and supports for Bilingual, Dyslexia, G.T., Migrant, and At-Risk students, etc.

Proporcionar horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres para abordar las necesidades y / o inquietudes, pero no se limitan a las siguientes areas:
* Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales apropiados para el acceso de los padres y la comunidad a los recursos.
* Preparacion para la universidad
* Recursos de agencias y organizaciones comunitarias
* Prevencion de la desercion y la violencia
* Estrategias de alfabetizacion en la primera infancia
* Estrategias de ensenanza efectivas en areas de contenido.
* Educacion sobre salud y bienestar
* Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.
* Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G.T., migrantes y en riesgo, etc.

Milestone's/Strategy's Expected Results/Impact: Formative: Monthly contact log, Composite Report
Summative: Monthly Mileage Log will be reported 100 percent

Staff Responsible for Monitoring: Parent Liaison
Principal

Title I Schoolwide Elements: 3.2 - **Population:** Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022

Funding Sources: Employee Travel - 211 Title I-A - 211-61-6411-00-115-Y-30-0F2-Y - $500, Device/Supplies/Instruction Parent Distribution for 21-22 School Year - 211 Title I-A - 211-61-6126-00-115-Y-30-0F2-Y - $0

Strategy 6 Details		Reviews		

Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families.
 	
El enlace con los padres y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para expandir su conocimiento de las ultimas practicas cientificas basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi un apoyo complementario a estudiantes y familias.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: PD Transcript and Attendance Report
    Summative: EOY PD Transcript Report
 	
    Staff Responsible for Monitoring: Parent Liaison
    Parent Trainer
    Administration
 	
    Title I Schoolwide Elements: 3.2 - **Population:** Castaneda Parents - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 7 Details		Reviews		
Strategy 7: School-Parent-Student Compacts will be disseminated in order to indicate each groups responsibility to ensure student achievement. The Compact will be reviewed and revised as needed annually by the SBDM Committee.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Se difundiran los pactos escuela-padre-estudiante para indicar la responsabilidad de cada grupo de asegurar el rendimiento estudiantil. El Compacto sera revisado y revisado segun sea necesario anualmente por el Comite SBDM.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: School-Parent-Student Compacts
    Summative: Parent Evaluations, Increase student achievement in State Assessment Test Results such as the STAAR by 3 percentage points, Title I-A PI Compliance Checklist
 	
    Staff Responsible for Monitoring: Parent Liaison
    N. Camargo
 	
    Title I Schoolwide Elements: 3.1 - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 8 Details	Reviews			
Strategy 8: In order to effectively evaluate and review district and/or Campus Parental Involvement efforts Title I will conduct an annual Parent Survey.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Con el fin de evaluar y revisar eficazmente los esfuerzos de participacion de los padres del distrito y / o el campus, el Titulo I llevara a cabo una Encuesta anual para padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Involvement Policy Summative: Parent Evaluations, Increase achievement on the STAAR assessment by 3 percentage points; Title I-A PI Compliance Checklist **Staff Responsible for Monitoring:** Parent Liaison N. Camargo **Population:** Castaneda Parents - **Start Date:** April 4, 2022 - **End Date:** June 3, 2022				

Strategy 9 Details	Reviews			
Strategy 9: Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well as 5th grade students going to middle schools.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Se llevaran a cabo reuniones de orientacion de transicion para los padres de los estudiantes que ingresan a EE desde los programas Head Start, asi como para los estudiantes de quinto grado que asisten a las escuelas intermedias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Newsletter to Parents, Counselor Portfolio Documentation, Memo to Parents, Sign-In Rosters Summative: Student Enrollment List increased by 3 percent. **Staff Responsible for Monitoring:** Administration EE-K Teachers H. Castillo **Population:** 3 Year-Old Students, 5th Grade Students - **Start Date:** April 4, 2022 - **End Date:** June 3, 2022				

Strategy 10 Details	Reviews			
Strategy 10: In order to increase parent participation, parents will be actively involved in completing and disseminating a Parental Involvement Policy.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Para aumentar la participacion de los padres, los padres participaran activamente en completar y difundir una Politica de participacion de los padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parental Involvement Policy Summative: Parent Evaluations, Increase achievement on the STAAR assessment by 3 percent, Title I-A PI Compliance Checklist **Staff Responsible for Monitoring:** Parent Liaison N. Camargo **Population:** Castaneda Parents - **Start Date:** October 18, 2021 - **End Date:** November 26, 2021				

Strategy 11 Details	Reviews			

Strategy 11: Have student presentations during Hispanic Heritage Month, Charro Days and different holidays and celebrations to invite parents and the community to visit and be a part of the school activities.
 	
Haga presentaciones de los estudiantes durante el Mes de la Herencia Hispana, los Dias Charros y diferentes dias festivos y celebraciones para invitar a los padres y la comunidad a visitar y ser parte de las actividades escolares.
    Milestone's/Strategy's Expected Results/Impact: Formative: Student Programs
Awards Programs
 	
Summative: The number of Parent Survey Evaluations increased by 10 percent.
    Staff Responsible for Monitoring: Administration
Campus Faculty
    Population: Castaneda Parents, All Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022
	Formative			Summative

	Oct	Jan	Mar	June
Strategy 12 Details	Reviews			

Strategy 12: The school will utilize apps such as Schoology, Seesaw, Google Classroom Meet, and Classroom Dojo to keep in communication with parents/guardians over their child(ren)'s instructional results. Uploaded student work (assignments, assessments, fluency) will be posted as well as individual parent messages and whole classroom messages.
 	
La escuela utilizara aplicaciones como Schoology, Seesaw, Google Classroom Meet y Classroom Dojo para mantenerse en comunicacion con los padres / tutores sobre los resultados de instruccion de sus hijos. Se publicara el trabajo de los estudiantes cargado (asignaciones, evaluaciones, fluidez), asi como mensajes individuales para los padres y mensajes para toda la clase.
    Milestone's/Strategy's Expected Results/Impact: Higher Academic Results in all state assessments
Increase communication with parents/guardians
    Staff Responsible for Monitoring: Principal
Classroom Teachers
    Population: All Students 3 Year-Old Students, 5th Grade Students - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022
	Formative			Summative

	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   ➡ Continue/Modify   ✖ Discontinue

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Session Evaluations Summative: Increase the number of masters on the STAAR assessment by 3 percentage points. **Staff Responsible for Monitoring:** Administration Faculty **Population:** Faculty - **Start Date:** June 1, 2021 - **End Date:** May 31, 2022 **Funding Sources:** Employee Travel- In-District - 199 Local funds - 199-23-6411-00-115-Y-99-000-Y - $800, Employee Travel - 199 Local funds - 199-13-6411-23-115-Y-99-000-Y - $1,000, Employee Travel - 199 Local funds - 199-23-6411-23-115-Y-99-000-Y - $2,500, Employee Travel - 211 Title I-A - 211-13-6411-23-115-Y-24-0F2-Y - $2,000				

Strategy 2 Details	Reviews			
Strategy 2: Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR assessments.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson plans, Walk throughs Summative: TELPAS, Increase the number of students meeting their grade level requirements by 3 percentage points on State Assessments. **Staff Responsible for Monitoring:** Administration *EE-5th Grade eachers **Population:** Teachers LEP Students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held at least twice a year to align reading curriculum across the grade levels. Substitutes will be used to allow teachers time for vertical teaming activities, student evaluations and professional development trainings. Professional development supplies will be purchased for staff trainings to increase academic results. TLI Sustainability Activity **Milestone's/Strategy's Expected Results/Impact:** Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters Summative: Increase the number of students meeting grade level requirements by 3 percentage points on the STAAR Assessment, CPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results **Staff Responsible for Monitoring:** Principal Dean of Instruction Teachers **Population:** Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Substitutes - 199 Local funds - 199-11-6112-18-115-Y-11-000-Y - $0, Substitutes - 199 Local funds - 199-11-6112-18-115-Y-99-000-Y - $1,500, Medicare - 211 Title I-A - 211-11-6141-18-115-Y-30-AYP-Y - $129, Substitutes - 211 Title I-A - 211-11-6112-18-115-Y-30-AYP-Y - $8,871	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 4 Details	Reviews			
Strategy 4: GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP. **Milestone's/Strategy's Expected Results/Impact:** Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion at 100 percent. **Staff Responsible for Monitoring:** Principal, Dean of Instruction **Population:** Kinder-5th Grade Students; GT Teachers - **Start Date:** June 1, 2021 - **End Date:** May 31, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

Strategy 5 Details	Reviews			
Strategy 5: Teachers will be trained on Project Based Learning. They will plan and begin to use the PBL approach to increase critical thinking skills and improve academic results. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans, Walk Throughs Summative: Increased academic results on report cards, district benchmarks, and state assessments by 3 percentage points. **Staff Responsible for Monitoring:** Administration Teachers **Population:** All Student Populations - **Start Date:** June 1, 2021 - **End Date:** May 31, 2022	**Formative**			**Summative**
	Oct	Jan	Mar	June

0% No Progress   100% Accomplished   → Continue/Modify   ✗ Discontinue

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

Performance Objective 2: All campus staff will participate in required on-going trainings related to trauma-informed care and sage supported schools.

Evaluation Data Sources: Traning records for district and campus staff and implementation documentation

Strategy 1 Details		Reviews			
Strategy 1: All Castaneda teachers, administration, and counselors will complete trauma-informed care training from a state-approved program to increase awareness and implement best practices to support Castaneda students' well-being and apply interventions for academic and emotional support.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Training records, six weeks reporting from staff Summative: End of the year reports **Staff Responsible for Monitoring:** Guidance Administration Dean **ESF Levers:** Lever 3: Positive School Culture - **Population:** All faculty and staff - **Start Date:** August 11, 2021 - **End Date:** June 11, 2021 - **Revision Date:** June 3, 2022					

Strategy 2 Details		Reviews			
Strategy 2: Castaneda will have a trained Threat Assessment Team that will develop a safe and supportive school program in compliance with. the team will provide guidance to students and school employees on recognizing harmful, threatening, or violent behavior that may pose a threat to the community school, or individual and support the district in implementing the district's multi-hazard emergency operations plan. (Policy FFB)		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: PDS Report, Six Weeks Reporting from Staff Summative: EOY Reports **Staff Responsible for Monitoring:** Administrator & Campus Threat Assessment Team **Population:** All Staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022					

Strategy 3 Details		Reviews			
Strategy 3: Designated staff will be trained on child sexual abuse, sex-trafficking, and other maltreatment of children. The campus shall provide a child abuse anti-victimization program that includes presentations to students and campus staff.		**Formative**			**Summative**
		Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: PDS Reports, Six Weeks reporting of presnetations Summative: EOY Report Trainings **Staff Responsible for Monitoring:** Campus Threat Team Leaders **ESF Levers:** Lever 3: Positive School Culture - **Population:** All faculty and staff - **Start Date:** June 1, 2021 - **End Date:** May 31, 2022					

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2019-2020. (Future Ready Curriculum, Instruction, and Assessment)

Evaluation Data Sources: Learning Management System for usage reports, Walkthroughs, Professional Development session data

Strategy 1 Details	Reviews			
Strategy 1: Students will be taught the technology TEKS for their grade level in order to complete assignments and promote critical thinking. Utilize campus TST and technology teacher in the computer lab.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Computer lab schedule Summative: Increase academic achievement on report card grades by 3 percent. **Staff Responsible for Monitoring:** Classroom teachers Technology Teacher TST Administration **Population:** AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022 **Funding Sources:** Device/Supply Instruction Parent Distribution 21-22 - 211 Title I-A - 211-61-6118-00-115-Y-30-0F2-Y - $0				
Strategy 2 Details	Reviews			
Strategy 2: Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement in reading and all disciplines. Colored printers will also be used for student icons during Life Skills lessons.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Walk throughs, Lesson Plans Summative: Increase the number of students meeting State Assessment Test goals by 3 percentage points. **Staff Responsible for Monitoring:** Special Education Teachers **Title I Schoolwide Elements:** 2.4 - **Population:** Special Education Teachers & Special Education Students - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 3 Details	Reviews			
Strategy 3: Students will work at computer stations and tablets/iPads on programs such as IXL and Education Galaxy that will increase their reading, writing, math and science skills to help increase their level of academic performance.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Benchmarks, Report Card Grades Summative: EOY Grades, Increase the number of students meeting State Assessment Test goals by 3 percentage points. **Staff Responsible for Monitoring:** Administration Teachers Support Staff **Population:** All Student Populations - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				

Strategy 4 Details	Reviews			
Strategy 4: Teachers will utilize Forethought to post and share their lesson plans. The lesson plans will be reviewed biweekly by the campus administrators and as requested by district administrators.	Formative			Summative
	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, One Drive Teacher File, Walk Throughs Summative: Increase the number of students meeting State Assessment Test goals by 3 percentage points. **Staff Responsible for Monitoring:** Principal Dean **Population:** Faculty & Staff - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

Performance Objective 2: Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019-2020, leveraging human capital in personalized learning.
Future Ready Use of Space and Time

Evaluation Data Sources: Classroom projects, competition enrollments, walkthroughs, personnel assignments

Strategy 1 Details	Reviews			
Strategy 1: Students in grades first through third will each be assigned an iPad where they will be in a one to one device classroom setting. Their teachers will use programs/apps such as Google Classoom, Seesaw, Epic, Spelling City and the districts' adoptions' online resources through Pearson to enhance instruction through technology.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walk throughs, Usage Reports Summative: Increase academic achievement on report card grades and State Assessment Reports by 3 percentage points. **Staff Responsible for Monitoring:** Administration Faculty TST **Population:** All Student Populations - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 3: Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.
Future Ready Robust Infrastructure

Evaluation Data Sources: Network connectivity, 1:1 ratios, Score Cards

Strategy 1 Details	Reviews			
Strategy 1: Purchase technology and STEAM resources such as computers, printers, iPads, tablet charging carts, interactive TVs and installation, video cameras, microphones, document cameras, projectors, Defined Learning PBL, warranties and licences for both administrative and classroom use to supplement the core curriculum and provide hands on practice and instruction.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Increase academic achievement on report card grades, Technology Program reports (Pearson, LWS Science & Math, Galaxy Education Math & Reading) by 3 percentage points **Staff Responsible for Monitoring:** Administration TST **Population:** All Populations - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Software-Contracted Services - 211 Title I-A - 211-11-6299-00-115-Y-30-0F2-Y - $5,000, Technology Equipment for Administration - 199 Local funds - 199-23-6398-00-115-Y-99-000-Y - $1,000, Software-Contracted Services - 162 State Compensatory - 162-11-6299-00-115-Y-30-000-Y - $14,000, Epson Projectors - 211 Title I-A - 211-11-6398-00-115-Y-30-0F2-Y - $15,000				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 4: Review update, and implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.
Future Ready Data and Privacy

      Evaluation Data Sources: Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
Strategy 1: The campus will review and update policies and procedures to guide students, staff, parents, and community to ensure safety, privacy, and security.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Survey reports Summative Results: Security reports Updated Campus Policies **Staff Responsible for Monitoring:** Assistant Principal Campus TST Teachers **Population:** All students and programs - **Start Date:** August 17, 2021 - **End Date:** June 3, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 5: Increase community and business-oriented partnerships, and create a database of leaders with expertise in Educational Technology that will facilitate planning, classroom level partnerships, and access to skills to support students as they prepare to enter the workforce. Future Ready Community Partnerships

Evaluation Data Sources: Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details	Reviews			
Strategy 1: The campus will train parents on the use of district Learning Management System and Classroom Management Systems. This will provide parents more flexible communication digitally with campus faculty and a deeper understanding of the technology platforms used to better assist their child(ren) at home.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Results: Parent Meetings Summative Results: Software usage reports **Staff Responsible for Monitoring:** TST Parent Liaison Dean of Instruction **Population:** BISD Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 6: Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.
Future Ready Personalized Professional Learning

Evaluation Data Sources: Professional development records, walkthrough reports, classroom observations

Strategy 1 Details	Reviews			
Strategy 1: Teachers and administration will participate in a minimum of 12 hours of technology professional development annually to maintain and keep updated in changing technology that will be utilized daily in the classroom.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: P.D. Evaluations Summative: 100 percent of staff will adhere to the 12 hours of annual technology PD hours. **Staff Responsible for Monitoring:** Classroom teachers Technology Teacher TST Administration **Population:** Faculty - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✖ Discontinue				

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

Performance Objective 7: Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.
Future Ready: Budget and Resources

Evaluation Data Sources: Listing of available software and platforms with usage reports, District budgets for licenses and software.

Strategy 1 Details	Reviews			
Strategy 1: Teachers will integrate technology in their lesson plans using the technology TEKS in order to prepare students for applying technology in their daily lives.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Increase academic achievement on Report card grades by 3 percentage points, Technology Program reports (Pearson, LWS Science & Math, Education Galaxy.) **Staff Responsible for Monitoring:** Classroom teachers Campus TST **Population:** All Student Populations - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

Performance Objective 8: Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

      Evaluation Data Sources: BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
Strategy 1: Castaneda Elementary will use technology surveys for addressing digital instruction for the 2021-2022 school year. The 2021 CNA survey results will be used as a baseline for technology needs.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**

Milestone's/Strategy's Expected Results/Impact: Formative: CNA Survey Results, Campus Surveys Summative: BOY and EOY Survey Data
    Staff Responsible for Monitoring: Classroom Teachers Campus TST
    Population: Teachers & School Leaders - **Start Date:** July 22, 2021 - **End Date:** June 3, 2022				

0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

Performance Objective 1: Increase the overall campus attendance rate to 96.8% with a target of 97.5% to improve At-Risk Student Attendance Rate by 3% over prior year attendance.

Evaluation Data Sources: Campus attendance report, At-Risk Student Attendance Reports

Strategy 1 Details	Reviews			

Strategy 1: Monitor daily classroom attendance by submitting absences forms at the start of the day. The parent liaison will make parent contact to check on the absences. Teachers will monitor absences and report to the parent liaison for home visits if needed. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.
 	
Supervise la asistencia diaria al salon de clases enviando formularios de ausencias al comienzo del dia. El enlace de padres se comunicara con los padres para verificar las ausencias. Los maestros monitorearan las ausencias e informaran al enlace de padres para las visitas domiciliarias si es necesario. Asegurarse de que la asistencia de los estudiantes del campus cumpla con las tasas del Distrito y del Estado para que los estudiantes alcancen su maximo potencial educativo.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative: Weekly review of campus attendance rates to be increased by 3 percent.
 	
    Summative: Monitor campus Attendance Management plans as needed by campus visitations by attendance office
    Staff Responsible for Monitoring: Administration
    Data Entry
    Parent Liaison
    Population: All Students - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021
	Formative			**Summative**

	Oct	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
Strategy 2: Classrooms that obtain a 98% attendance or higher will be rewarded at the end of the week with popcorn party/snacks in order to encourage all students to maintain attendance rate.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Los salones de clase que obtengan un 98% de asistencia o mas seran recompensados al final de la semana con una fiesta de palomitas de maiz para alentar a todos los estudiantes a mantener el indice de asistencia. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance by 3 percentage points. **Staff Responsible for Monitoring:** Administration Teachers Parent Liaison **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Foods - 199 Local funds - 199-11-6499-53-115-Y-11-000-Y - $1,360				
Strategy 3 Details	Reviews			
Strategy 3: All students with perfect attendance, A honor roll, A - B honor roll, and Academic Achievement will be recognized during the Awards Ceremony at the end of each six weeks and the end of the school year as a reward and an incentive to maintain perfect attendance and academic excellence.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Todos los estudiantes con asistencia perfecta, cuadro de honor A, cuadro de honor A - B y logros academicos seran reconocidos durante la ceremonia de premiacion al final de cada seis semanas y al final del ano escolar como recompensa e incentivo para mantener una asistencia perfecta. y excelencia academica. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance by 3 percentage points. **Staff Responsible for Monitoring:** Administration Teachers **Title I Schoolwide Elements:** 2.5 - **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Awards - 199 Local funds - 199-11-6498-00-115-Y-11-000-Y - $1,000, Student Awards - 211 Title I-A - 211-11-6498-00-115-Y-30-0F2-Y - $4,000				

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: The school marquee will display our campus attendance goal and announce the two top classes per six weeks to motivate all students to be all school daily.	**Oct**	**Jan**	**Mar**	**June**
La marquesina de la escuela mostrara nuestra meta de asistencia en el campus y anunciara las dos mejores clases por seis semanas para motivar a todos los estudiantes a estar todos en la escuela todos los dias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance by 3 percentage points. **Staff Responsible for Monitoring:** Administration Custodians **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue				

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

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

El campus desarrollara estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

   Evaluation Data Sources: STAAR reports disaggregated for At-Risk students.

Strategy 1 Details	Reviews			
Strategy 1: Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs such as the 5th grade SSI Program, the SCE Extended Day Program, and the Extended Day Enrichment Program in order to improve at-risk student achievement, and decrease the retention rate. Se proporcionara instruccion acelerada en el plan de estudios basico durante programas de tutoria de dia, semana y / o ano extendido, como el Programa SSI de quinto grado, el Programa de dia extendido de SCE y el Programa de enriquecimiento de dia extendido para mejorar el rendimiento de los estudiantes en riesgo. y disminuir la tasa de retencion.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: eSchool Plus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchool PLus At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: Increase academic achievement by 3 percent on the STAAR assessment an other state tests, Decrease Retention Rate by 3 percentage points. **Staff Responsible for Monitoring:** Administration District Administrators Teachers **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Population:** Elementary At-Risk, TI, MI, LEP - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** SSI Tutorial Fund - 162 State Compensatory - 162-11-6118-00-115-Y-24-SSI-Y - $5,586 , SCE Tutorial - 162 State Compensatory - 162-11-6118-00-115-Y-30-000-Y - $55,000, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-115-Y-30-ASP-Y - $33,448, Medicare - 211 Title I-A - 211-11-6141-00-115-Y-30-ASP-Y - $485, TRS - 211 Title I-A - 211-11-6146-00-115-Y-30-ASP-Y - $2,987 , ACA - 211 Title I-A - 211-11-6148-00-115-Y-30-ASP-Y - $78, TRS - 211 Title I-A - 211-11-6149-00-115-Y-30-ASP-Y - $502, Extra Duty Pay/Overtime - 199 Local funds - 199-51-6121-47-115-Y-99-000-Y - $50, Extra Duty Pay/Overtime - 199 Local funds - 199-11-6121-51-115-Y-11-000-Y - $20				

Strategy 2 Details	Reviews			
Strategy 2: The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development, facilitate curricular information to teachers as needed and conduct walk throughs to improve instruction and ensure academic success. El Decano de Instruccion trabajara con los maestros EE-5th en todas las areas del plan de estudios de instruccion. El Decano de Instruccion ayudara a proporcionar desarrollo profesional, facilitara informacion curricular a los maestros segun sea necesario y llevara a cabo recorridos para mejorar la instruccion y garantizar el exito academico.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: PDS Session Evaluation Report, PDS Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores. Summative: Increase academic achievement on the STAAR assessment and other state tests by 3 percentage points. **Staff Responsible for Monitoring:** Principal Administrator for State Compensatory Education **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-115-Y-30-000-Y				

Strategy 3 Details	Reviews			
Strategy 3: Castaneda Elementary will recover at-risk students that are no shows as a district initiative. La Primaria Castaneda recuperara a los estudiantes en riesgo que no se presenten como una iniciativa del distrito.	**Formative**			**Summative**
	Oct	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative Evaluation: Attendance reports, PEIMS, At-Risk rate Summative Evaluation: Increase academic achievement by 3 percentage points on the STAAR and other state assessments. Progress Reports & Benchmarks **Staff Responsible for Monitoring:** Administration Faculty and Staff **Population:** At Risk Students - **Start Date:** September 5, 2020				

0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

La Primaria J. Castaneda implementara un sistema de salud escolar coordinado y sostenible que proporciona herramientas y recursos de bienestar que promueven el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
Strategy 1: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses improve overall health in order to improve student attendance/performance.	**Formative**			**Summative**
	Oct	Jan	Mar	June
Los programas federales continuaran financiando a la enfermera del campus en un 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en los campus de toda la escuela a mejorar la salud general para mejorar la asistencia / rendimiento de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Time and Effort Logs, Referrals Summative: Increased Attendance Rates by 3 percentage points **Staff Responsible for Monitoring:** Health Services Administrator Special Programs Administrator Federal Programs Administrator **Population:** Campus Nurse, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021				
Strategy 2 Details	Reviews			
Strategy 2: Update and monitor the campus School Health Index and Assessment Tool.	**Formative**			**Summative**
Actualizar y monitorear el indice de salud escolar y la herramienta de evaluacion del campus.	Oct	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Summative: 100 percent participation and completion on the School Health Index Assessment Tool. **Staff Responsible for Monitoring:** Faculty Staff Administration **Population:** PE Teachers - **Start Date:** April 30, 2021				

Strategy 3 Details	Reviews			
Strategy 3: CPR and other emergency training (Safety information / videos) will be provided to faculty, staff, parents, and volunteers in order to promote awareness about safety issues and student safety.	Formative			Summative
	Oct	Jan	Mar	June
Se proporcionara resucitacion cardiopulmonar y otros entrenamientos de emergencia (informacion / videos de seguridad) a la facultad, el personal, los padres y los voluntarios para promover la conciencia sobre los problemas de seguridad y la seguridad de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Session Evaluations, Contact Logs Summative: 100% compliance of PEIMS Report **Staff Responsible for Monitoring:** Administration Counselors Classroom Teachers **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** April 30, 2021				

Strategy 4 Details	Reviews			
Strategy 4: Purchase supplies and resources for the school health office for student use by the nurse.	Formative			Summative
	Oct	Jan	Mar	June
Compre suministros y recursos para la oficina de salud de la escuela para que los estudiantes los use la enfermera. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent & Student Contact Log Summative: Nurse Log **Staff Responsible for Monitoring:** Administration Nurse **Population:** All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - **Start Date:** July 1, 2020 - **End Date:** June 30, 2021 **Funding Sources:** General Supplies - 199 Local funds - 199-33-6399-00-115-Y-99-000-Y - $200				

0% No Progress   100% Accomplished   ➜ Continue/Modify   ✖ Discontinue

State Compensatory

Personnel for Castaneda Elementary

Name	Position	Program	FTE
Dean of Instruction	Elementary Dean of Instruction	State Compensatory	1
Prekindergarten	Teacher	State Compensatory	.5
Prekindergarten	Teacher	State Compensatory	.5

Title I Personnel

Name	Position	Program	FTE
Elementary	Parent Liaison	Federal	1
Elementary	Library Aide	Federal	1
Elementary	Nurse	Federal	.4

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	199-11-6396-00-115-Y-11-000-Y	$600.00
1	1	1	General Supplies	199-11-6399-00-115-Y-11-000-Y	$1,000.00
1	1	1	General Supplies	199-11-6399-51-115-Y-11-000-Y	$400.00
1	1	1	General Supplies-Media Center	199-11-6399-16-115-Y-11-000-Y	$2,000.00
1	1	1	General Supplies- Library	199-12-6399-00-115-Y-99-000-Y	$500.00
1	1	1	General Supplies- Administration	199-23-6399-00-115-Y-99-000-Y	$1,800.00
1	1	1	General Supplies Counseling and Guidance	199-31-6399-00-115-Y-99-000-Y	$200.00
1	1	1	Furniture	199-11-6399-45-115-Y-11-000-Y	$800.00
1	1	7	Reading Materials- Subscriptions & Supplies and Materials	199-12-6325-42-115-Y-99-000-Y	$250.00
1	1	11	Transportation	199-11-6494-00-115-Y-11-000-Y	$3,000.00
2	1	2	General Supplies	199-51-6315-00-115-Y-99-000-Y	$2,000.00
2	1	2	General Supplies	199-51-6399-00-115-Y-99-000-Y	$500.00
3	3	1	Incentives	199-23-6498-00-115-Y-99-000-Y	$2,500.00
3	3	1	Food and Refreshments	199-23-6499-53-115-Y-99-000-Y	$2,700.00
7	1	1	Employee Travel- In-District	199-23-6411-00-115-Y-99-000-Y	$800.00
7	1	1	Employee Travel	199-13-6411-23-115-Y-99-000-Y	$1,000.00
7	1	1	Employee Travel	199-23-6411-23-115-Y-99-000-Y	$2,500.00
7	1	3	Substitutes	199-11-6112-18-115-Y-11-000-Y	$0.00
7	1	3	Substitutes	199-11-6112-18-115-Y-99-000-Y	$1,500.00
8	3	1	Technology Equipment for Administration	199-23-6398-00-115-Y-99-000-Y	$1,000.00
9	1	2	Foods	199-11-6499-53-115-Y-11-000-Y	$1,360.00
9	1	3	Awards	199-11-6498-00-115-Y-11-000-Y	$1,000.00
9	2	1	Extra Duty Pay/Overtime	199-51-6121-47-115-Y-99-000-Y	$50.00
9	2	1	Extra Duty Pay/Overtime	199-11-6121-51-115-Y-11-000-Y	$20.00
9	3	4	General Supplies	199-33-6399-00-115-Y-99-000-Y	$200.00
				Sub-Total	$27,680.00
				Budgeted Fund Source Amount	$27,680.00

Castaneda Elementary
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			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				+/- Difference	$0.00

			162 State Compensatory		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies and Materials	162-11-6398-62-115-Y-30-000-Y	$0.00
1	1	1	General Supplies	162-11-6399-00-115-Y-30-000-Y	$34,740.00
1	2	3	State Comp Prekindergarten 4 Salaries	162-11-6119-00-115-Y-34-000-Y	$0.00
8	3	1	Software-Contracted Services	162-11-6299-00-115-Y-30-000-Y	$14,000.00
9	2	1	SSI Tutorial Fund	162-11-6118-00-115-Y-24-SSI-Y	$5,586.00
9	2	1	SCE Tutorial	162-11-6118-00-115-Y-30-000-Y	$55,000.00
9	2	2	Dean of Instruction Salary	162-13-6119-00-115-Y-30-000-Y	$0.00
				Sub-Total	$109,326.00
				Budgeted Fund Source Amount	$109,326.00
				+/- Difference	$0.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	211-11-6396-00-115-Y-30-0-F2-Y	$2,400.00
1	1	1	Technology Material Computer Related	211-11-6398-62-115-Y-30-0F2-Y	$19,700.00
1	1	1	General Supplies	211-11-6399-00-115-Y-30-0F2-Y	$25,475.00
1	1	1	General Supplies	211-23-6399-00-115-Y-30-0F2-Y	$2,000.00
1	1	1	General Supplies	211-13-6399-00-115-Y-30-AYP-Y	$1,000.00
2	1	1	Administrative General Supplies	211-23-6398-65-115-Y-30-0F2-Y	$2,500.00
2	1	2	Cleaning Supplies	211-51-6315-00-115-Y-30-0F2-Y	$1,000.00
6	1	1	Miscellaneous Operating Costs-Food	211-61-6499-53-115-Y-30-0F2-Y-	$500.00
6	1	3	Supplies	211-61-6399-00-115-Y-30-0F-Y	$500.00
6	1	5	Employee Travel	211-61-6411-00-115-Y-30-0F2-Y	$500.00
6	1	5	Device/Supplies/Instruction Parent Distribution for 21-22 School Year	211-61-6126-00-115-Y-30-0F2-Y	$0.00
7	1	1	Employee Travel	211-13-6411-23-115-Y-24-0F2-Y	$2,000.00
7	1	3	Medicare	211-11-6141-18-115-Y-30-AYP-Y	$129.00
7	1	3	Substitutes	211-11-6112-18-115-Y-30-AYP-Y	$8,871.00

			211 Title I-A		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1	Device/Supply Instruction Parent Distribution 21-22	211-61-6118-00-115-Y-30-0F2-Y	$0.00
8	3	1	Software-Contracted Services	211-11-6299-00-115-Y-30-0F2-Y	$5,000.00
8	3	1	Epson Projectors	211-11-6398-00-115-Y-30-0F2-Y	$15,000.00
9	1	3	Student Awards	211-11-6498-00-115-Y-30-0F2-Y	$4,000.00
9	2	1	Extra Duty Pay	211-11-6118-00-115-Y-30-ASP-Y	$33,448.00
9	2	1	Medicare	211-11-6141-00-115-Y-30-ASP-Y	$485.00
9	2	1	TRS	211-11-6146-00-115-Y-30-ASP-Y	$2,987.00
9	2	1	ACA	211-11-6148-00-115-Y-30-ASP-Y	$78.00
9	2	1	TRS	211-11-6149-00-115-Y-30-ASP-Y	$502.00
				Sub-Total	$128,075.00
				Budgeted Fund Source Amount	$128,075.00
				+/- Difference	$0.00
				Grand Total	$265,081.00

Addendums