

# Brownsville Independent School District

## Castaneda Elementary

### 2020-2021 Campus Improvement Plan

**Accountability Rating: Not Rated: Declared State of Disaster**

**Distinction Designations:**

Academic Achievement in English Language Arts/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



**Board Approval Date:** November 4, 2020

**Public Presentation Date:** November 4, 2020

# 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.

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# Comprehensive Needs Assessment

Revised/Approved: May 7, 2020

## Needs Assessment Overview

Josephine Castañeda Elementary is located in the Southmost area of Brownsville, Texas, and originally opened its doors on November 1965, to temporarily serve the migrant students of Brownsville. Today the school operates as a regular school, serving a diverse student population of 598 students from early education to fifth grades. After thirty-five years of being housed in temporary buildings, on March 28, 2000, the Castañeda Crusaders finally moved into the new facility, which was constructed and known as B.I.S.D's first new state of the art school of the millennium.

The ethnic distribution of the school's student population includes 99% Hispanic, and less than one percent made up of white; 81 Gifted and Talented, 54 Special Education, 270 Bilingual, 435 At-Risk, 8 migrant, and 595 economically disadvantaged. The school is composed of three administrators, and four administrative office staff members. The instructional staff includes 28 classroom teachers, 4 special education teachers, and 15 instructional assistants. Our professional support staff includes: one counselor, one librarian, one technology teacher, two P.E. coaches, and a part time diagnostician, speech therapist and dyslexia teacher. Other support staff members include 3 custodial personnel and 6 food service personnel.

Key features that have contributed to Castañeda's success are our extremely dedicated, hard-working faculty and staff as well as the supportive parents and community members. These factors have labored together to recognize and focus on the potential in each student, evaluate their needs and take action to ensure that positive, long-lasting results are obtained. Castañeda Elementary is devoted to high academic excellence.

Castañeda, along with all the other schools in the district, is a Title-I school wide school. Our school benefits from a three-year old program in which young eager minds are educationally enriched, programs and teachers funded by Title I that have helped enhance the instructional program are the instructional assistants, computer labs, the parent liaison, and the reading enrichment lab. Aside from academics, Castañeda believes in creating well-rounded individuals by providing opportunities for the students to participate in extra-curricular activities. These activities include: flag football, cheerleading, choir, science fair, Destination Imagination, Jump Rope for Heart, Spelling Bee, safety patrol, Accelerated Reader, Coding Club and chess club.

Castañeda's school colors are royal blue and white and it proudly displays the "Crusader" as its mascot. The faculty and staff will continue to work by its motto "Committed to Excellence."

The campus has received the following recognition: 5 of 6 TEA Distinctions 2016-2017; Named to Texas Honor Roll 2017; 5 of 6 TEA Distinctions 2015-2016;

5 out of 5 STAR TEA Distinctions 2014-2015 School Year

Named to the Texas Honor Roll 2016

6 STAR TEA Distinctions: 2013-2014

2014-2015: TEA High Performance Reward School

2014-2015: TEA High Progress Reward School

A TEA Recognized Campus: 1993-1994	1994-1995	1995-1996	1996-1997	1999-2000	2000-2001	2001-2002	2002-2003
2003-2004	2004-2005	2005-2006	2006-2007	2007-2008	2008-2009	2009-2010	

TBEC Honor Roll Campus: 2008

A TEA Exemplary Campus: 1997-1998

4-Star Rating by Texas Monthly Magazine in 1996-1997

5-Star Rating by Texas Monthly Magazine in 2001-2002

2004 Gold Performance Acknowledgement in Attendance and Reading

2007 Gold Performance Acknowledgement in Attendance (2005-2006): Commended in Writing, Mathematics and Science

2008 Gold Performance Acknowledgement in Attendance (2006-2007): Commended in Writing, Mathematics and Science

2009 Gold Performance Acknowledgement in Attendance (2007-2008): Commended in Reading, Writing, Mathematics and Science

2010 Gold Performance Acknowledgement in Attendance (2008-2009): Commended in Mathematics and Science

2011 Gold Performance Acknowledgement in Attendance (2009-2010): Commended in Reading, Mathematics and Science

2009 The National Center for Educational Achievement (NCEA) recognizes CASTANEDA EL as part of its 2009 Just for the Kids Campaign for Higher Performing Schools in Texas.

# 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 2018-19 school year is 97.3% 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 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 2019 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)
3 <sup>rd</sup> Reading	94	44	17
3 <sup>rd</sup> Math	92	66	35
4 <sup>th</sup> Reading	83	44	19
4 <sup>th</sup> Math	79	55	23
4 <sup>th</sup> Writing	75	39	10
5 <sup>th</sup> Reading	84	46	23
5 <sup>th</sup> Math	93	52	27
5 <sup>th</sup> 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%
<b>Totals 3<sup>rd</sup>-5<sup>th</sup></b>	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 they 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, parents 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 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 2019 CNA survey results show a need to for activities to maintain highly qualified teachers.

**Need Statement 15 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Accountability Distinction Designations
- Federal Report Card Data

## Student Data: Assessments

- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local benchmark or common assessments data

## Student Data: Student Groups

- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- Section 504 data
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

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

## Employee Data

- Professional learning communities (PLC) data

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-PRESS data

#### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent engagement rate
- Community surveys and/or other feedback

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

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Budgets/entitlements and expenditures data
- Study of best practices
- Other additional data

# Goals

**Revised/Approved: May 7, 2020**

**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 2019 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 2019 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**









**HB3 Goal**

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





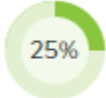



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Purchase instructional materials and resources, supplies, copy paper, tablet cases, and capital outlay equipment as needed for instructional and professional development use. Purchase classroom furniture, instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction.</p> <p>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.</p> <p>TLI Sustainability Activity</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk Throughs, Benchmarks, Report Cards</p> <p>Summative: Increase TPRI/Tejas Lee Developed Results, Increase student passing by 3 percentage points on State Assessment Test Results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Dean of Instruction</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> Teachers, AR, SE, MI, T1, - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Student Learning 3</p> <p><b>Funding Sources:</b> Supplies and Materials - 162 State Compensatory - 162-11-6398-62-115-Y-30-000-Y - \$3,550, General Supplies - 162 State Compensatory - 162-11-6399-00-115-Y-30-000-Y - \$5,046, Copy Paper - 211 Title I-A - 211-11-6396-00-115-Y-30-0-F2-Y - \$2,400, Technology Material Non-Computer Related - 211 Title I-A - 211-11-6398-62-115-Y-30-0F2-Y - \$68,767, General Supplies - 211 Title I-A - 211-11-6399-00-115-Y-30-0F2-Y - \$25,000, 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 - \$2,000, General Supplies - 199 Local funds - 199-11-6399-00-115-Y-11-000-Y - \$3,236, General Supplies - 199 Local funds - 199-11-6399-51-115-Y-11-000-Y - \$800, General Supplies-Media Center - 199 Local funds - 199-11-6399-16-115-Y-11-000-Y - \$2,500, General Supplies- Library - 199 Local funds - 199-12-6399-00-115-Y-99-000-Y - \$250, General Supplies- Administration - 199 Local funds - 199-23-6399-00-115-Y-99-000-Y - \$2,000, General Supplies Counseling and Guidance - 199 Local funds - 199-31-6399-00-115-Y-99-000-Y - \$200, Transportation - 199 Local funds - 199-11-6494-00-115-Y-11-000-Y - \$3,000, Furniture - 199 Local funds - 199-11-6399-45-115-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				





Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Provide high quality professional staff development and methodologies to address deficiencies in the STAAR/state assessments results.</p> <p>Reading Strategies Writing Process Training Math(New TEKS) Science Social Studies</p> <p>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</p> <p>TLI Sustainability Activity</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations, Walk throughs, Lesson Plans</p> <p>Summative: Increase student passing rate by 3 percentage points on State Assessment Test Results</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Principal Dean of Instruction</p> <p><b>Population:</b> Teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Teachers in EE-5th grades will analyze campus and district assessments , previous STAAR Reading &amp; Math, 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.</p> <p>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.</p> <p>TLI Sustainability Activity</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmark Aware Reports, TANGO Reports, Lesson Plans</p> <p>Summative: Increase student achievement in State Assessment Test Results by 3 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction PK-5th Grade Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> June 11, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Paraprofessionals in Library, Science Lab, EE, and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk throughs</p> <p>Summative: Increase improved Teacher Assistant EOY Evaluations by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Teachers Paraprofessionals</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> June 11, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> Teachers and the RTI team will comply with the 3 Tier RTI process prior to referring students for academic or behavioral concerns and will utilize research based classroom interventions.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase student academic achievement on Weekly Assessments, Daily Schedule, Progress Monitoring Reports, Lesson Plans</p> <p>Summative: Increase student achievement on State Assessment Test Results by 3 percentage points</p> <p><b>Staff Responsible for Monitoring:</b> RTI Committee</p> <p><b>Title I Schoolwide Elements:</b> 2.6 - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> RTI Team, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 2</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> CSR teacher will help alleviate the number of 5th grade students per class to increase student academic achievement.</p> <p>El maestro de CSR ayudara a aliviar la cantidad de estudiantes de quinto grado por clase para aumentar el rendimiento academico de los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Daily Schedule, Lesson Plans, Walk Throughs, TANGO &amp; AWARE Reports</p> <p>Summative Increase student achievement in State Assessment Test Results by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> 5th Graders-AR, LEP, Non LEP, 504/ Dys, Sp. Ed., TI, Mig - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> June 11, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian *1st -5th Grade Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Demographics 3 - Student Learning 1, 3</p> <p><b>Funding Sources:</b> Reading Materials- Subscriptions &amp; Supplies and Materials - 199 Local funds - 199-12-6325-42-115-Y-99-000-Y - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>Las practicas de fluidez para los estudiantes de K-5o grado se enviaron a casa diariamente. El Decano de Instruccion completara y revisara los chequeos semanales de fluidez en lectura y escritura (escritura de diario / portafolios).</p> <p>TLI Sustainability Activity</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Log, Progress Reports</p> <p>Summative: Increase student achievement in State Assessment Test Results by 3 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Administration PK-5th Grade Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, PK-5th Grade - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
<p><b>Strategy 9:</b> Teachers in Prekindergarten through 5th grades will use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary).</p> <p>Los maestros de Prekindergarten a 5th grados usaran las rutinas y estrategias de TLI (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary).</p> <p>TLI Sustainability Activity</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Progress Monitoring Reports, Tango Reports, Walk Throughs, Lesson Plans</p> <p>Summative: Increase student achievement on Tango (TPRI, Tejas Lee, C-PM) EOY Reports, and STAAR Results by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Adminsitration Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021</p> <p><b>Need Statements:</b> Student Learning 1</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<p><b>Strategy 10:</b> 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</p>	Formative			Summative
	Oct	Jan	Mar	June

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.

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:** August 17, 2020 - **End Date:** June 11, 2021

**Need Statements:** Student Learning 3, 4 - School Processes & Programs 1



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Need Statements:

### Demographics

**Need Statement 3:** 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.

### Student Learning

**Need Statement 1:** 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 3:** 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:** 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

**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:** Due to COVID-19, the SBDM committee has found a greater need for supporting virtual learning with technology.

**Need Statement 2:** 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.

**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.






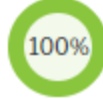






El rendimiento en la primera infancia de la escuela primaria J. Castaneda aumentara en 3 puntos porcentuales con respecto a los resultados de fin de ano 2021.

**Targeted or ESF High Priority**

**HB3 Goal**

**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			
<p><b>Strategy 1:</b> Highly qualified teachers in EE/3-Yr Old Half Day Program will carry out age appropriate instructional curricula required for the program to ensure academic and social success.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Attendance, Progress Reports, Walk Throughs</p> <p>Summative: Increase TTESS teacher evaluation by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Administration EE Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Population:</b> 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 11, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Utilize allotted three-year old funds to purchase supplemental supplies, technology resources and materials needed in the classroom.  Utilizar fondos asignados de tres años para comprar suministros suplementarios, recursos tecnológicos y materiales necesarios en el salón de clases. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Student Attendance, Progress Reports, Walk Throughs  Increase student achievement on Tango CPALLS ( C-PM) EOY Reports by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig - <b>Start Date:</b> August 17, 2020 - <b>End Date:</b> June 10, 2021 <b>Need Statements:</b> Student Learning 3 - School Processes & Programs 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The Pre-K (PK4) program will be provided the full day in order to better prepare qualified students academically.  El programa Pre-K (PK4) se brindará el día completo para preparar mejor a los estudiantes calificados académicamente. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Classroom Observations, CPALLS (BOY and MOY)  Summative: Increase student achievement on CPALLS (EOY) assessment by 3 percentage points <b>Staff Responsible for Monitoring:</b> Administration Administrator for State Compensatory <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Population:</b> Prekindergarten Students, AR, LEP, TI, MI - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 10, 2021 <b>Need Statements:</b> Student Learning 1 <b>Funding Sources:</b> State Comp Prekindergarten 4 Salaries - 162 State Compensatory - 162-11-6119-00-115-Y-34-000-Y - \$68,933	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Need Statements:

### Student Learning

**Need Statement 1:** 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 3:** 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.

### School Processes & Programs





**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:** Due to COVID-19, the SBDM committee has found a greater need for supporting virtual learning with technology.

**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			
<p><b>Strategy 1:</b> All migrant students will receive grade appropriate supplemental school supplies on a needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. The campus will purchase school supplies and materials that include pens, pencils, paper, notebooks, binders, crayons, glue, pocket folders, scissors, dividers, writing tablets, pencil colors, and pencil bag for zipper bags for supplies. The campus will purchase clothing for migrant students to encourage school attendance.</p> <p>Todos los estudiantes migrantes recibirán útiles escolares suplementarios apropiados para su grado según sea necesario para proporcionarles las herramientas necesarias para completar sus tareas en el aula y en casa; ofreciéndoles así la misma oportunidad de afrontar los retos académicos de todos los estudiantes. Los estudiantes de PFS recibirán servicios de apoyo suplementarios antes que otros estudiantes migrantes. El campus comprará útiles escolares y materiales que incluyen bolígrafos, lápices, papel, cuadernos, carpetas, crayones, pegamento, carpetas de bolsillo, tijeras, separadores, tabletas para escribir, lápices de colores y estuche para lápices para bolsas con cierre de útiles. El campus comprará ropa para los estudiantes migrantes para fomentar la asistencia a la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: NGS Campus Reports</p> <p>Summative: Completed Request for Supplemental Support Form w/ student NGS Number and Parent / Student signature</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administrators Migrant Funded: Personnel</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> PFS and Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Demographics 4</p> <p><b>Funding Sources:</b> General Supplies - 212 Title I-C (Migrant) - 212-11-6399-00-115-Y-24-0F2-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Migrant students' 3rd through 5th grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p><b>Staff Responsible for Monitoring:</b> Special Programs Administrator Campus Principal Core Subject Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3 ) so they can receive the same educational experience as non-migrant students.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Attendance Sheets, NGS Currently Enrolled Reports Summative: Increase the number of Three Year- Old Program Completion Certificates by 3 percentage points</p> <p><b>Staff Responsible for Monitoring:</b> Campus Principals Migrant Lead Clerk MSC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> Migrant Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively.</p> <p>Los padres de estudiantes migrantes de PK, Kinder, 1o y 2o grado reciban sesiones de concientizacion para ilustrar como apoyar academicamente a sus hijos de manera mas efectiva.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Visitation Logs, Parent Meeting Evaluations</p> <p>Summative: Session Evaluations, Increase the number of Participation Surveys</p> <p><b>Staff Responsible for Monitoring:</b> Migrant Funded: Parent Liaison DMC MSC</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> Migrant Parents of PK-2nd grade students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent Meeting Evaluations, Student Session Evaluations</p> <p>Summative: Survey Results, Implementation of Survey Suggestions</p> <p><b>Staff Responsible for Monitoring:</b> Elem. Student Survey Parent Survey Survey Monkey</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> Migrant Students - <b>Start Date:</b> April 30, 2021 - <b>End Date:</b> May 28, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students.</p> <p>Con el fin de aumentar la conciencia de las necesidades de los estudiantes migrantes, el personal docente y administrativo del campus de BISD recibirá la información migratoria adecuada para que se brinden intervenciones oportunas y apropiadas a los estudiantes migrantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase the number of STAAR Remediation Enrollment Lists, Attendance Reports, Participants Survey</p> <p>Summative: Session Evaluations, Increase student academic achievement on Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Sp. Programs Administrator Migrant Funded: Personnel</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Population:</b> Campus, Administration, Faculty and Staff - <b>Start Date:</b> September 1, 2020 - <b>End Date:</b> May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 3 Need Statements:



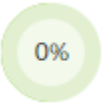





Demographics
<p><b>Need Statement 4:</b> Migrant students will receive added support from the campus such as purchasing school supplies, clothing and items for personal hygiene. <b>Data Analysis/Root Cause:</b> Analysis of migrant survey results shows a need for providing students with learning resources.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









**Goal 1:** BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (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			
<p><b>Strategy 1:</b> Fifth grade students will participate in Celebration of Song and represent the campus as part of the honor choir. Students will have the opportunity to sing as part of a large choir and encourage continuing studying music.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Walk throughs</p> <p>Summative: Final Parent Performance, Increase student achievement in State Assessment Test Results by 3 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Population:</b> Selected 5th Grade Students - <b>Start Date:</b> April 22, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Teachers will implement a structured theatre arts / drama program as part of the fine arts curriculum. Present to the campus and community.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Walk throughs</p> <p>Summative: Programs and Presentations, Increase student achievement in State Assessment Test Results by 3 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Classroom Teachers</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 4: High-Quality Curriculum - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				









Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Students will participate and compete in UIL music memory activities, in order to excel and participate in spelling, oral reading, math number sense, art, and music appreciation.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, UIL Practice Student Contact Logs</p> <p>Summative: UIL Results, Increase student achievement in State Assessment Test Results by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> UIL Coordinators Music Memory Coach</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> 4th-5th Grade UIL Participants - <b>Start Date:</b> December 12, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Rosters, Student Project Journals</p> <p>Summative: Increase the number of students placing in Competition Results by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Group Sponsors</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction <b>Funding Sources:</b> General Supplies - 199 G/T Advanced Academics - 199-11-6399-00-115-Y-21-000-Y</p>	Formative			Summative
	Oct	Jan	Mar	June
				













Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Castaneda Elementary Teachers will be provided with training and materials to promote participation in STEAM-related and Robotic Competitions at the campus, district, regional and national/international level.  Los maestros de la escuela primaria Castaneda recibiran capacitacion y materiales para promover la participacion en competencias roboticas y relacionadas con STEAM en el campus, el distrito, el nivel regional y nacional / internacional. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Training documentation and evaluations Summative Impact: +Increase number of campus entries, district entries, Regional and State Entries. <b>Staff Responsible for Monitoring:</b> Principal Dean STEAM Sponsors <b>Population:</b> 3rd-5th Grade Students - <b>Start Date:</b> August 25, 2020 - <b>End Date:</b> June 11, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Sign In Sheets  Summative: Increase number of Parent Surveys and Student Surveys completed for more represented results by 10 percent. <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Administrative General Supplies - 211 Title I-A - 211-23-6398-65-115-Y-30-0F2-Y - \$1,800	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Purchase materials, resources, supplies and capital outlay equipment as needed for school maintenance use, in order to have proper maintained facilities for students. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monthly Safety Checks Summative: Increase student achievement in State Assessment Test Results by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Head Custodian <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> School Processes & Programs 5 - Perceptions 1 <b>Funding Sources:</b> Cleaning Supplies - 211 Title I-A - 211-51-6315-00-115-Y-30-0F2-Y - \$5,000, General Supplies - 199 Local funds - 199-51-6315-00-115-Y-99-000-Y - \$2,200, General Supplies - 199 Local funds - 199-51-6399-00-115-Y-99-000-Y - \$500	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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). <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Student Projects, Parent Meeting Agendas,  Summative: Decrease usage by our campus on the District Energy Savings Report by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Counselor Faculty and Staff <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Parents, Community Members - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Administration Campus Staff District Maintenance Department <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> Faculty, Staff and Administration - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Need Statements:









School Processes & Programs
<b>Need Statement 1:</b> 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. <b>Data Analysis/Root Cause:</b> Due to COVID-19, the SBDM committee has found a greater need for supporting virtual learning with technology.
<b>Need Statement 5:</b> Maintain a safe learning environment by purchasing general supplies and resources. <b>Data Analysis/Root Cause:</b> Analysis of data show that creating and maintaining a clean, safe learning environment improves perception of school.
Perceptions
<b>Need Statement 1:</b> Based on the 2019 Parent Survey results, parent believe that the school building needs more assistance with maintenance. <b>Data Analysis/Root Cause:</b> Analysis of data shows that maintenance of the school building is important to keep parent and community perception positive.



**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			
<b>Strategy 1:</b> The campus will utilize available budgeted funds based on the Campus Needs Assessment. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PO's, CIP Budget Accounts  Summative: Budget Reports <b>Staff Responsible for Monitoring:</b> Administration <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction - <b>Population:</b> SBDM, Administration, Faculty and Staff - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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.

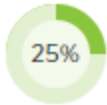







**Evaluation Data Sources:** Compensation plan including improved funding for teachers.

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Stipends will be paid as a strategy to attract high quality teachers to high needs schools. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Walk Throughs  Summative: Increase TTESS teacher evaluations to Accomplished and Distinguished by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Principal Campus Hiring Committee <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> Teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Administration <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers - <b>Population:</b> Faculty and Staff - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Funding Sources:</b> Incentives - 199 Local funds - 199-23-6498-00-115-Y-99-000-Y - \$2,000, Food and Refreshments - 199 Local funds - 199-23-6499-53-115-Y-99-000-Y - \$1,000	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

**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.



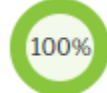
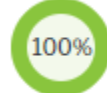








Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Campus will promote the history and origin along with current accomplishments weekly through the school and BISD websites. Historical school documentation will be held in the library for community and parent viewing.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly School Website, Pictures on BISD Website, Sign In Sheet of Viewing Historical Campus Documentation, Newspaper</p> <p>Summative: Increase the Number of Website Views, Newspaper, Archived BISD Media Releases by 10 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Administration TST Librarian</p> <p><b>Population:</b> AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Community and Parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase the number of campus media sent to the BISD Website, Media, Campus Calendar of Events by 10 percent from previous school year.</p> <p>Summative: Archived BISD Media Releases</p> <p><b>Staff Responsible for Monitoring:</b> Administration PIO TST</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> PIO, TST, Faculty and Staff, Parents, Community, All Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus website will be utilized to showcase student and community activities and communicate with parents and the community school data and important events. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase the number of views on the Weekly Website by 10 percent.  Summative: End of the Year Number of Views Website Report <b>Staff Responsible for Monitoring:</b> Administration TST <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All Students, Faculty and Staff, Community, Parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  0% No Progress  100% Accomplished  Continue/Modify  Discontinue </div>				

**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			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student sign in sheets Summative: Increase the number of students and parents visiting the counselors for assistance by 10 percent- Counselor logs <b>Staff Responsible for Monitoring:</b> Principals Counselors <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Assistant principal and counselors will conduct presentations on Conflict Resolution during faculty meetings. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations Summative: Decrease discipline PEIMS Reports by 3 percent. <b>Staff Responsible for Monitoring:</b> Counselors <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> Faculty - <b>Start Date:</b> August 5, 2020 - <b>End Date:</b> August 6, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  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			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Logs, SCOC Book Receipt Summative: Decrease number of office referrals reported to PEIMS by 3 percent. <b>Staff Responsible for Monitoring:</b> Administration Counselors Classroom Teacher <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				









**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			
<b>Strategy 1:</b> Campuses will develop and maintain an Emergency Operations Plan. The Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock-down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: After Action Reviews, Contact Logs, Session Evaluations Audits Summative: EOP Plan will be implemented 100 percent. <b>Staff Responsible for Monitoring:</b> Administration, Campus Personnel & BISD Police <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> EOP Committee, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Parent Presentations will be made periodically at campuses -Gang Awareness -Bullying (refer to BISD Bullying Legal & Local policies in CIP Addendums) -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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations, Meeting Minutes Summative: Decreased referrals by 3 percentage points and Increase attendance by 3 percent. <b>Staff Responsible for Monitoring:</b> Administrators, Faculty and Staff, BISD Police Department. <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> Parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				







Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports will decrease by 3 percent  <b>Staff Responsible for Monitoring:</b> Administrators, Campus Faculty and Staff, BISD Police and Security Services.  <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				









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









**Performance Objective 1:** J. Castaneda will have a 10% increase of parents involved in campus parental involvement activities from 2019-2020 to 2020-2021.













J. Castaneda tendra un aumento del 10% de padres involucrados en las actividades de participacion de los padres del campus de 2019-2020 a 2020-2021





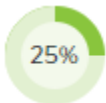







**Evaluation Data Sources:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates









Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> The Parental Involvement Department along with the instructional leader will provide parents with continued training on how to help their child improve academic performance through the concepts of self-confidence and self-responsibility throughout the school year. Regularly scheduled parental involvement meetings will take place as well as added meetings such as Coffee with Crusaders to open more communication with parents and the community.</p> <p>El Departamento de Participacion de los Padres junto con el lider de instruccion proporcionara a los padres capacitacion continua sobre como ayudar a sus hijos a mejorar el desempeno academico a traves de los conceptos de confianza en si mismos y responsabilidad propia durante todo el ano escolar. Se llevaran a cabo reuniones de participacion de los padres programadas con regularidad, asi como reuniones adicionales como Cafe con los cruzados para abrir una mayor comunicacion con los padres y la comunidad.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Flyer, Contact Logs Summative: Increase Participant Evaluation/Feedback by 3 percent</p> <p><b>Staff Responsible for Monitoring:</b> Administration Parent Liaison</p> <p><b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> Castaneda Parents - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Miscellaneous Operating Costs-Food - 211 Title I-A - 211-61-6499-53-115-Y-30-0F2-Y- - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parent Orientation Night and Meet the Teacher Night will be held the Thursday before school starts for EE-5th grades in order to orient the students and the parents with the</p> <ul style="list-style-type: none"> <li>*Student Code of Conduct</li> <li>*Student-Parent-School Compact</li> <li>*Parental Involvement Policy</li> <li>*Emergency Operation Procedures</li> <li>*Volunteer Guidelines and Opportunities</li> </ul> <p>La Noche de Orientacion para Padres y la Noche de Conocer al Maestro se llevaran a cabo el jueves antes de que comiencen las clases para los grados EE-5 con el fin de orientar a los estudiantes y a los padres con la</p> <ul style="list-style-type: none"> <li>*Codigo de Conducta Estudiantil</li> <li>* Pacto entre estudiantes, padres y escuela</li> <li>* Politica de participacion de los padres</li> <li>* Procedimientos de operacion de emergencia</li> <li>* Pautas y oportunidades para voluntarios</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Logs, School Marquee Summative: Increase the number of Parent Signing-In by 3 percent.</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Campus Faculty &amp; Personnel</p> <p><b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig &amp; Parents - <b>Start Date:</b> August 10, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Supplies will be purchased as needed to maintain the parent volunteer center. Recognition will be given to volunteers who partake on a regular basis. Parents are encouraged to attend in order to play an active role in the campus.</p> <p>Se asignaran padres voluntarios para ayudar en el centro de padres y los salones de clase de forma regular si se solicita. Se compararan suministros segun sea necesario para mantener el centro de padres voluntarios. Se otorgara reconocimiento a los voluntarios que participen de forma regular. Se anima a los padres a que asistan para poder desempenar un papel activo en el campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Logs End-of-Year Awards, Authority to Volunteer Clearance Summative: Parental Program Feedback increased by 3 percent. Volunteer Sign-In</p> <p><b>Staff Responsible for Monitoring:</b> Administration, Counselors, Parent Liaison</p> <p><b>Population:</b> Parent Volunteers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> School Processes &amp; Programs 4</p> <p><b>Funding Sources:</b> Supplies - 211 Title I-A - 211-61-6399-00-115-Y-30-0F-Y - \$900</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<b>Strategy 4:</b> Open House for all parents and community members will be held during the fall and spring semesters.  La jornada de puertas abiertas para todos los padres y miembros de la comunidad se llevara a cabo durante los semestres de otono y primavera.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Logs Summative: Increased Attendance by 10 percent. <b>Staff Responsible for Monitoring:</b> Administration Teachers <b>Population:</b> Parents, Community Members - <b>Start Date:</b> October 13, 2020 - <b>End Date:</b> March 9, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e: home visits and parental involvement trainings. The Parent Liaison will assist with the BOY distribution of instructional supplies and technology equipment.  Los fondos se asignaran para proporcionar un enlace con los padres y el pago por el millaje incurrido al realizar las responsabilidades de asistencia y participacion de los padres, es decir, visitas a domicilio y capacitaciones de participacion de los padres. El enlace de padres ayudara con la distribucion BOY de suministros de instruccion y equipo tecnologico.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monthly contact log, Composite Report Summative: Monthly Mileage Log will be reported 100 percent <b>Staff Responsible for Monitoring:</b> Parent Liaison Principal <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Parent Liaison - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 3 - School Processes & Programs 3 <b>Funding Sources:</b> Employee Travel - 211 Title I-A - 211-61-6411-00-115-Y-30-0F2-Y - \$900, Device/Supplies/Instruction Parent Distribution for 20-21 School Year - 211 Title I-A - 211-11-61-6126-00-115-Y-30-0F2-Y - \$270	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details		Reviews			
<b>Strategy 6:</b> Conduct flexible scheduled Title I meetings to inform parents in both English and Spanish of the programs and services provided by Title I funds. The meetings will be held at various times and recorded by Microsoft Teams for parent viewing.  Llevar a cabo reuniones de Titulo I programadas de manera flexible para informar a los padres tanto en ingles como en espanol de los programas y servicios proporcionados por los fondos de Titulo I. Las reuniones se llevaran a cabo en varios momentos y seran grabadas por Microsoft Teams para que los padres las vean. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Contact Logs Summative: Title I-A PI Compliance Checklist 100 percent completed <b>Staff Responsible for Monitoring:</b> Parent Liaison Parent Trainer Administration <b>Title I Schoolwide Elements:</b> 3.2 - <b>Population:</b> Castaneda Parents - <b>Start Date:</b> August 12, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 7 Details		Reviews			
<b>Strategy 7:</b> 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.  Se difundiran los pactos escuela-padre-estudiante para indicar la responsabilidad de cada grupo de asegurar el rendimiento estudiantil. El Pacto sera revisado y revisado segun sea necesario anualmente por el Comité SBDM. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Parent Liaison N. Camargo <b>Title I Schoolwide Elements:</b> 3.1 - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers - <b>Start Date:</b> August 12, 2020		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 8 Details		Reviews			
<b>Strategy 8:</b> In order to effectively evaluate and review district and/or Campus Parental Involvement efforts Title I will conduct an annual Parent Survey.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Involvement Policy Summative: Parent Evaluations, Increase achievement on the STAAR assessment by 3 percentage points; Title I-A PI Compliance Checklist <b>Staff Responsible for Monitoring:</b> Parent Liaison N. Camargo <b>Population:</b> Castaneda Parents - <b>Start Date:</b> April 7, 2021		Formative			Summative
		Oct	Jan	Mar	June
					

Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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.  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 van a las escuelas intermedias. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Newsletter to Parents, Counselor Portfolio Documentation, Memo to Parents, Sign-In Rosters Summative: Student Enrollment List increased by 3 percent. <b>Staff Responsible for Monitoring:</b> Administration EE-K Teachers H. Castillo <b>Population:</b> 3 Year-Old Students, 5th Grade Students - <b>Start Date:</b> April 7, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
<b>Strategy 10:</b> In order to increase parent participation, parents will be actively involved in completing and disseminating a Parental Involvement Policy.  Para aumentar la participacion de los padres, los padres participaran activamente en completar y difundir una Politica de participacion de los padres. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parental Involvement Policy Summative: Parent Evaluations, Increase achievement on the STAAR assessment by 3 percent, Title I-A PI Compliance Checklist <b>Staff Responsible for Monitoring:</b> Parent Liaison N. Camargo <b>Population:</b> Castaneda Parents - <b>Start Date:</b> October 14, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
<b>Strategy 11:</b> 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.  Realice 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Student Programs Awards Programs  Summative: The number of Parent Survey Evaluations increased by 10 percent. <b>Staff Responsible for Monitoring:</b> Administration Campus Faculty <b>Population:</b> Castaneda Parents, All Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 12 Details		Reviews			
<p><b>Strategy 12:</b> The school will utilize apps such as 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.</p> <p>La escuela utilizara aplicaciones como 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Higher Academic Results in all state assessments Increase communication with parents/guardians</p> <p><b>Staff Responsible for Monitoring:</b> Principal Classroom Teachers</p> <p><b>Population:</b> All Students 3 Year-Old Students, 5th Grade Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>		Formative			Summative
		Oct	Jan	Mar	June
					
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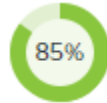





### Performance Objective 1 Need Statements:

Student Learning
<p><b>Need Statement 3:</b> Provide and distribute more supplemental instructional materials, tablets and supplies in all academic content areas to support classroom instruction for all student populations. <b>Data Analysis/Root Cause:</b> Analysis of data shows learning gaps for special populations.</p>
School Processes & Programs
<p><b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> Analysis of attendance data shows that there is a need for continuous monitoring by campus and parent liaison.</p> <p><b>Need Statement 4:</b> 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. <b>Data Analysis/Root Cause:</b> Analysis of the 2018-2019 CNA Parent Survey data results indicate a need for more communication and involvement between the campus and parents.</p>











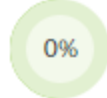





**Goal 7:** Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)

**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			
<b>Strategy 1:</b> Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations  Summative: Increase the number of masters on the STAAR assessment by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Faculty <b>Population:</b> Faculty - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 2 <b>Funding Sources:</b> 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 - \$2,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson plans, Walk throughs  Summative: TELPAS, Increase the number of students meeting their grade level requirements by 3 percentage points on State Assessments. <b>Staff Responsible for Monitoring:</b> Administration *EE-5th Grade eachers <b>Population:</b> Teachers LEP Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				



Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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 <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Teachers <b>Population:</b> Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 1, 2 <b>Funding Sources:</b> Substitutes - 199 Local funds - 199-11-6112-18-115-Y-11-000-Y - \$1,000, Substitutes - 199 Local funds - 199-11-6112-18-115-Y-99-000-Y - \$800	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion at 100 percent. <b>Staff Responsible for Monitoring:</b> Principal, Dean of Instruction <b>Population:</b> Kinder-5th Grade Students; GT Teachers - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Walk Throughs Summative: Increased academic results on report cards, district benchmarks, and state assessments by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Teachers <b>Population:</b> All Student Populations - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 1 Need Statements:

### Student Learning









**Need Statement 1:** 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:** 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.

**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:** Training records for district and campus staff and implementation documentation







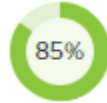

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> All Castaneda teachers, administration, and counselors will complete trauma-informed care training from a state-approved program to increase awareness and implement best practices to support Castaneda students' well-being and apply interventions for academic and emotional support. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Training records, six weeks reporting from staff Summative: End of the year reports <b>Staff Responsible for Monitoring:</b> Guidance Administration Dean <b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All faculty and staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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) <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS Report, Six Weeks Reporting from Staff Summative: EOY Reports <b>Staff Responsible for Monitoring:</b> Administrator & Campus Threat Assessment Team <b>Population:</b> All Staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> November 16, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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

















<p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: PDS Reports, Six Weeks reporting of presnetations Summative: EOY Report Trainings</p> <p><b>Staff Responsible for Monitoring:</b> Campus Threat Team Leaders</p> <p><b>ESF Levers:</b> Lever 3: Positive School Culture - <b>Population:</b> All faculty and staff - <b>Start Date:</b> November 16, 2020 - <b>End Date:</b> June 11, 2021 - <b>Revision Date:</b> June 11, 2021</p>				
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



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

**Performance Objective 1:** J. Castaneda will show a 3% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Sources:** EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Computer lab schedule Summative: Increase academic achievement on report card grades by 3 percent. <b>Staff Responsible for Monitoring:</b> Classroom teachers Technology Teacher TST Administration <b>Population:</b> AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Student Learning 3 <b>Funding Sources:</b> Device/Supply Instruction Parent Distribution 20-21 - 211 Title I-A - 211-61-6118-00-115-Y-30-0F2-Y - \$1,345	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: P.D. Evaluations Summative: 100 percent of staff will adhere to the 12 hours of annual technology PD hours. <b>Staff Responsible for Monitoring:</b> Classroom teachers Technology Teacher TST Administration <b>Population:</b> Faculty - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Teachers will complete an annual School Technology and Readiness(StaR) chart, in order to comply with regulations. Results will be used to improve the technology in the campus. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Completion of Survey Summative: Increase the number of faculty feeling accomplished using technology by 10 percent. Admin Access to Survey participation <b>Staff Responsible for Monitoring:</b> Classroom Teachers Campus TST <b>Population:</b> Teachers & Librarians - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walk throughs, Lesson Plans Summative: Increase the number of students meeting State Assessment Test goals by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Special Education Teachers <b>Title I Schoolwide Elements:</b> 2.4 - <b>Population:</b> Special Education Teachers & Special Education Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Students will work at computer stations and tablets/iPads on programs such as Education Galaxy that will increase their reading, writing, math and science skills to help increase their level of academic performance. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Benchmarks, Report Card Grades Summative: EOY Grades, Increase the number of students meeting State Assessment Test goals by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Teachers Support Staff <b>Population:</b> All Student Populations - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
<b>Strategy 6:</b> Teachers will integrate technology in their lesson plans using the technology TEKS in order to prepare students for applying technology in their daily lives. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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.) <b>Staff Responsible for Monitoring:</b> Classroom teachers Campus TST <b>Population:</b> All Student Populations - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
<b>Strategy 7:</b> Teachers will utilize Office365 to upload and share their lesson plans on the One Drive program. The lesson plans will be reviewed biweekly by the campus administrators and as requested by district administrators. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, One Drive Teacher File, Walk Throughs Summative: Increase the number of students meeting State Assessment Test goals by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Principal Dean <b>Population:</b> Faculty & Staff - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
<b>Strategy 8:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Administration TST <b>Population:</b> All Populations - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> School Processes & Programs 1 <b>Funding Sources:</b> Technology Equipment for Administration - 199 Local funds - 199-23-6398-00-115-Y-99-000-Y - \$2,000, Zulu Desk License - 162 State Compensatory - 162-11-6299-62-115-Y-30-000-Y - \$175, Epson Projectors - 211 Title I-A - 211-11-6398-00-115-Y-30-0F2-Y - \$5,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
<b>Strategy 9:</b> 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 Classroom, Seesaw, Epic, Spelling City and the districts' adoptions' online resources through Pearson to enhance instruction through technology. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans, Walk throughs, Usage Reports Summative: Increase academic achievement on report card grades and State Assessment Reports by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Faculty TST <b>Population:</b> All Student Populations - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

## Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 3:</b> Provide and distribute more supplemental instructional materials, tablets and supplies in all academic content areas to support classroom instruction for all student populations. <b>Data Analysis/Root Cause:</b> Analysis of data shows learning gaps for special populations.
School Processes & Programs
<b>Need Statement 1:</b> 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. <b>Data Analysis/Root Cause:</b> Due to COVID-19, the SBDM committee has found a greater need for supporting virtual learning with technology.























**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.

Aumentar la tasa de asistencia general del campus al 96.8% con un objetivo del 97.5% para mejorar la tasa de asistencia de estudiantes en riesgo en un 3% con respecto a la asistencia del año anterior.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Monitor daily classroom attendance by submitting absences forms at the start of the day. The parent liaison will make parent contact to check on the absences. Teachers will monitor absences and report to the parent liaison for home visits if needed. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential.</p> <p>Supervise la asistencia diaria al salón de clases enviando formularios de ausencias al comienzo del día. El enlace de padres se comunicará con los padres para verificar las ausencias. Los maestros monitorearán las ausencias e informarán 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 máximo potencial educativo.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly review of campus attendance rates to be increased by 3 percent.</p> <p>Summative: Monitor campus Attendance Management plans as needed by campus visitations by attendance office</p> <p><b>Staff Responsible for Monitoring:</b> Administration Data Entry Parent Liaison</p> <p><b>Population:</b> All Students - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Classrooms that obtain a 98% attendance or higher will be rewarded at the end of the week with popcorn party in order to encourage all students to maintain attendance rate. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Attendance Reports  Summative: Yearly ADA, Increased attendance by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Teachers Parent Liaison <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Attendance Reports  Summative: Yearly ADA, Increased attendance by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration  Teachers <b>Title I Schoolwide Elements:</b> 2.5 - <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Demographics 2 - School Processes & Programs 3 <b>Funding Sources:</b> 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 - \$3,000	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance by 3 percentage points. <b>Staff Responsible for Monitoring:</b> Administration Custodians <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				





## Performance Objective 1 Need Statements:













Demographics
<b>Need Statement 2:</b> Increase Attendance Rate for sub-populations. <b>Data Analysis/Root Cause:</b> Analysis of data shows a need for more activities to increase attendance for sub-populations.
School Processes & Programs
<b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> Analysis of attendance data shows that there is a need for continuous monitoring by campus and parent liaison.

**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%.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs such as the 5th grade SSI Program, the SCE Extended Day Program, and the Extended Day Enrichment Program in order to improve at-risk student achievement, and decrease the retention rate.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 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</p> <p>Summative: Increase academic achievement by 3 percent on the STAAR assessment and other state tests, Decrease Retention Rate by 3 percentage points.</p> <p><b>Staff Responsible for Monitoring:</b> Administration District Administrators Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>Population:</b> Elementary At-Risk, TI, MI, LEP - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021</p> <p><b>Need Statements:</b> Demographics 1</p> <p><b>Funding Sources:</b> SSI Tutorial Fund - 162 State Compensatory - 162-11-6118-00-115-Y-24-SSI-Y - \$5,642, SCE Tutorial - 162 State Compensatory - 162-11-6118-00-115-Y-30-000-Y - \$54,500, After School Program - 211 Title I-A - 211-11-6118-00-115-Y-30-ASP-Y - \$26,833, 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</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<b>Strategy 2:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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. <b>Staff Responsible for Monitoring:</b> Principal Administrator for State Compensatory Education <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> Demographics 1 - Student Learning 1, 2 - School Processes & Programs 2 <b>Funding Sources:</b> Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-115-Y-30-000-Y	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> Castaneda Elementary will recover at-risk students that are no shows as a district initiative. <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Administration Faculty and Staff <b>Population:</b> At Risk Students - <b>Start Date:</b> September 5, 2020	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

## Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 1:</b> 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 Extended Day Enrichment program and State Compensatory tutorials. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps of special populations and all students.
Student Learning
<b>Need Statement 1:</b> 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. <b>Data Analysis/Root Cause:</b> Analysis of data shows gaps in reading/writing and math.

### Student Learning

**Need Statement 2:** 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.








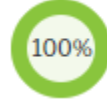




### School Processes & Programs









**Need Statement 2:** 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.

**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.

**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			
<b>Strategy 1:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Time and Effort Logs, Referrals  Summative: Increased Attendance Rates by 3 percentage points <b>Staff Responsible for Monitoring:</b> Health Services Administrator Special Programs Administrator Federal Programs Administrator <b>Population:</b> Campus Nurse, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<b>Strategy 2:</b> Update and monitor the campus School Health Index and Assessment Tool. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Lesson Plans  Summative: 100 percent participation and completion on the School Health Index Assessment Tool. <b>Staff Responsible for Monitoring:</b> Faculty Staff Administration <b>Population:</b> PE Teachers - <b>Start Date:</b> April 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<b>Strategy 3:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Session Evaluations, Contact Logs Summative: 100% compliance of PEIMS Report <b>Staff Responsible for Monitoring:</b> Administration Counselors Classroom Teachers <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> April 30, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> Purchase supplies and resources for the school health office for student use by the nurse. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Parent & Student Contact Log Summative: Nurse Log <b>Staff Responsible for Monitoring:</b> Administration Nurse <b>Population:</b> All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig - <b>Start Date:</b> July 1, 2020 - <b>End Date:</b> June 30, 2021 <b>Need Statements:</b> School Processes & Programs 5 <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-33-6399-00-115-Y-99-000-Y - \$200		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

### Performance Objective 3 Need Statements:

School Processes & Programs
<b>Need Statement 5:</b> Maintain a safe learning environment by purchasing general supplies and resources. <b>Data Analysis/Root Cause:</b> Analysis of data show that creating and maintaining a clean, safe learning environment improves perception of school.



# State Compensatory

## Personnel for Castaneda Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dean of Instruction	Elementary Dean of Instruction	State Compensatory	1
Prekindergarten	Teacher	State Compensatory	.5
Prekindergarten	Teacher	State Compensatory	.5

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed, and revised after review of multiple data sources. 2020-2021 CIP was finalized during the last SBDM meeting held on May 7, 2020. The following data was reviewed:

1. Information on academic achievement of students using district measures such as the TPRI/Tejas Lee, CPALLS, TELPAS and district benchmarks.
2. STAAR Results for third through fifth grades.
3. eSchools Failure Lists to monitor students on Tier 2 and Tier 3 RTI interventions
4. Monitor school programs

CNA participants consisted of CIP participants consisted of the SBDM committee: Principal, Assistant Principal, Dean of Instruction, Pk-5th Classroom Teachers (including Special Education teachers), Counselor, Parent Liaison, 2 Parents. Meeting date May 7, 2020 PD#148729.

#### Strengths

1. Low student/teacher ratios
2. Average 18 students per classroom
3. Mobility Rate Lower
4. Stable enrollment
5. Tutorials: State Compensatory, SSI
6. Extended Day Enrichment Program
7. STEAM Academy in 2nd Grade and one to one iPad per child in first through fourth grades
8. Student/Teacher ratio
9. Prekindergarten 3 and 4 Year Old Program
10. 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. Walk throughs and observations showed the implementation of the technology and the strategies acquired during the staff developments.
11. 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.
12. 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.
13. Collaboration between administration and the staff in analyzing of assessment data was critical to improve student outcomes to address academic needs.
14. 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%.
15. 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.
16. Increased parent participation.
17. Combined strongly agree and agree statements are in the 90% range for parental support of the education program.
18. Weekly parent meetings with well structured and well informed presentations

19. 98% of our students believe their teachers "help students do their best"
20. Coffee with Crusaders teacher- parent gathering once per six weeks per grade level

## Needs

1. 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 Extended Day Enrichment program and State Compensatory tutorials.
2. Migrant students will receive added support from the campus such as purchasing school supplies, clothing and items for personal hygiene.
3. Increase Attendance Rate for sub-populations
4. Raise reading/language skills in both native and second language for ELL students
5. 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.
6. Tutorials: State Compensatory, SSI
7. Extended Day Enrichment Program
8. STEAM Academy in 2nd Grade and one to one iPad per child in first through fourth grades
9. Student/Teacher ratio
10. Prekindergarten 3 and 4 Year Old Program
11. 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).
12. Purchase software programs, applications, warranties, licences, and computer hardware such as desktops, tablets, printers, projectors, Apple TV's, 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.
13. 2018-2019 attendance was 97.28%; The 2019-2020 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.
14. 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.
15. Maintain a safe learning environment by purchasing general supplies and resources.
16. Based on the 2019 Parent Survey results, parent believe that the school building needs more assistance with maintenance.
17. According to the 2019 Teacher Survey, teachers are requesting more professional development in the area of technology and servicing special education students in the regular classroom.
18. 94% of parents feel their child(ren) are safe at school.
19. Increase the number of students participating in more school activities such as athletics, chess, dramas/plays, coding.

## Conclusions

The SBDM committee, after analyzing the 2019 CNA survey results, concluded that technology including professional development for teachers and administrators, the purchase of software and hardware were major campus priority needs. The strengths included strong parental involvement, good attendance in after school tutorials and enrichment programs for our at-risk and sub-population students. Due to the COVID -19, technology is still a high priority need for the campus.

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

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

CIP participants consisted of the SBDM committee: Principal, Assistant Principal, Dean of Instruction, Pk-5th Classroom Teachers (including Special Education teachers), Counselor, Parent Liaison, 2 Parents.

The Campus will use Title 1 funds for activities that support the needs of students as identified by the CNA.

- The community along with the faculty, staff and parents will implement instructional strategies that address needs and strengthen the academic program in the school.
- provide more learning opportunities for all students by holding extended day enrichment programs and state compensatory after school at-risk tutorials.
- Strategies supporting students include tier 1 small group instruction and RTI tier 2 and 3 intensive instructional interventions.
- Parents/Guardians, staff, administration and community met to revise and review strategies.

## **2.2: Regular monitoring and revision**

The CNA/CIP will be monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents.

The SBDM Committee will review the CIP quarterly on the following dates.

- The SBDM Committee which includes parents meet regularly to monitor and revise the CIP plan as needed.
- The SBDM meetings are held monthly
- The plan is reviewed at grade level meetings with all faculty and staff
- The SBDM evaluated the CIP on May 7, 2020. PD#148729

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

The CIP plan is in a format that is understandable and uniformed. The plan is available for all stakeholders on the campus and district websites and upon request, be orally translated and sections printed as needed. The parents are shown at a parent meeting how to locate the plan on the website as well as how to read the various sections.

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

The plan is monitored and revised regularly throughout the school year based on student needs by the SBDM Committee to ensure students are provided opportunities to meet the challenging State academic standards. Multiple opportunities will be given to all students through:

- 9.2.1-Extended Day Enrichment Program, After School Compensatory Tutorial
- 1.1.9-TLI Comprehension strategies
- 1.1.5-RTI - Research Based Instruction
- 8.1.8-Computer based blended learning approach, one to one device/iPads classrooms
- 8.1.4- Special Education Classrooms
- 1.1.10 Bilingual Education-Transitional Model
- 6.1.1-Parental Involvement academic meetings to introduce parents/community to district programs such as migrant, early childhood, curriculum, special education, gifted and talented, 504/dyslexia, and extra-curricular activities.
- 1.2.1-Early Childhood Education

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

The plan is comprised of activities in all subject areas that describe learning opportunities for all students. The curriculum is set by the district using research-based differentiated instruction. All students have the opportunity to work at their appropriate levels. A daily schedule is set with the following activities: 1.1.5-RTI Tier 2 & Tier 3 small group instruction, math facts fluency, TLI Comprehension Strategies, Language Enrichment, Computer Assisted Individual Pathways in Reading and Math, 9.2.1-Extended Day Program, State Compensatory After School Tutorials, and Academic Mentoring- Community Care Buddies Program.

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

The at-risk population is supported with activities in the CIP that address academics, attendance and behavior. such as: Positive Behavior Supports, 9.1.1-Attendance Goal Incentives, 9.2.1-At-Risk tutorials in third through fifth grades including SSI and ASP, 1.1.5-RTI Model, and Progress Monitoring- Weekly Fluency, Weekly Writing Samples (Writing Portfolios).

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

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

The campus will develop and distribute to parents and family members of participating students a written parent and family engagement policy, agreed on jointly by parents. The policy shall be made available to the local community and updated periodically to meet the changing needs of parents and the school. An Annual Title I-A meeting will be held at a convenient time to inform parents of services and activities provided through Title I funds. Continuously involve parents in the planning, review, and improvement of programs under Title I-A, including the Parent and Family Engagement Policy.

- The policy is developed in collaboration between campus representatives (SBDM Committee, Parent Liaison) and parents/guardians of participating children (Participants consisted of the SBDM committee: Principal, Assistant Principal, Dean of Instruction, Pk-5th Classroom Teachers (including Special Education teachers), Counselor, Parent Liaison, 2 Parents. (6.1.7)-Meeting date on Zoom- May 7, 2020, PD#148729.
- It is distributed in English and Spanish to all parents and family members of participating children annually during parent meetings and sent home with each student for their parents/guardians review.
- The policy is made available to the local community and updated periodically to meet the changing needs of the parents and the school.

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

The campus **shall** offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with funds provided by Title I, Part A, transportation, child care, or home visits, as such services relate to parental involvement. The following information will be provided to the parents/guardians:

- Parental Involvement Policy that delineates how parents can actively be involved at the district/campus level
- Coffee with Crusaders at 8:30 am monthly in both English and Spanish with grade level teachers to disseminate academic and behavioral expectations as well as address parental/guardian questions and suggestions.
- The parent liaison will schedule meetings as needed and suggested by parents/guardians in the Parent CNA. Regularly scheduled parent meetings however are held on Wednesdays, at 1:30 pm, in both English and Spanish in the Cafeteria (6.1.1, 6.1.6)
- SBDM campus meetings are held every first Thursday of the first week, monthly at 7:15 am in room 213.  
Annual Title I meetings will be held to inform parents of services provided through Title I funds. Meeting Dates for review of Title I Policy are forthcoming and will be made available through Microsoft Teams for parent viewing. The Parent Liaison will also be made available to meet with parents at various times throughout these dates

via telephone conference if they were unable to attend the meetings.

- Description and explanation of the curriculum used at school, the forms of academic assessments use to measure student progress and achievement levels of the challenging State academic standards

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elementary	Parent Liaison	Federal	1
Elementary	Library Aide	Federal	1
Elementary	Nurse	Federal	.4

# Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nora Camargo	Principal
Meeting Facilitator	Marisa C. Garcia	Dean of Instruction
Classroom Teacher	Magdalena Garcia	Prekindergarten Teacher Y2
Classroom Teacher	Ana Reyes-Garcia	Special Education Teacher Y2
Non-classroom Professional	Heriberto Castillo	Counselor
Classroom Teacher	Sara Abrego	Second Grade Teacher Y2
Classroom Teacher	Joanna Gonzalez	Third Grade Teacher Y1
Classroom Teacher	Dora Hernandez	First Grade Teacher Y2
Classroom Teacher	Ursula Mendiola	Fourth Grade Teacher Y1
Classroom Teacher	Rosa Casas	Fifth Grade Teacher Y2
Classroom Teacher	Marianela Ramirez	Kindergarten Teacher Y1
Business Representative	Genaro Martinez	Business Representative Y2
Parent	Celeste Castellanos	Parent Representative Y2
Parent	Juan Aguilera	Parent Representative Y1
District-level Professional	Alejandra Aldrete	District Level Representative Y1
Community Representative	Jesse Garcia	Community Representative Y2
Community Representative	Ana Garcia	Community Representative Y2
Classroom Teacher	Alfredo Bermudez	Technology Teacher Y2
Business Representative	Santiago Herrera	Business Representative Y2
Meeting Facilitator	Rosie Martinez	Assistant Principal
Parent	Sylvia Chapa	Parent Representative Y1
Parent	Celeste Cuello	Parent Representative Y1



# 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	\$2,000.00
1	1	1	General Supplies	199-11-6399-00-115-Y-11-000-Y	\$3,236.00
1	1	1	General Supplies	199-11-6399-51-115-Y-11-000-Y	\$800.00
1	1	1	General Supplies-Media Center	199-11-6399-16-115-Y-11-000-Y	\$2,500.00
1	1	1	General Supplies- Library	199-12-6399-00-115-Y-99-000-Y	\$250.00
1	1	1	General Supplies- Administration	199-23-6399-00-115-Y-99-000-Y	\$2,000.00
1	1	1	General Supplies Counseling and Guidance	199-31-6399-00-115-Y-99-000-Y	\$200.00
1	1	1	Transportation	199-11-6494-00-115-Y-11-000-Y	\$3,000.00
1	1	1	Furniture	199-11-6399-45-115-Y-11-000-Y	\$1,000.00
1	1	7	Reading Materials- Subscriptions & Supplies and Materials	199-12-6325-42-115-Y-99-000-Y	\$500.00
2	1	2	General Supplies	199-51-6315-00-115-Y-99-000-Y	\$2,200.00
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	\$2,000.00
3	3	1	Food and Refreshments	199-23-6499-53-115-Y-99-000-Y	\$1,000.00
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	\$2,000.00
7	1	3	Substitutes	199-11-6112-18-115-Y-11-000-Y	\$1,000.00
7	1	3	Substitutes	199-11-6112-18-115-Y-99-000-Y	\$800.00
8	1	8	Technology Equipment for Administration	199-23-6398-00-115-Y-99-000-Y	\$2,000.00
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					\$29,256.00
Budgeted Fund Source Amount					\$29,256.00
+/- 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	\$3,550.00
1	1	1	General Supplies	162-11-6399-00-115-Y-30-000-Y	\$5,046.00
1	2	3	State Comp Prekindergarten 4 Salaries	162-11-6119-00-115-Y-34-000-Y	\$68,933.00
8	1	8	Zulu Desk License	162-11-6299-62-115-Y-30-000-Y	\$175.00
9	2	1	SSI Tutorial Fund	162-11-6118-00-115-Y-24-SSI-Y	\$5,642.00
9	2	1	SCE Tutorial	162-11-6118-00-115-Y-30-000-Y	\$54,500.00
9	2	2	Dean of Instruction Salary	162-13-6119-00-115-Y-30-000-Y	\$0.00
Sub-Total					\$137,846.00
Budgeted Fund Source Amount					\$137,846.00
+/- 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 Non-Computer Related	211-11-6398-62-115-Y-30-0F2-Y	\$68,767.00
1	1	1	General Supplies	211-11-6399-00-115-Y-30-0F2-Y	\$25,000.00
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	\$1,800.00
2	1	2	Cleaning Supplies	211-51-6315-00-115-Y-30-0F2-Y	\$5,000.00
6	1	1	Miscellaneous Operating Costs-Food	211-61-6499-53-115-Y-30-0F2-Y-	\$900.00
6	1	3	Supplies	211-61-6399-00-115-Y-30-0F-Y	\$900.00
6	1	5	Employee Travel	211-61-6411-00-115-Y-30-0F2-Y	\$900.00
6	1	5	Device/Supplies/Instruction Parent Distribution for 20-21 School Year	211-11-61-6126-00-115-Y-30-0F2-Y	\$270.00
8	1	1	Device/Supply Instruction Parent Distribution 20-21	211-61-6118-00-115-Y-30-0F2-Y	\$1,345.00
8	1	8	Epson Projectors	211-11-6398-00-115-Y-30-0F2-Y	\$5,000.00
9	1	3	Student Awards	211-11-6498-00-115-Y-30-0F2-Y	\$3,000.00
9	2	1	After School Program	211-11-6118-00-115-Y-30-ASP-Y	\$26,833.00
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

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
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					\$149,167.00
Budgeted Fund Source Amount					\$149,167.00
+/- Difference					\$0.00
Grand Total					\$316,269.00

# Addendums

# Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CASTANEDA EL**

## Early Childhood Literacy Progress Measure 1

## Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 84% to 89% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
85%	86%	87%	88%	89%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	85%	86%	88%
2021	86%	87%	89%
2022	87%	88%	90%
2023	88%	89%	91%
2024	89%	90%	92%

Minimum size criteria set to 10 or more students.

## Early Childhood Literacy Progress Measure 1

## Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 85% to 90% by June 2024.

### Yearly Target Goals

2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	85%	86%	86%
2021	86%	87%	87%
2022	87%	88%	88%
2023	88%	89%	89%
2024	89%	90%	90%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CASTANEDA EL**

Early Childhood Literacy Progress Measure 2

Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 94% to 99% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
95%	96%	97%	98%	99%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	96%	94%	97%
2021	97%	95%	98%
2022	98%	96%	99%
2023	99%	97%	100%
2024	100%	98%	100%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2

Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 68% to 73% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
69%	70%	71%	72%	73%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	69%	68%	70%
2021	70%	69%	71%
2022	71%	70%	72%
2023	72%	71%	73%
2024	73%	72%	74%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **CASTANEDA EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 85% to 90% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
86%	87%	88%	89%	90%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	86%	88%	82%	60%
2021	87%	89%	83%	61%
2022	88%	90%	84%	62%
2023	89%	91%	85%	63%
2024	90%	92%	86%	64%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CASTANEDA EL**

### Early Childhood Literacy Progress Measure 3 - 1st Grade

### Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 36% to 41% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
37%	38%	39%	40%	41%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	36%	36%	24%	1%
2021	37%	37%	25%	2%
2022	38%	38%	26%	3%
2023	39%	39%	27%	4%
2024	40%	40%	28%	5%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 1st Grade

### Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 67% to 72% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
68%	69%	70%	71%	72%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	68%	68%	59%	34%
2021	69%	69%	60%	35%
2022	70%	70%	61%	36%
2023	71%	71%	62%	37%
2024	72%	72%	63%	38%

Minimum size criteria set to 10 or more students.



Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **CASTANEDA EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 40% to 45% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
41%	42%	43%	44%	45%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	43%	40%	42%	11%
2021	44%	41%	43%	12%
2022	45%	42%	44%	13%
2023	46%	43%	45%	14%
2024	47%	44%	46%	15%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **CASTANEDA EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 8% to 13% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
9%	10%	11%	12%	13%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	9%	7%	4%	1%
2021	10%	8%	5%	2%
2022	11%	9%	6%	3%
2023	12%	10%	7%	4%
2024	13%	11%	8%	5%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 48% to 53% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
49%	50%	51%	52%	53%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	48%	45%	37%	21%
2021	49%	46%	38%	22%
2022	50%	47%	39%	23%
2023	51%	48%	40%	24%
2024	52%	49%	41%	25%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CASTANEDA EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 43% to 48% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
44%	45%	46%	47%	48%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	44%	43%	42%
2021	45%	44%	43%
2022	46%	45%	44%
2023	47%	46%	45%
2024	48%	47%	46%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 47% to 52% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
48%	49%	50%	51%	52%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	48%	47%	54%
2021	49%	48%	55%
2022	50%	49%	56%
2023	51%	50%	57%
2024	52%	51%	58%

Minimum size criteria set to 10 or more students.

## Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **CASTANEDA EL**

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 41% to 46% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
42%	43%	44%	45%	46%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	42%	42%	43%	44%
2021	43%	43%	44%	45%
2022	44%	44%	45%	46%
2023	45%	45%	46%	47%
2024	46%	46%	47%	48%

Minimum size criteria set to 10 or more students.

### Early Childhood Literacy Progress Measure 3 - 3rd Grade

### Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 66% to 71% by June 2024.

#### Yearly Target Goals

2020	2021	2022	2023	2024
67%	68%	69%	70%	71%

#### Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	67%	67%	74%	44%
2021	68%	68%	75%	45%
2022	69%	69%	76%	46%
2023	70%	70%	77%	47%
2024	71%	71%	78%	48%

Minimum size criteria set to 10 or more students.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Definitions**

**Bullying**

**“Bullying”:**

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:
  - a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;
  - b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;
  - c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or
  - d. Infringes on the rights of the victim at school; and
2. Includes cyberbullying.

**Cyberbullying**

“Cyberbullying” means bullying that is done through the use of any electronic communication device, including through the use of a cellular or other type of telephone, a computer, a camera, electronic mail, instant messaging, text messaging, a social media application, an Internet website, or any other Internet-based communication tool.

**Applicability**

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;
2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and
3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:
  - a. Interferes with a student's educational opportunities; or

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

- b. Substantially disrupts the orderly operation of a class-room, school, or school-sponsored or school-related activity.

**Policy**

The board shall adopt a policy, including any necessary procedures, concerning bullying that:

1. Prohibits the bullying of a student;
2. Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;
3. Establishes a procedure for providing notice of an incident of bullying to:
  - a. A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and
  - b. A parent or guardian of the alleged bully within a reasonable amount of time after the incident;
4. Establishes the actions a student should take to obtain assistance and intervention in response to bullying;
5. Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;
6. Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;
7. Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and
8. Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

The policy and any necessary procedures must be included annually in the student and employee handbooks and in the district improvement plan under Education Code 11.252. [See BQ]

**Internet Posting**

The procedure for reporting bullying must be posted on a district's Internet Web site to the extent practicable.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LEGAL)

**Prevention and  
Mediation**

A district may establish a district-wide policy to assist in the prevention and mediation of bullying incidents between students that:

1. Interfere with a student's educational opportunities; or
2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

*Education Code 37.0832*

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

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**Note:** This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyber-bullying.

For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

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**Bullying Prohibited**

The District prohibits bullying, including cyberbullying, as defined by state law. Retaliation against anyone involved in the complaint process is a violation of District policy and is prohibited.

Examples

Bullying of a student could occur by physical contact or through electronic means and may include hazing, threats, taunting, teasing, confinement, assault, demands for money, destruction of property, theft of valued possessions, name calling, rumor spreading, or ostracism.

**Retaliation**

The District prohibits retaliation by a student or District employee against any person who in good faith makes a report of bullying, serves as a witness, or participates in an investigation.

Examples

Examples of retaliation may include threats, rumor spreading, ostracism, assault, destruction of property, unjustified punishments, or unwarranted grade reductions. Unlawful retaliation does not include petty slights or annoyances.

**False Claim**

A student who intentionally makes a false claim, offers false statements, or refuses to cooperate with a District investigation regarding bullying shall be subject to appropriate disciplinary action.

**Timely Reporting**

Reports of bullying shall be made as soon as possible after the alleged act or knowledge of the alleged act. A failure to immediately report may impair the District's ability to investigate and address the prohibited conduct.

**Reporting  
Procedures**

Student Report

To obtain assistance and intervention, any student who believes that he or she has experienced bullying or believes that another student has experienced bullying should immediately report the alleged acts to a teacher, school counselor, principal, or other District employee. The Superintendent shall develop procedures allowing a student to anonymously report an alleged incident of bullying.

Employee Report

Any District employee who suspects or receives notice that a student or group of students has or may have experienced bullying shall immediately notify the principal or designee.



STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

<b>Report Format</b>	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
<b>Notice of Report</b>	When an allegation of bullying is reported, the principal or designee shall notify a parent of the alleged victim on or before the third business day after the incident is reported. The principal or designee shall also notify a parent of the student alleged to have engaged in the conduct within a reasonable amount of time after the incident is reported.
<b>Prohibited Conduct</b>	The principal or designee shall determine whether the allegations in the report, if proven, would constitute prohibited conduct as defined by policy FFH, including dating violence and harassment or discrimination on the basis of race, color, religion, sex, gender, national origin, or disability. If so, the District shall proceed under policy FFH. If the allegations could constitute both prohibited conduct and bullying, the investigation under FFH shall include a determination on each type of conduct.
<b>Investigation of Report</b>	The principal or designee shall conduct an appropriate investigation based on the allegations in the report. The principal or designee shall promptly take interim action calculated to prevent bullying during the course of an investigation, if appropriate.
<b>Concluding the Investigation</b>	<p>Absent extenuating circumstances, the investigation should be completed within ten District business days from the date of the initial report alleging bullying; however, the principal or designee shall take additional time if necessary to complete a thorough investigation.</p> <p>The principal or designee shall prepare a final, written report of the investigation. The report shall include a determination of whether bullying occurred, and if so, whether the victim used reasonable self-defense. A copy of the report shall be sent to the Superintendent or designee.</p>
<b>Notice to Parents</b>	If an incident of bullying is confirmed, the principal or designee shall promptly notify the parents of the victim and of the student who engaged in bullying.
<b>District Action</b>	If the results of an investigation indicate that bullying occurred, the District shall promptly respond by taking appropriate disciplinary action in accordance with the District's Student Code of Conduct and may take corrective action reasonably calculated to address the conduct. The District may notify law enforcement in certain circumstances.
<i>Discipline</i>	A student who is a victim of bullying and who used reasonable self-defense in response to the bullying shall not be subject to disciplinary action.

STUDENT WELFARE  
FREEDOM FROM BULLYING

FFI  
(LOCAL)

	The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.
<i>Corrective Action</i>	Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.
<i>Transfers</i>	The principal or designee shall refer to FDB for transfer provisions.
<i>Counseling</i>	The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.
Improper Conduct	If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.
<b>Confidentiality</b>	To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.
<b>Appeal</b>	A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.
<b>Records Retention</b>	Retention of records shall be in accordance with CPC(LOCAL).
<b>Access to Policy and Procedures</b>	This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.

# 2019-20 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **CASTANEDA EL**

Campus Number: **031901115**

2020 Accountability Rating: **Not Rated: Declared State of Disaster**

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District Name: BROWNSVILLE ISD  
Campus Name: CASTANEDA EL  
Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Total Students: 538  
Grade Span: PK - 05  
School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas  
Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>STAAR Performance Rates by Tested Grade, Subject, and Performance Level</b>																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	<b>94%</b>	-	94%	-	-	-	-	-	71%	-	95%	80%	94%	94%
	2018	77%	80%	<b>73%</b>	-	73%	-	-	-	-	-	40%	*	73%	78%	72%	66%
At Meets Grade Level or Above	2019	45%	46%	<b>41%</b>	-	41%	-	-	-	-	-	43%	-	43%	20%	41%	42%
	2018	43%	42%	<b>44%</b>	-	44%	-	-	-	-	-	33%	*	47%	22%	43%	37%
At Masters Grade Level	2019	27%	26%	<b>18%</b>	-	18%	-	-	-	-	-	14%	-	17%	20%	18%	17%
	2018	25%	22%	<b>16%</b>	-	16%	-	-	-	-	-	7%	*	16%	22%	16%	6%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	<b>91%</b>	-	91%	-	-	-	-	-	71%	-	92%	80%	91%	90%
	2018	78%	86%	<b>78%</b>	-	78%	-	-	-	-	-	40%	*	80%	67%	79%	69%
At Meets Grade Level or Above	2019	49%	56%	<b>66%</b>	-	66%	-	-	-	-	-	43%	-	65%	80%	66%	73%
	2018	47%	54%	<b>51%</b>	-	51%	-	-	-	-	-	40%	*	53%	33%	52%	37%
At Masters Grade Level	2019	25%	27%	<b>37%</b>	-	37%	-	-	-	-	-	14%	-	35%	60%	37%	42%
	2018	23%	27%	<b>25%</b>	-	25%	-	-	-	-	-	27%	*	27%	11%	25%	17%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	<b>85%</b>	-	85%	-	-	-	-	-	73%	50%	86%	78%	84%	78%
	2018	73%	79%	<b>70%</b>	-	70%	-	-	-	-	-	44%	-	71%	56%	70%	58%
At Meets Grade Level or Above	2019	44%	51%	<b>47%</b>	-	47%	-	-	-	-	-	55%	13%	50%	22%	45%	41%
	2018	46%	49%	<b>39%</b>	-	39%	-	-	-	-	-	38%	-	44%	0%	38%	27%
At Masters Grade Level	2019	22%	23%	<b>21%</b>	-	21%	-	-	-	-	-	9%	13%	23%	0%	17%	13%
	2018	24%	23%	<b>18%</b>	-	18%	-	-	-	-	-	0%	-	20%	0%	16%	4%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	<b>79%</b>	-	79%	-	-	-	-	-	73%	25%	80%	78%	80%	69%
	2018	78%	86%	<b>80%</b>	-	80%	-	-	-	-	-	56%	-	81%	67%	80%	80%
At Meets Grade Level or Above	2019	48%	53%	<b>56%</b>	-	56%	-	-	-	-	-	64%	25%	58%	44%	57%	44%
	2018	49%	56%	<b>48%</b>	-	48%	-	-	-	-	-	44%	-	48%	56%	48%	38%
At Masters Grade Level	2019	28%	30%	<b>25%</b>	-	25%	-	-	-	-	-	18%	13%	27%	11%	23%	9%
	2018	27%	30%	<b>24%</b>	-	24%	-	-	-	-	-	13%	-	25%	11%	22%	11%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	<b>77%</b>	-	77%	-	-	-	-	-	73%	38%	77%	78%	77%	75%
	2018	63%	74%	<b>67%</b>	-	67%	-	-	-	-	-	44%	-	69%	56%	67%	60%
At Meets Grade Level or Above	2019	35%	44%	<b>45%</b>	-	45%	-	-	-	-	-	64%	13%	45%	44%	43%	41%
	2018	39%	48%	<b>39%</b>	-	39%	-	-	-	-	-	31%	-	38%	56%	38%	24%
At Masters Grade Level	2019	11%	14%	<b>12%</b>	-	12%	-	-	-	-	-	18%	0%	14%	0%	12%	9%
	2018	11%	14%	<b>17%</b>	-	17%	-	-	-	-	-	31%	-	18%	11%	16%	9%

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	<b>85%</b>	-	85%	-	-	-	-	-	63%	-	88%	56%	85%	84%
	2018	84%	90%	<b>89%</b>	-	89%	*	-	-	-	-	78%	*	92%	60%	89%	83%
At Meets Grade Level or Above	2019	54%	56%	<b>47%</b>	-	47%	-	-	-	-	-	31%	-	49%	33%	46%	37%
	2018	54%	59%	<b>57%</b>	-	57%	*	-	-	-	-	28%	*	58%	40%	55%	50%
At Masters Grade Level	2019	29%	28%	<b>25%</b>	-	25%	-	-	-	-	-	13%	-	25%	22%	23%	14%
	2018	26%	28%	<b>22%</b>	-	23%	*	-	-	-	-	0%	*	21%	40%	22%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	<b>92%</b>	-	92%	-	-	-	-	-	69%	-	95%	67%	92%	92%
	2018	91%	97%	<b>95%</b>	-	95%	*	-	-	-	-	83%	*	96%	80%	95%	94%
At Meets Grade Level or Above	2019	58%	70%	<b>53%</b>	-	53%	-	-	-	-	-	50%	-	55%	33%	53%	43%
	2018	58%	74%	<b>63%</b>	-	64%	*	-	-	-	-	39%	*	65%	40%	62%	58%
At Masters Grade Level	2019	36%	46%	<b>27%</b>	-	27%	-	-	-	-	-	19%	-	26%	33%	26%	18%
	2018	30%	43%	<b>32%</b>	-	32%	*	-	-	-	-	11%	*	31%	40%	30%	31%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	<b>84%</b>	-	84%	-	-	-	-	-	56%	-	88%	44%	84%	78%
	2018	76%	85%	<b>84%</b>	-	83%	*	-	-	-	-	53%	*	84%	*	83%	85%
At Meets Grade Level or Above	2019	49%	60%	<b>57%</b>	-	57%	-	-	-	-	-	56%	-	61%	22%	57%	55%
	2018	41%	51%	<b>47%</b>	-	47%	*	-	-	-	-	41%	*	47%	*	45%	30%
At Masters Grade Level	2019	24%	28%	<b>23%</b>	-	23%	-	-	-	-	-	13%	-	23%	22%	22%	16%
	2018	17%	20%	<b>21%</b>	-	21%	*	-	-	-	-	24%	*	20%	*	20%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	<b>86%</b>	-	86%	-	-	-	-	-	67%	38%	88%	69%	86%	84%
	2018	77%	78%	<b>79%</b>	-	79%	*	-	-	-	-	56%	100%	80%	66%	79%	74%
At Meets Grade Level or Above	2019	50%	52%	<b>52%</b>	-	52%	-	-	-	-	-	51%	17%	53%	36%	51%	48%
	2018	48%	49%	<b>48%</b>	-	48%	*	-	-	-	-	37%	40%	49%	34%	47%	37%
At Masters Grade Level	2019	24%	23%	<b>23%</b>	-	23%	-	-	-	-	-	15%	8%	24%	19%	22%	18%
	2018	22%	21%	<b>22%</b>	-	22%	*	-	-	-	-	14%	20%	22%	17%	21%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	<b>88%</b>	-	88%	-	-	-	-	-	68%	50%	90%	70%	87%	86%
	2018	74%	74%	<b>77%</b>	-	77%	*	-	-	-	-	55%	*	78%	65%	77%	68%
At Meets Grade Level or Above	2019	48%	47%	<b>45%</b>	-	45%	-	-	-	-	-	41%	13%	47%	26%	44%	40%
	2018	46%	44%	<b>46%</b>	-	47%	*	-	-	-	-	33%	*	49%	17%	45%	37%
At Masters Grade Level	2019	21%	18%	<b>21%</b>	-	21%	-	-	-	-	-	12%	13%	22%	13%	20%	15%
	2018	19%	17%	<b>19%</b>	-	19%	*	-	-	-	-	2%	*	19%	17%	18%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	<b>88%</b>	-	88%	-	-	-	-	-	71%	25%	90%	74%	88%	85%
	2018	81%	85%	<b>84%</b>	-	84%	*	-	-	-	-	61%	*	86%	70%	84%	81%
At Meets Grade Level or Above	2019	52%	57%	<b>58%</b>	-	58%	-	-	-	-	-	53%	25%	59%	48%	58%	54%

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2018	50%	55%	<b>54%</b>	-	54%	*	-	-	-	-	41%	*	55%	43%	54%	44%
	2019	26%	31%	<b>29%</b>	-	29%	-	-	-	-	-	18%	13%	29%	30%	29%	24%
	2018	24%	28%	<b>27%</b>	-	27%	*	-	-	-	-	16%	*	28%	17%	26%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	<b>77%</b>	-	77%	-	-	-	-	-	73%	38%	77%	78%	77%	75%
	2018	66%	71%	<b>67%</b>	-	67%	-	-	-	-	-	44%	-	69%	56%	67%	60%
	2019	38%	44%	<b>45%</b>	-	45%	-	-	-	-	-	64%	13%	45%	44%	43%	41%
At Meets Grade Level or Above	2018	41%	45%	<b>39%</b>	-	39%	-	-	-	-	-	31%	-	38%	56%	38%	24%
	2019	14%	15%	<b>12%</b>	-	12%	-	-	-	-	-	18%	0%	14%	0%	12%	9%
	2018	13%	13%	<b>17%</b>	-	17%	-	-	-	-	-	31%	-	18%	11%	16%	9%
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	<b>84%</b>	-	84%	-	-	-	-	-	56%	-	88%	44%	84%	78%
	2018	80%	82%	<b>84%</b>	-	83%	*	-	-	-	-	53%	*	84%	*	83%	85%
	2019	54%	55%	<b>57%</b>	-	57%	-	-	-	-	-	56%	-	61%	22%	57%	55%
At Meets Grade Level or Above	2018	51%	51%	<b>47%</b>	-	47%	*	-	-	-	-	41%	*	47%	*	45%	30%
	2019	25%	21%	<b>23%</b>	-	23%	-	-	-	-	-	13%	-	23%	22%	22%	16%
	2018	23%	19%	<b>21%</b>	-	21%	*	-	-	-	-	24%	*	20%	*	20%	6%

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

**Texas Education Agency**  
**Texas Academic Performance Report**  
**2019-20 Campus Progress**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

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 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)
<b>School Progress Domain - Academic Growth Score by Grade and Subject</b>																	
Grade 4 ELA/Reading	2019	61	69	<b>77</b>	-	77	-	-	-	-	-	70	86	76	89	77	70
	2018	63	65	<b>60</b>	-	60	-	-	-	-	-	41	-	61	40	60	57
Grade 4 Mathematics	2019	65	64	<b>72</b>	-	72	-	-	-	-	-	70	100	69	94	72	75
	2018	65	66	<b>56</b>	-	56	-	-	-	-	-	53	-	55	64	54	50
Grade 5 ELA/Reading	2019	81	78	<b>85</b>	-	85	-	-	-	-	-	90	-	84	100	84	84
	2018	80	81	<b>81</b>	-	81	-	-	-	-	-	78	*	83	*	81	79
Grade 5 Mathematics	2019	83	88	<b>85</b>	-	85	-	-	-	-	-	100	-	84	88	85	82
	2018	81	87	<b>82</b>	-	82	*	-	-	-	-	89	*	84	60	82	83
All Grades Both Subjects	2019	69	69	<b>80</b>	-	80	-	-	-	-	-	85	93	79	92	80	79
	2018	69	71	<b>69</b>	-	69	*	-	-	-	-	66	*	70	55	68	66
All Grades ELA/Reading	2019	68	67	<b>82</b>	-	82	-	-	-	-	-	82	86	80	93	81	79
	2018	69	69	<b>70</b>	-	70	-	-	-	-	-	60	*	71	44	70	67
All Grades Mathematics	2019	70	71	<b>79</b>	-	79	-	-	-	-	-	88	100	78	91	79	79
	2018	70	72	<b>68</b>	-	68	*	-	-	-	-	72	*	69	63	67	65



District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Prior Year and Student Success Initiative**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Progress of Prior-Year Non-Proficient Students</b>														
<b>Sum of Grades 4-8</b>														
Reading	2019	41%	48%	<b>57%</b>	-	57%	-	-	-	-	-	40%	57%	64%
	2018	38%	44%	<b>46%</b>	-	46%	-	-	-	-	-	31%	46%	36%
Mathematics	2019	45%	57%	<b>43%</b>	-	43%	-	-	-	-	-	27%	44%	37%
	2018	47%	57%	<b>48%</b>	-	48%	-	-	-	-	-	47%	50%	42%
<b>Student Success Initiative</b>														
<b>Grade 5 Reading</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	<b>78%</b>	-	78%	-	-	-	-	-	33%	77%	73%
Students Requiring Accelerated Instruction														
	2019	22%	16%	<b>22%</b>	-	22%	-	-	-	-	-	67%	23%	27%
STAAR Cumulative Met Standard														
	2019	86%	91%	<b>83%</b>	-	83%	-	-	-	-	-	50%	83%	80%
<b>Grade 5 Mathematics</b>														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	<b>87%</b>	-	87%	-	-	-	-	-	58%	86%	83%
Students Requiring Accelerated Instruction														
	2019	17%	8%	<b>13%</b>	-	13%	-	-	-	-	-	42%	14%	17%
STAAR Cumulative Met Standard														
	2019	90%	96%	<b>92%</b>	-	92%	-	-	-	-	-	58%	92%	90%

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Performance**  
 Bilingual Education/English as a Second Language

Total Students: 538  
 Grade Span: PK - 05  
 (Current EL Students)

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Performance section of this year's report is not updated.

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
<b>STAAR Performance Rate by Subject and Performance Level</b>															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	<b>86%</b>	82%	82%	-	-	-	-	-	-	*	82%	81%
	2018	77%	78%	<b>79%</b>	59%	59%	-	-	-	-	-	-	-	59%	59%
At Meets Grade Level or Above	2019	50%	52%	<b>52%</b>	41%	41%	-	-	-	-	-	-	*	41%	40%
	2018	48%	49%	<b>48%</b>	23%	23%	-	-	-	-	-	-	-	23%	23%
At Masters Grade Level	2019	24%	23%	<b>23%</b>	12%	12%	-	-	-	-	-	-	*	12%	12%
	2018	22%	21%	<b>22%</b>	5%	5%	-	-	-	-	-	-	-	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	<b>88%</b>	86%	86%	-	-	-	-	-	-	*	86%	86%
	2018	74%	74%	<b>77%</b>	51%	51%	-	-	-	-	-	-	-	51%	51%
At Meets Grade Level or Above	2019	48%	47%	<b>45%</b>	29%	29%	-	-	-	-	-	-	*	29%	29%
	2018	46%	44%	<b>46%</b>	21%	21%	-	-	-	-	-	-	-	21%	21%
At Masters Grade Level	2019	21%	18%	<b>21%</b>	8%	8%	-	-	-	-	-	-	*	8%	8%
	2018	19%	17%	<b>19%</b>	1%	1%	-	-	-	-	-	-	-	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	<b>88%</b>	82%	82%	-	-	-	-	-	-	*	82%	81%
	2018	81%	85%	<b>84%</b>	71%	71%	-	-	-	-	-	-	-	71%	71%
At Meets Grade Level or Above	2019	52%	57%	<b>58%</b>	51%	51%	-	-	-	-	-	-	*	51%	51%
	2018	50%	55%	<b>54%</b>	28%	28%	-	-	-	-	-	-	-	28%	28%
At Masters Grade Level	2019	26%	31%	<b>29%</b>	20%	20%	-	-	-	-	-	-	*	20%	20%
	2018	24%	28%	<b>27%</b>	7%	7%	-	-	-	-	-	-	-	7%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	<b>77%</b>	73%	73%	-	-	-	-	-	-	*	73%	70%
	2018	66%	71%	<b>67%</b>	38%	38%	-	-	-	-	-	-	-	38%	38%
At Meets Grade Level or Above	2019	38%	44%	<b>45%</b>	32%	32%	-	-	-	-	-	-	*	32%	30%
	2018	41%	45%	<b>39%</b>	19%	19%	-	-	-	-	-	-	-	19%	19%
At Masters Grade Level	2019	14%	15%	<b>12%</b>	0%	0%	-	-	-	-	-	-	*	0%	0%
	2018	13%	13%	<b>17%</b>	8%	8%	-	-	-	-	-	-	-	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	<b>84%</b>	71%	71%	-	-	-	-	-	-	-	71%	71%
	2018	80%	82%	<b>84%</b>	71%	71%	-	-	-	-	-	-	-	71%	71%
At Meets Grade Level or Above	2019	54%	55%	<b>57%</b>	52%	52%	-	-	-	-	-	-	-	52%	52%
	2018	51%	51%	<b>47%</b>	14%	14%	-	-	-	-	-	-	-	14%	14%
At Masters Grade Level	2019	25%	21%	<b>23%</b>	10%	10%	-	-	-	-	-	-	-	10%	10%
	2018	23%	19%	<b>21%</b>	0%	0%	-	-	-	-	-	-	-	0%	0%
<b>School Progress Domain - Academic Growth Score</b>															
All Grades Both Subjects	2019	69%	69%	<b>80%</b>	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	69%	71%	<b>69%</b>	59%	59%	-	-	-	-	-	-	-	59%	59%
All Grades ELA/Reading	2019	68%	67%	<b>82%</b>	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	69%	69%	<b>70%</b>	60%	60%	-	-	-	-	-	-	-	60%	60%
All Grades Mathematics	2019	70%	71%	<b>79%</b>	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	70%	72%	<b>68%</b>	58%	58%	-	-	-	-	-	-	-	58%	58%
<b>Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)</b>															
Reading	2019	41%	48%	<b>57%</b>	67%	67%	-	-	-	-	-	-	*	67%	64%
	2018	38%	44%	<b>46%</b>	36%	36%	-	-	-	-	-	-	-	36%	36%
Mathematics	2019	45%	57%	<b>43%</b>	39%	39%	-	-	-	-	-	-	*	39%	37%
	2018	47%	57%	<b>48%</b>	42%	42%	-	-	-	-	-	-	-	42%	42%

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus STAAR Participation**

Total Students: 585  
 Grade Span: PK - 05  
 School Type: Elementary

Please note that due to the cancellation of spring 2020 State of Texas  
 Assessments of Academic Readiness (STAAR) due to the COVID-19 pandemic,  
 the Participation section of this year's report is not updated.

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>2019 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	<b>95%</b>	-	95%	-	-	-	-	-	96%	95%	96%
Not Included in Accountability													
Mobile	4%	2%	<b>4%</b>	-	4%	-	-	-	-	-	4%	5%	3%
Other Exclusions	1%	2%	<b>1%</b>	-	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	<b>0%</b>	-	0%	-	-	-	-	-	0%	0%	0%
<b>2018 STAAR Participation (All Grades)</b>													
<b>All Tests</b>													
Assessment Participant	99%	100%	<b>100%</b>	-	100%	*	-	-	-	-	99%	100%	99%
Included in Accountability	94%	95%	<b>94%</b>	-	94%	*	-	-	-	-	94%	94%	89%
Not Included in Accountability													
Mobile	4%	3%	<b>4%</b>	-	4%	*	-	-	-	-	6%	4%	4%
Other Exclusions	1%	2%	<b>2%</b>	-	2%	*	-	-	-	-	0%	2%	7%
Not Tested	1%	0%	<b>0%</b>	-	0%	*	-	-	-	-	1%	0%	1%
Absent	1%	0%	<b>0%</b>	-	0%	*	-	-	-	-	1%	0%	1%
Other	0%	0%	<b>0%</b>	-	0%	*	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD  
Campus Name: CASTANEDA EL  
Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 538  
Grade Span: PK - 05  
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Attendance Rate</b>													
2018-19	95.4%	95.0%	<b>97.2%</b>	-	97.2%	*	-	-	-	-	96.3%	97.1%	97.1%
2017-18	95.4%	95.4%	<b>97.3%</b>	*	97.3%	*	-	-	-	-	96.7%	97.3%	97.7%
<b>Annual Dropout Rate (Gr 7-8)</b>													
2018-19	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
<b>Annual Dropout Rate (Gr 9-12)</b>													
2018-19	1.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Longitudinal Rate (Gr 9-12)</b>													
Class of 2019													
Graduated	90.0%	93.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.5%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.7%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
<b>5-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2018													
Graduated	92.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.7%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.1%	3.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.6%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.9%	96.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
<b>6-Year Extended Longitudinal Rate (Gr 9-12)</b>													
Class of 2017													
Graduated	92.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Attendance, Graduation, and Dropout Rates**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	93.2%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
<b>4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)</b>													
Class of 2019	90.0%	92.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Longitudinal Rate)</b>													
Class of 2019	73.3%	*	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Longitudinal Rate)</b>													
Class of 2019	4.2%	17.3%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	83.5%	79.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)</b>													
Class of 2019	87.6%	97.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP Graduates (Annual Rate)</b>													
2018-19	32.7%	32.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-E Graduates (Annual Rate)</b>													
2018-19	4.4%	16.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
<b>FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	82.1%	79.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
<b>RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)</b>													
2018-19	85.9%	94.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Graduation Profile**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

	<b>Campus Count</b>	<b>Campus Percent</b>	<b>District Count</b>	<b>State Count</b>
<b>Graduates (2018-19 Annual Graduates)</b>				
Total Graduates	-	-	3,285	355,615
By Ethnicity:				
African American	-	-	2	43,953
Hispanic	-	-	3,255	180,673
White	-	-	18	105,577
American Indian	-	-	1	1,293
Asian	-	-	8	16,564
Pacific Islander	-	-	0	537
Two or More Races	-	-	1	7,018
By Graduation Type:				
Minimum H.S. Program	-	-	42	2,248
Recommended H.S. Program/Distinguished Achievement Program	-	-	20	1,090
Foundation H.S. Program (No Endorsement)	-	-	198	51,579
Foundation H.S. Program (Endorsement)	-	-	516	15,160
Foundation H.S. Program (DLA)	-	-	2,509	285,538
Special Education Graduates	-	-	299	27,598
Economically Disadvantaged Graduates	-	-	2,760	186,364
LEP Graduates	-	-	462	25,189
At-Risk Graduates	-	-	2,003	146,432

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>College, Career, and Military Ready Graduates (Student Achievement)</b>													
College, Career, or Military Ready (Annual Graduates)													
2018-19	72.9%	79.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
<b>College Ready Graduates</b>													
College Ready (Annual Graduates)													
2018-19	53.0%	50.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2018-19	60.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	48.6%	46.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	44.2%	41.1%	-	-	-	-	-	-	-	-	-	-	-
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2018-19	23.1%	23.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2018-19	21.1%	19.9%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2018-19	1.9%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2018-19	2.3%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
<b>Career/Military Ready Graduates</b>													
Career or Military Ready (Annual Graduates)													
2018-19	40.4%	61.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2018-19	10.7%	25.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus College, Career, and Military Readiness (CCMR)**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018-19	2.3%	1.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2018-19	55.6%	81.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
U.S. Armed Forces Enlistment (Annual Graduates)													
2018-19	5.0%	7.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2018-19	2.7%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2018-19	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-



Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus CCMR-Related Indicators

Total Students: 538  
Grade Span: PK - 05  
School Type: Elementary

District Name: BROWNSVILLE ISD  
Campus Name: CASTANEDA EL  
Campus Number: 031901115

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>TSIA Results (Graduates &gt;= Criterion) (Annual Graduates)</b>													
Reading													
2018-19	33.4%	52.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	24.7%	43.2%	-	-	-	-	-	-	-	-	-	-	-
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	18.8%	36.6%	-	-	-	-	-	-	-	-	-	-	-
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
<b>CTE Coherent Sequence (Annual Graduates)</b>													
2018-19	59.0%	84.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Completed and Received Credit for College Prep Courses (Annual Graduates)</b>													
English Language Arts													
2018-19	5.1%	2.8%	-	-	-	-	-	-	-	-	-	-	-
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	7.3%	3.3%	-	-	-	-	-	-	-	-	-	-	-
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2018-19	2.6%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
<b>AP/IB Results (Participation) (Grades 11-12)</b>													
All Subjects													
2019	25.2%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	14.5%	16.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	7.4%	3.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2019	10.4%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2019	13.9%	16.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>AP/IB Results (Examinees &gt;= Criterion) (Grades 11-12)</b>													
All Subjects													
2019	51.0%	23.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2019	41.2%	9.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2019	52.2%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD  
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 Campus Number: 031901115

Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus CCMR-Related Indicators**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2018 Science	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	40.6%	5.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018 Social Studies	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2019	46.3%	9.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>SAT/ACT Results (Annual Graduates)</b>													
Tested													
2018-19	75.0%	74.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion for All													
Examinees													
2018-19	36.1%	17.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average SAT Score (Annual Graduates)</b>													
All Subjects													
2018-19	1027	943	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2018-19	517	478	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	510	464	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
<b>Average ACT Score (Annual Graduates)</b>													
All Subjects													
2018-19	20.6	18.0	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018-19	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018-19	20.4	17.8	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018-19	20.8	18.4	-	-	-	-	-	-	-	-	n/a	-	n/a
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Other Postsecondary Indicators

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
<b>Advanced Dual-Credit Course Completion (Grades 9-12)</b>													
Any Subject													
2018-19	44.6%	53.7%	-	-	-	-	-	-	-	-	-	-	-
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2018-19	17.8%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2018-19	20.4%	27.5%	-	-	-	-	-	-	-	-	-	-	-
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
Science													
2018-19	21.7%	16.4%	-	-	-	-	-	-	-	-	-	-	-
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2018-19	23.6%	26.0%	-	-	-	-	-	-	-	-	-	-	-
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates Enrolled in Texas Institution of Higher Education (TX IHE)</b>													
2017-18	53.4%	58.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
<b>Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course</b>													
2017-18	60.7%	53.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD  
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Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Student Information

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

Student Information	----- Membership -----				----- Enrollment -----			
	----- Campus -----		District	State	----- Campus -----		District	State
	Count	Percent			Count	Percent		
Total Students	538	100.0%	42,989	5,479,173	539	100.0%	43,028	5,493,940
Students by Grade:								
Early Childhood Education	0	0.0%	0.1%	0.3%	1	0.2%	0.2%	0.5%
Pre-Kindergarten	78	14.5%	8.3%	4.5%	78	14.5%	8.3%	4.5%
Kindergarten	62	11.5%	5.9%	7.0%	62	11.5%	5.9%	7.0%
Grade 1	90	16.7%	6.5%	7.1%	90	16.7%	6.5%	7.1%
Grade 2	79	14.7%	6.5%	7.1%	79	14.7%	6.4%	7.1%
Grade 3	81	15.1%	6.7%	7.1%	81	15.0%	6.7%	7.1%
Grade 4	74	13.8%	6.6%	7.3%	74	13.7%	6.6%	7.3%
Grade 5	74	13.8%	7.1%	7.6%	74	13.7%	7.1%	7.6%
Grade 6	0	0.0%	7.0%	7.7%	0	0.0%	7.0%	7.7%
Grade 7	0	0.0%	6.9%	7.7%	0	0.0%	6.9%	7.7%
Grade 8	0	0.0%	7.2%	7.5%	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.5%	8.2%	0	0.0%	8.5%	8.2%
Grade 10	0	0.0%	8.0%	7.4%	0	0.0%	8.0%	7.4%
Grade 11	0	0.0%	7.5%	6.9%	0	0.0%	7.5%	6.9%
Grade 12	0	0.0%	7.2%	6.4%	0	0.0%	7.2%	6.4%
Ethnic Distribution:								
African American	1	0.2%	0.1%	12.6%	1	0.2%	0.1%	12.6%
Hispanic	531	98.7%	98.3%	52.8%	532	98.7%	98.3%	52.8%
White	6	1.1%	1.3%	27.0%	6	1.1%	1.3%	27.0%
American Indian	0	0.0%	0.0%	0.4%	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.6%	0	0.0%	0.2%	4.6%
Pacific Islander	0	0.0%	0.0%	0.2%	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.5%	0	0.0%	0.0%	2.5%
Sex:								
Female	280	52.0%	49.1%	48.8%	280	51.9%	49.1%	48.8%
Male	258	48.0%	50.9%	51.2%	259	48.1%	50.9%	51.2%
Economically Disadvantaged	517	96.1%	89.5%	60.3%	518	96.1%	89.5%	60.2%
Non-Educationally Disadvantaged	21	3.9%	10.5%	39.7%	21	3.9%	10.5%	39.8%
Section 504 Students	66	12.3%	8.6%	6.9%	66	12.2%	8.6%	6.9%
English Learners (EL)	298	55.4%	36.1%	20.3%	298	55.3%	36.1%	20.3%
Students w/ Disciplinary Placements (2018-19)	0	0.0%	0.9%	1.5%				
Students w/ Dyslexia	24	4.5%	5.9%	4.1%	24	4.5%	5.9%	4.1%
Foster Care	5	0.9%	0.4%	0.3%	5	0.9%	0.4%	0.3%
Homeless	13	2.4%	3.4%	1.4%	13	2.4%	3.4%	1.4%
Immigrant	4	0.7%	1.1%	2.3%	4	0.7%	1.1%	2.3%
Migrant	6	1.1%	1.4%	0.3%	6	1.1%	1.4%	0.3%
Title I	538	100.0%	98.5%	65.1%	539	100.0%	98.5%	65.1%
Military Connected	4	0.7%	0.5%	1.9%	4	0.7%	0.5%	1.9%
At-Risk	436	81.0%	67.8%	50.6%	436	80.9%	67.7%	50.5%

District Name: BROWNSVILLE ISD  
 Campus Name: CASTANEDA EL  
 Campus Number: 031901115

**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Student Information**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Student Information</b>	<b>----- Membership -----</b>				<b>----- Enrollment -----</b>			
	<b>----- Campus -----</b>		<b>District</b>	<b>State</b>	<b>----- Campus -----</b>		<b>District</b>	<b>State</b>
	<b>Count</b>	<b>Percent</b>			<b>Count</b>	<b>Percent</b>		
Students by Instructional Program:								
Bilingual/ESL Education	297	55.2%	35.6%	20.6%	297	55.1%	35.6%	20.6%
Career & Technical Education	0	0.0%	33.0%	27.6%				
Career & Technical Education (9-12 grades only)	0	0.0%	81.9%	50.8%	0	-	81.9%	50.8%
Gifted & Talented Education	59	11.0%	11.6%	8.1%	59	10.9%	11.6%	8.1%
Special Education	86	16.0%	13.3%	10.5%	87	16.1%	13.4%	10.7%
Students with Disabilities by Type of Primary Disability:								
Total Students with Disabilities	86							
By Type of Primary Disability								
Students with Intellectual Disabilities	45	52.3%	54.6%	42.4%				
Students with Physical Disabilities	23	26.7%	11.7%	21.4%				
Students with Autism	9	10.5%	12.1%	13.8%				
Students with Behavioral Disabilities	9	10.5%	19.4%	20.8%				
Students with Non-Categorical Early Childhood	0	0.0%	2.2%	1.5%				
Mobility (2018-19):								
Total Mobile Students	83	17.5%	14.1%	15.3%				
By Ethnicity:								
African American	0	0.0%						
Hispanic	83	17.5%						
White	0	0.0%						
American Indian	0	0.0%						
Asian	0	0.0%						
Pacific Islander	0	0.0%						
Two or More Races	0	0.0%						
Student Attrition (2018-19):								
Total Student Attrition	77	15.7%						

<b>Student Information</b>	<b>-----Non-Special Education Rates-----</b>			<b>-----Special Education Rates-----</b>		
	<b>Campus</b>	<b>District</b>	<b>State</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Retention Rates by Grade:						
Kindergarten	1.3%	1.2%	1.6%	0.0%	3.3%	5.5%
Grade 1	7.5%	7.6%	2.9%	30.0%	15.7%	4.9%
Grade 2	7.7%	4.1%	1.6%	0.0%	4.6%	2.0%
Grade 3	0.0%	2.9%	0.9%	0.0%	2.2%	0.8%
Grade 4	1.7%	1.0%	0.5%	0.0%	0.6%	0.4%
Grade 5	4.9%	0.4%	0.4%	0.0%	0.2%	0.5%
Grade 6	-	2.7%	0.4%	-	0.9%	0.5%
Grade 7	-	3.2%	0.5%	-	1.4%	0.6%
Grade 8	-	2.1%	0.4%	-	1.3%	0.6%
Grade 9	-	9.1%	7.8%	-	19.1%	13.1%

District Name: BROWNSVILLE ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
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Total Students: 538  
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<b>Class Size Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.7	19.0	19.0
Grade 1	15.3	16.9	18.9
Grade 2	15.7	17.9	18.8
Grade 3	15.9	22.2	19.0
Grade 4	20.6	23.3	19.2
Grade 5	?	24.1	20.9
Grade 6	-	22.9	20.4
Secondary:			
English/Language Arts	-	16.3	16.4
Foreign Languages	-	17.8	18.7
Mathematics	-	19.5	17.8
Science	-	19.3	18.8
Social Studies	-	19.0	19.3

District Name: BROWNSVILLE ISD  
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Campus Number: 031901115

Texas Education Agency  
Texas Academic Performance Report  
2019-20 Campus Staff Information

Total Students: 538  
Grade Span: PK - 05  
School Type: Elementary

Staff Information	----- Campus -----		District	State
	Count/Average	Percent		
Total Staff	58.5	100.0%	100.0%	100.0%
Professional Staff:	45.0	76.9%	56.7%	63.7%
Teachers	36.6	62.5%	44.1%	49.4%
Professional Support	5.4	9.3%	9.7%	10.2%
Campus Administration (School Leadership)	3.0	5.1%	2.8%	3.0%
Educational Aides:	13.5	23.1%	11.9%	10.6%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,373.0
Part-time	0.0	n/a	0.0	595.0
Counselors				
Full-time	2.0	n/a	155.0	12,901.0
Part-time	0.0	n/a	8.0	1,103.0
Total Minority Staff:	56.6	96.6%	94.1%	51.1%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.2%	10.8%
Hispanic	33.6	91.8%	89.8%	28.1%
White	2.0	5.5%	8.4%	57.7%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.8%
Pacific Islander	1.0	2.7%	1.4%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	2.2	5.9%	31.5%	23.8%
Females	34.4	94.1%	68.5%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.3%	1.3%
Bachelors	28.4	77.7%	79.4%	73.4%
Masters	8.2	22.3%	18.9%	24.5%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	1.0	2.7%	2.3%	7.4%
1-5 Years Experience	0.0	0.0%	13.3%	27.9%
6-10 Years Experience	6.0	16.4%	17.3%	19.4%
11-20 Years Experience	19.2	52.4%	40.1%	29.4%
Over 20 Years Experience	10.4	28.5%	27.1%	15.9%
Number of Students per Teacher	14.7	n/a	15.0	15.1

District Name: BROWNSVILLE ISD  
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**Texas Education Agency  
 Texas Academic Performance Report  
 2019-20 Campus Staff Information**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

<b>Staff Information</b>	<b>Campus</b>	<b>District</b>	<b>State</b>
Experience of Campus Leadership:			
Average Years Experience of Principals	13.0	9.6	6.2
Average Years Experience of Principals with District	13.0	9.1	5.3
Average Years Experience of Assistant Principals	6.5	9.1	5.3
Average Years Experience of Assistant Principals with District	6.5	8.9	4.7
Average Years Experience of Teachers:	18.1	15.4	11.1
Average Years Experience of Teachers with District:	16.9	14.6	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	\$45,025	\$50,807	\$49,868
1-5 Years Experience	-	\$51,636	\$52,823
6-10 Years Experience	\$60,978	\$53,468	\$55,756
11-20 Years Experience	\$62,605	\$58,689	\$59,308
Over 20 Years Experience	\$76,157	\$67,128	\$65,449
Average Actual Salaries (regular duties only):			
Teachers	\$65,721	\$58,957	\$57,091
Professional Support	\$63,196	\$73,071	\$67,352
Campus Administration (School Leadership)	\$94,265	\$95,913	\$82,512
Instructional Staff Percent:	n/a	58.9%	64.6%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,309.0



District Name: BROWNSVILLE ISD  
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Texas Education Agency  
**Texas Academic Performance Report**  
**2019-20 Campus Staff Information**

Total Students: 538  
 Grade Span: PK - 05  
 School Type: Elementary

Program Information	----- Campus -----		District	State
	Count	Percent		
Teachers by Program (population served):				
Bilingual/ESL Education	1.9	5.2%	2.7%	6.5%
Career & Technical Education	0.0	0.0%	5.7%	5.0%
Compensatory Education	0.0	0.0%	0.6%	2.8%
Gifted & Talented Education	0.0	0.0%	0.4%	1.9%
Regular Education	28.6	78.0%	78.7%	70.9%
Special Education	4.6	12.7%	11.7%	9.3%
Other	1.5	4.1%	0.2%	3.6%

- '/' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
- '\*' Indicates results are masked due to small numbers to protect student confidentiality.
- '\*\*' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
- '-' Indicates there are no students in the group.
- 'n/a' Indicates data reporting is not applicable for this group.
- '?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

[Link to: PEIMS Financial Standard Reports 2018-19 Financial Actual Report](#)