

Brownsville Independent School District

Pena Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020
Public Presentation Date: January 13, 2021

Mission Statement

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

Vision

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

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

Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

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Comprehensive Needs Assessment

Revised/Approved: May 14, 2020

Needs Assessment Overview

Peña Elementary School is located in Brownsville, Texas. Peña Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was constructed in 2009 with no classrooms added since then. The main campus is comprised of 44 classrooms, a cafeteria, library, and gymnasium.

The student population at Peña Elementary School is approximately 531 and serves students in grades PK-3 through 5th Grade. According to the PEIMS Data Review of our campus profile, 99.25% of the student population is Hispanic and 89.08% are identified as Economically Disadvantaged and 74.76% are identified as At Risk. Our student population is 45.95% Limited English Proficient. In addition, 61.58% of our students are eligible for Free/Reduce Meals.

The students of Peña Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area including: Music, Safe School Curriculum and the Health CATCH program. The instructional programs address the various needs in different populations such as Gifted and Talented, Special Education, Dyslexia, Migrant, and At Risk students. All students are provided instruction to address their needs and prepare them to meet the yearly goal set by the state using the STAAR assessment, TPRI/TejasL LE assessment and any other Language Proficiency assessments. The goal is to have all students in 3rd-5th Grade meet the following assessment goals as a team: 90% Approaching Level, 60% Meets Level and 30% Masters Level.

Peña Elementary campus initiatives include the following:

1. STEAM designated campus.
2. Extended Day Program
3. At-Risk Tutorial Program
4. Early Childhood Full Time 3 Year Old Program
5. Technology Support Programs for K-5th (Spelling City/Education Galaxy/Accelerated Reader)
6. Bully Free Zone Awareness Program
7. Response to Intervention
8. Student of the Week Recognition.
9. Community Engagement Programs such as Cerebral Palsy and Autism Awareness Month.
10. Technology Integration in all classrooms: IPADs (K-5th Grade) and Computers on Wheels (3rd-5th Grade), Chrome Books (5th Grade).

Peña Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as: Choir, Chess, Robotics, Club Code, Science Fair, UIL, Spelling Bee, Destination Imagination Team, Dance Team, Jump Rope For Heart, End of year Talent Show.

Annual Campus Goals

The Peña Elementary School faculty and staff are committed to the following goals:

Reading Goal: Peña Elementary will improve student performance in reading.

- 90% of students taking the Reading section of STAAR will meet or exceed the Approaching level.

- 60% of students taking the Reading section of STAAR will meet or exceed the Meets level.
- 30% of students taking the Reading section of STAAR will meet or exceed the Master level.
- 90% of the 2nd grade students taking the District EOY Benchmark will meet passing standard.
- 90% of the students in Kinder – 2nd grade will master the EOY TPRI/Tejas Lee Assessment.

Math / Science Goal: Peña Elementary will improve student performance in math and science.

- 90% of students taking the Math section of STAAR will meet or exceed the Approaching level.
- 60% of students taking the Math section of STAAR will meet or exceed the Meets level.
- 30% of students taking the Math section of STAAR will meet or exceed the Master level.
- 90% of students taking the Science section of STAAR will meet or exceed the Approaching level.
- 60% of students taking the Science section of STAAR will meet or exceed the Meets level.
- 30% of students taking the Science section of STAAR will meet or exceed the Master level.

Writing: Goal: Peña Elementary will improve student performance in writing.

- 90% of the students taking the Writing section of STAAR will meet or exceed the Approaching level.
- 60% of students taking the Writing section of STAAR will meet or exceed the Meets level.
- 30% of students taking the Writing section of STAAR will meet or exceed the Master level.

Demographics

Demographics Summary

The student population at Peña Elementary School is approximately 531 as of PEIMS Snapshot October 25, 2019 and serves students in grades Pre Kinder 3 through 5th Grade. According to the PEIMS Fall Submission Report, our campus serves the following student groups:

- 100% Title I
- 99.25% Hispanic
- 89.08% Economically Disadvantaged
- 74.78% At-Risk students
- 61.58% Free/Reduce Meal Eligible
- 45.95% LEP

Enrollment numbers for Pena Elementary have shown a decrease over the last year. The mobility rate from home campus to neighboring campus or within the district is high. Based on the 2020 EOY Summer School recommendations, the promotions percentages are as follows:

	Promotion Percentages by Grade Level			
	2019-2020		2020-2021	
1 st Grade	93%	64/69		
2 nd Grade	96%	51/53		
3 rd Grade	88%	64/73		
4 th Grade	90%	66/73		
5 th Grade	93%	97/104		

There was a significant improvement in the retention rate. In the 2019-2020 COVID-19 Year 8 % of 1st-5th grade students were retained and recommended for summer school. Students attended Remote Summer School from June 1-18, 2020. Attendance has been a challenge for Peña Elementary since it opened in 2009 but has shown some improvements with campus based incentives. The average class size is 22:1 for K-4th grade. PK3 and-5th grade average size is above 25:1. Raquel Peña Elementary students reside in the East side near the Port of Brownsville. The academic instructional feeder line for students is Garcia Middle School and Rivera High School.

Demographics Strengths

Raquel Pena Elementary has a high population of EL's that are transitioning into the English Language with the implementation of the Bilingual Transitional Model.

A total of 22 LEP students in 1st grade exited the Bilingual Program this past year. Totals for 2nd-5th Grade are pending TELPAS Scores to determine exit criteria.

A high number of students have been recommended to the Gifted and Talented. Qualified GT students complete a TSPR Project on a yearly basis in addition to participating in extra curricular activities such as chess, DI.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to improve student enrollment and retention. **Data Analysis/Root Cause:** Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.

Need Statement 2 (Prioritized): Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. **Data Analysis/Root Cause:** Students are not meeting district attendance goals as per PEIMS attendance reports.

Need Statement 3 (Prioritized): Need to increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extracurricular Activities. **Data Analysis/Root Cause:** Students are attending other programs such as Extended Day and Tutorials and limited number of sponsors.

Student Learning

Student Learning Summary

In addition to the state assessment requirements, our campus must provide adequate professional development and curriculum support to address the instructional gaps that will be present due to **COVID-19**. The campus was proactive during COVID-19 Closed instructing and collected EOY ratings for each students using the **Lead4ward** Performance Based rubric. Although we do not have STAAR 2020 scores to start the year off with, we do have a baseline data based on students' 2019-2020 homeroom teacher rating. This helps identify students that are at-risk of not meeting their grade level academic goals during the 2020-2021 school year. Using the **STAAR Curriculum Support Training** from Region One as a framework to analyze data, the campus was able to use this information to make instructional planning decisions.

Teachers implement the district's curriculum and supplement it with additional resources addressing STAAR expectations. The resources vary depending on the makeup of each class. Teachers are asked for input regarding the purchase of ancillary materials such as those used to prepare for state assessments.

Weekly tests, grade level assessments, campus assessments and district benchmarks are used to measure student achievement. Furthermore, performance on the TPRI/Tejas Lee/CPALLS and weekly fluency trackers are used to monitor student achievement. Assessment results are used to adjust the instructional plan to meet yearly goals. Writing samples are collected on a weekly basis with lesson plans from grades PK-5th to support campus composition writing and help students prepare for the 4th grade STAAR Writing assessment.

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

CIRCLE CPALLS Summary PK3 & PK4 :Based on the 2019 – 2020 MOY CPALLS Assessment Data the following Areas are the met percent:

PK3 & PK4 / CPALLS English (55 students tested).

English Phonological Awareness **76%**, Rapid Letter Naming **80%**, Rapid Vocabulary Naming **75%**, Math Screener **96%**, Science Assessment **98%**

PK3 & PK4 / CPALLS Spanish (34 students tested).

Spanish Phonological Awareness **44%**, Rapid Letter Naming **47%**, Rapid Vocabulary Naming **41%**, Math Screener **76%**, Science Assessment **97%**

TPRI/Tejas LEE Summary K-2nd:Based on the 2019- 2020 MOY TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

Kinder / TPRI: (48 students tested)

PA-1 Rhyming: **75%**, PA-2 Blending Word Parts- **90%**, PA-3 Blending Phonemes- **81%** , PA-4 Deleting Initial Sounds- **67%**, PA-5 Deleting Final Sounds- **23%**, GK-1 Letter Name Identification- **96%**, GK-2 Letter Sound Linking- **90%**, Listening Comprehension- **52%**

Kinder / Tejas Lee: (7 Students Tested)

S3- Conocimiento de rimas- **43%**, S4/S5 Union/Segmentacion de las silabas- **71%**, S8-Union de los sonidos- **57%**, S6- Identificacion del sonido inicial-**43%**, S7- Identificacion del sonido final-**29%**, S1- Identificacion de las letras-**14%**, S2- Conocimiento de los sonidos-**57%**

1st Grade / TPRI : (65 Students Tested) Based on the 2019- 2020 **MOY** TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

PA-1 Blending Word Parts: **91%**, PA-2 Blending Phonemes- **88%**, PA-3 Deleting Initial Sounds- **85%** , PA-4 Deleting Final Sounds- **63%**, GK-1 Initial Consonants- **98%**, GK-2 Final Consonants- **98%**, GK-3 Middle Vowels-95% GK-4 Initial Blends-83%, GK-5 Final Blends-80%, D All WR Tasks- **40%**, Story 1Reading D-**60%**, Story 2 Reading D-**34%**

1st Grade / Tejas Lee: (1 Students Tested)

*Not enough students in student group post results.

2nd Grade / TPRI: (51 Students Tested) Based on the 2019- 2020 **MOY** TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

GK-1 Spelling Set 1:**90%**, GK-1 Spelling Set 2: **47%**, GK1 Spelling Set 3:**76%**, GK1 Spelling Set 4: **69%**, D on All WR Tasks- **65%**, Story 1Reading D-**94%**, Story 2 Reading D-**63%**

2nd Grade / Tejas Lee (2 Student Tested)

S1 Reconocimiento de las palabras: **50%**, S3 Dictado: **50%**, Cuento 1: **50%**, Cuento 2: **50%**

Lead4ward Summary Kinder-5th Grade Reading

Kinder Reading Performance Level Summary Rating 2020					GR 1 Reading Performance Level Summary Rating 2020				
Total Students	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Approaches GL	Meets GL	Masters GL	Date Taken
54	77.78%	61.11%	37.04%	04/28/20	67	91.04%	68.66%	37.31%	04/28/20
GR 2 Reading Performance Level Summary Rating 2020					GR 3 Reading Performance Level Summary Rating 2020				
Total Students	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Approaches GL	Meets GL	Masters GL	Date Taken
53	100%	88.68%	39.62%	04/29/20	73	73.97%	42.47%	15.07%	04/29/20
GR 4 Reading Performance Level Summary Rating 2020					GR 5 Reading Performance Level Summary Rating 2020				
Total Students	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Approaches GL	Meets GL	Masters GL	Date Taken
70	94.29%	61.43%	24.29%	04/29/20	104	88.46%	49.04%	24.04%	04/29/20

Lead4ward Summary Kinder-5th Grade Math

Kinder Math Performance Level Summary Rating 2020					GR1 Math Performance Level Summary Rating 2020				
Total Students	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Approaches GL	Meets GL	Masters GL	Date Taken
54	83.33%	66.67%	37.04%	04/28/20	69	94.20%	76.81%	24.64%	04/28/20
GR 2 Math Performance Level Summary Rating 2020					GR 3 Math Performance Level Summary Rating 2020				
Total Students	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Approaches GL	Meets GL	Masters GL	Date Taken
53	98.11%	90.57%	37.74%	04/28/20	73	86.30%	42.47%	13.70%	04/28/20
GR 4 Math Performance Level Summary Rating 2020					GR 5 Math Performance Level Summary Rating 2020				
Total Students	Approaches GL	Meets GL	Masters GL	Date Taken	Total Students	Approaches GL	Meets GL	Masters GL	Date Taken
72	93.06%	59.72%	27.78%	04/28/20	104	86.54%	43.27%	16.35%	04/28/20

Due to COVID-19, STAAR assessments were not conducted during the 2019-2020 school year. The trends identified previously remain as a baseline for student performance scores. Students were progressively being able to meet the approaching state expectations for each of the content areas tested. Overall campus will continue with targeted activities such as Instructional Rounds, Team Planning, Empowering Writers Training, campus wide writing sample collection on a weekly basis and constant monitoring and collaboration. Multisensory Grammar and Scientific Spelling training was provided by the district summer 2020 and will strengthen our instructional programs in 1st-5th grade. One team members from each grade level was trained. Continued support in the ELARS is needed to increase 3rd-5th Grade overall scores. Based on campus data, the achievement rates of special education students compared with non-special education students is lower in the area of Reading, Math, and Writing. Increase collaboration between special education teachers and general education teachers is planned to ensure timely interventions for struggling students. Modeling of effective research based interventions for teachers to turn around and implement continues to be a need based on administrative & C& I Specialist observations as well as TPRI/Tejas Lee, and local assessments. Additional training in differentiating instruction is warranted. Due to COVID-19, STAAR assessments were cancelled for 2020. Areas of need identified using the 2019 STAAR continue to be campus goals to improve.

Student Learning Strengths

Teachers are highly qualified to teach students. Teachers complete their yearly training and maintain their required ongoing hours in their area of certification such as Bilingual, SPED an GT to provide meaningful learning activities that engage students n the learning process. In addition, every teacher has tools to integrate technology into the instruction and provide opportunities to students to participate and collaborate with one another in projects and research activities. Students continue to use Accelerated Reader as a means to improve their reading skills. The retention rate has decreased over the year due to strong instructional programs and timely interventions provided to those students that are in need of support.

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2 (Prioritized): Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 3 (Prioritized): Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. **Data Analysis/Root Cause:** Students are not meeting district attendance goals as per PEIMS attendance reports.

Need Statement 4 (Prioritized): Need to increase the available learning time. **Data Analysis/Root Cause:** Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.

Need Statement 5 (Prioritized): Need to upgrade technology hardware (such as iPads,laptops, Chrome books, Joey carts, printers and Technology software (such as Education Galaxy, Spelling City, Padlet) **Data Analysis/Root Cause:** Remote Learning Survey, CNA Survey and Technology inventory indicate a low percentage of students having access to devices for at home learning.

Need Statement 6 (Prioritized): Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

School Processes & Programs

School Processes & Programs Summary

All teachers and instructional paraprofessionals are highly qualified at Pena Elem. The school principal trains an interviewing committee on a yearly basis and has them interview potential candidates for different positions that become vacant throughout the year. A uniform system is in place to interview candidates. Each candidate is provided with a copy of the questions during the interview to follow along as committee members take turns asking. Questions are tailored to highlight the needs of the campus.

In an effort to recruit highly qualified teachers, student teachers finishing their education course hours are welcome to complete their student teaching hours at Pena Elem. This provides the campus an opportunity to observe student teachers and build capacity for future employees of the district but most importantly potential campus candidates.

New teachers at Pena Elementary are assigned a grade level mentor to act as a support measure rather than an evaluation measure. The Dean of Instruction, C& I Specialists and other campus administrators, provide professional development to support learning in the classroom. In addition, new teachers are sent to a two day new teacher in-service days and GT Core Hour training are provided by the Advance Academic Dept . Administration provides one-to-one guidance to new teachers.

The District RTI Specialist focuses on sustainability of the RTI Process of all district campuses. The campus RTI Administrator follows through with the procedures that are in place at the district level and ensures that all time lines and required monitoring of student progress are adhered to. Teachers are required to meet at least once a six weeks with the RTI committee to review current progress of struggling students and make joined decisions on the interventions that will be provided to the student to provide support and intervention.

At Pena Elem., teacher representation on the Site Based Decision Committee is coordinated as follows: Each grade level nominates a SBDM committee member to serve on the committee for a minimum of 2 years. The SBDM member represents their grade level at the committee meetings and votes according to the grade levels input. In addition to SBDM, Lead teachers and LPAC members for each grade level are named and serve as the contact person for the team regarding program specific requirements. These positions are appointed by the principal.

The BISD Professional Development office provides a calendar that is available to all employees through the Professional Development System indicating the sessions available. The campus also assigns teachers from each grade level to leadership roles that require specific training. This training is provided by the district's departments throughout the year and are DEIC approved days.

At the beginning of the year, all staff members are provided with the BISD Professional Development Requirements. It is the employee's responsibility to attend the provided training and complete all required training. Topics range from Employee Code of Ethics, T-TESS, 504 Requirements, Jenna's Law and extend to mandatory Emergency Operations Plan training. Teachers are also required to complete a minimum of 12 Technology Hours on a yearly basis to meet the District's ISET Goals. Bilingual teachers are required to maintain their bilingual ongoing hours as well.

Among the training that have been provided to campus by the district are T-TESS, Cognitive Strategies, ELPS, Language Enrichment Refreshers, MultiSensory Grammar, Scientific Spelling and STAAR assessment strategies. Teachers gain CPE credit once they submit an evaluation for each session attended. Teachers also have the option to request out of district credit by uploading acquired certifications to the PD system for approval. After teachers attend professional development, the implementation is monitored through walkthroughs, C&I Specialists' visits, as well as formal observations. The professional development provided at Peña Elementary is based on campus needs and is tailored to our unique population. Teachers conference and collaborate at least once a week. Instructional rounds are conducted by the school administration with specific grade levels to provide insight of the need for collaboration and alignment of instruction in order to increase student achievement.

Each year teachers complete a campus needs assessment and identify the professional development needs. In addition, data sources such as walkthroughs, TPRI/Tejas Lee Scores, report cards, benchmarks, STAAR scores are used to determine campus professional needs.

According to the latest staff needs assessment survey collected, Peña Elementary is in need of professional development in the area of Reading with an emphasis on technology.

Our instructional delivery needs have drastically seen a change due to COVID-19. The school shifted from Face to Face instructing to Closed Instructing for the latter part of the 2019-2020 school year. This change prompted all staff members to shift their professional development to remote learning and the use of technology to support instruction. Aside from remote learning, professional needs are still present in the implementation the ELARS to be able to align instruction to the STAAR expectations and ensure students meet the standards including the SSI grade.

White Wing Planning happens once every six weeks and provides teams the opportunity to send their students to Special Programs Rotations for an entire day. Teachers meet during this day and plan their lessons for the upcoming six weeks.

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

Data analysis meetings are of utmost importance and are part of our campus procedures. Current assessment scores are analyzed by teachers and one to one conferences are conducted to discuss data trends, results, and plan of action to address areas of need.

Extended Day is available for 1st-5th grade students to assist them in completing their homework. Tutorials are planned to address the most highly at-risk students. Tutorial student recommendations change as per the most current data available.

Pena Elementary uses available funds to align to federal, state and district goals and ensures that all K-5th instructional programs are aligned to State Standards. Students experiencing difficulties are regrouped and placed in Tier II groups and teachers design lessons that support the learning. In addition to small group instruction, the campus used allowable expenses to provide instructional technology programs such as Spelling City and Education Galaxy that provide students that opportunity to increase their skills at school and at home.

School Processes & Programs Strengths

- Lead Teacher Assignment
- Grade Level Mentor Teachers support new teachers to the grade level
- Teachers new to the grade level are provided with the opportunity to observe other grade level teachers for TTESS Domains Targets
- General Education and Special Education Teacher/Speech/Dyslexia Coordination days are scheduled once a six weeks to provide teachers an opportunity to discuss appropriate student interventions to support student achievement.
- SBDM member effectively communicate and collect input from grade levels on necessary upgrades or instructional material needs.
- Paraprofessionals support Tier II and Tier III in the PK, Dyslexia classroom.
- Writing Bulletin board displays sample writing on a weekly basis from each classroom.
- The number of iPads and Chrome books available to our students has increased in K-5th Grade.
- Remote Learning Professional Development available during Spring 2020 and Summer 2020.

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the

achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2 (Prioritized): Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 3 (Prioritized): Need to improve student enrollment and retention. **Data Analysis/Root Cause:** Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.

Need Statement 4 (Prioritized): Need to increase the available learning time. **Data Analysis/Root Cause:** Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.

Need Statement 5 (Prioritized): Need to upgrade technology hardware (such as iPads,laptops, Chrome books, Joey carts, printers and Technology software (such as Education Galaxy, Spelling City, Padlet) **Data Analysis/Root Cause:** Remote Learning Survey, CNA Survey and Technology inventory indicate a low percentage of students having access to devices for at home learning.

Need Statement 6 (Prioritized): Need for provide release time for teachers to participate in Campus, District and Regional Training/Planning and/or Instructional Rounds. **Data Analysis/Root Cause:** Teachers need to keep up to date in the latest teaching strategies and educational trends in order to meet the demands of teaching in remote/hybrid or traditional classrooms.

Need Statement 7 (Prioritized): Need to increase opportunities for students to participate in extracurricular activities . **Data Analysis/Root Cause:** CNA Parent Survey results indicate the need for more extracurricular opportunities for students to participate in.

Need Statement 8 (Prioritized): Increase quality instruction in all content areas to meet TEKS and state assessment objectives. **Data Analysis/Root Cause:** EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.

Perceptions

Perceptions Summary

Based on the 2019-2020 Elementary CNA Survey (March 2020 Report)

As partners in education, parents are provided the opportunity to complete two surveys each year to provide us input regarding their perceptions of the school: Title I Parent Survey and the Campus Needs Assessment Parent Survey. In order to increase the number of parent responding to the parent surveys, Pena Elem. makes technology available for parents to complete the survey during Open House and in the front office as well. Each teacher sets up several laptops in their rooms and as parents wait, they are invited to complete the parent survey. This practice has proven beneficial to our campus. Staff, Student and Parent CNA Survey results were shared with all staff members via Microsoft One Drive. As per our March 2019 Survey, the following analysis was presented to SBDM on May 14, 2020.

Students	Parents	Staff
I do not feel welcome 0%	I feel welcome at my child's school. 100%	Students feel a sense of belonging at our campus. 88%
Teachers at this school help students do their best. 100%	Teachers in my child's school expect my child to do his/her very best. 100%	Teachers consistently hold high academic expectations for all students. 100% Campus administration hold high expectations for all teachers and staff. 96%
Teachers provide me with the help I need to complete assignment. 97%	The quality of instruction in my child's school is good. 97%	Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn. 92%
The way my teachers grade my work is fair. 96%	The teacher communicates with me regarding my child's academic progress. 94%	Students are given opportunities to demonstrate their learning. 91%
I am happy with the technology used in the classroom. 96%	The technology resources available to my child are very helpful for their school work. 92%	I am provided with adequate technology resources to use in the classroom for instructional purposes. 83%
Discipline rules and consequences are fair. 89%	This school handles student misbehavior well. 93%	The student code of conduct is applied consistently and fairly among students. 92%

The Site Based Decision Making Committee has two business representative, two community members and two parent representatives that are nominated by school administration. The parent and community membership in the SBDM represents the ethnic and socio make-up of the community. New SBDM Members attend an SBDM training (September 2020). Communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw is implemented by some of our classroom teachers. Each teacher is required to keep documentation of all and any contacts made with parents. All communication is done in a language parents can understand to better assist parents. Teachers make calls during their conference time or after school to communicate with their parents. register with the parental involvement office and are cleared to volunteer at our campus. Our parent volunteer numbers decreased this past year. Parents however are always willing to collaborate with different members of the school to improve the learning environment for students. Parents attend bi-weekly meeting to obtain information and strategies to impact student learning in a meaningful way. Many PK/K parents are involved with a noticeable decrease in parent volunteers from the upper grades. A parent liaison (vacancy) is available to contact parents and assist parents with multiple instructional skills as well as parenting program skills to better support their child's learning. Volunteer parents support the District Literacy initiative by participating in book reads and plays when author's are invited to Peña Elementary. A campus performance schedule allows for each student at Peña Elementary to

participate in an event showcasing their talent to their parents and community. Each grade level is assigned a month, starting with 5th grade to prepare a presentation aligned to the months theme and parents are welcomed to see their child perform and recognize their multiple talents. We have a high number of parents that attend these events along with extended members of the family and ex-students that come with their brothers and sisters.

Faculty and Staff are encouraged to recruit and invite community members to be part of the instructional component of the school. Parents are welcome to collaborate with parent liaison and District parent liaison to support community partnerships as well. Our campus welcomes student teachers from UTRGV system, Brownsville Zoo representatives, Turtle Inc., and Brownsville Fire Dept. representatives. Parents attend an annual School-Wide Title I Meeting. Pena hosts an Annual Health Fair. Community partners are invited to our school to present at the weekly * Focus on Future Fridays initiative to promote college awareness. Parents participate in award ceremonies, have access to Parent Access Center, and are provided a School/ Parent/ Student Compacts and Parental Involvement Policy on a yearly basis.

Perceptions Strengths

Built in 2009, Raquel Peña has kept up with technology since the beginning of its existence. Our campus continues to rapidly increase the number of technology available to students PK3-5th Grade. The campus is on its fourth year of implementing the After School Extended Day program. With this program, our students are able to benefit from daily supper and the opportunity for after school assistance to complete their homework and other academic areas. Raquel Peña Elementary has been designated as one of six 2nd Grade STEAM campuses offering blended learning and PBL lesson to students. Extracurricular activities are available such as dance team, chess, robotics, ballroom, and destination imagination.

Over the years, our school has increased its participation in Health and Wellness for students, faculty, staff and parents through participation in community health events & CATCH, Vive tu Vida, and Running events. Our campus continues to educate parents on bullying and how it's defined in the educational setting with an emphasis on Internet Safety. Thanks to apps such as Class Dojo, our teacher and parent communication has increased. Parent input on yearly surveys has increased in comparison to 5 years ago providing us with valuable data to support student, parent and school partnerships. The District Parental Involvement Dept. provided all campus with district wide guidelines on the benefits of parental involvement to train administrators and teachers with a step by step training guide.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Need to increase parental involvement to support student/parent/school compact goals. **Data Analysis/Root Cause:** Parents attending conferences, parent meeting attendance and volunteer roster indicate low participation.

Need Statement 2 (Prioritized): Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

Need Statement 3 (Prioritized): Need to increase opportunities for students to participate in extracurricular activities . **Data Analysis/Root Cause:** CNA Parent Survey results indicate the need for more extracurricular opportunities for students to participate in.

Priority Need Statements

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results.

Data Analysis/Root Cause 1: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 1 Areas: Student Learning - School Processes & Programs

Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results.

Data Analysis/Root Cause 2: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2 Areas: Student Learning - School Processes & Programs

Need Statement 3: Increase quality instruction in all content areas to meet TEKS and state assessment objectives.

Data Analysis/Root Cause 3: EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.

Need Statement 3 Areas: School Processes & Programs

Need Statement 4: Need to increase the available learning time.

Data Analysis/Root Cause 4: Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.

Need Statement 4 Areas: Student Learning - School Processes & Programs

Need Statement 5: Need to upgrade technology hardware (such as iPads,laptops, Chrome books, Joey carts, printers and Technology software (such as Education Galaxy, Spelling City, Padlet)

Data Analysis/Root Cause 5: Remote Learning Survey, CNA Survey and Technology inventory indicate a low percentage of students having access to devices for at home learning.

Need Statement 5 Areas: Student Learning - School Processes & Programs

Need Statement 6: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships.

Data Analysis/Root Cause 6: Students are not meeting district attendance goals as per PEIMS attendance reports.

Need Statement 6 Areas: Demographics - Student Learning

Need Statement 7: Need to increase engagement and participation in real-world experiences.

Data Analysis/Root Cause 7: Students need have the skills for them to be successful using remote learning in a blended environment.

Need Statement 7 Areas: Student Learning - Perceptions

Need Statement 8: Need to increase parental involvement to support student/parent/school compact goals.

Data Analysis/Root Cause 8: Parents attending conferences, parent meeting attendance and volunteer roster indicate low participation.

Need Statement 8 Areas: Perceptions

Need Statement 9: Need for provide release time for teachers to participate in Campus, District and Regional Training/Planning and/or Instructional Rounds.

Data Analysis/Root Cause 9: Teachers need to keep up to date in the latest teaching strategies and educational trends in order to meet the demands of teaching in remote/hybrid or traditional classrooms.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Need to improve student enrollment and retention.

Data Analysis/Root Cause 10: Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.

Need Statement 10 Areas: Demographics - School Processes & Programs

Need Statement 11: Need to increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extracurricular Activities.

Data Analysis/Root Cause 11: Students are attending other programs such as Extended Day and Tutorials and limited number of sponsors.

Need Statement 11 Areas: Demographics

Need Statement 12: Need to increase opportunities for students to participate in extracurricular activities .

Data Analysis/Root Cause 12: CNA Parent Survey results indicate the need for more extracurricular opportunities for students to participate in.

Need Statement 12 Areas: School Processes & Programs - Perceptions

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
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data

Student Data: Student Groups

- 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

- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and 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

Goals

Revised/Approved: May 14, 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: Pena Elementary 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, science by 2 percentage points. No 2020 STAAR percents are available due to COVID-19.

Evaluation Data Sources: DBM Fall and Spring Scores
STAAR 2021 Scores

Strategy 1: Implement researched based and effective teaching practices to develop student's proficiency in all content areas with the use of ancillary /supplementary materials and instructional tools.

Milestone's/Strategy's Expected Results/Impact: Formative:
 DBM Fall and Spring Scores
 Progress Monitoring
 Report Card Grades
 CPALLS BOY and MOY
 TPRI and Tejas LEE BOY and MOY
 Walkthroughs
 Lesson Plans

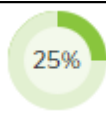

Summative:
 STAAR 2021
 TELPAS
 EOY TPRI/Tejas Lee/ CPALLS


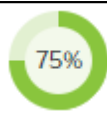

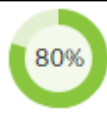
Staff Responsible for Monitoring: Campus Administration
 Teachers







Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math - **ESF Levers:** Lever 5: Effective Instruction - **Population:** ALL Students TI MI LEP SE AR GT DYS - **Start Date:** August 12, 2020 - **End Date:** May 26, 2021


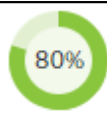

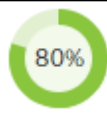
Need Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 8


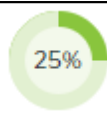




Funding Sources: General Supplies - Printing - 199 Local funds - 199-11-63-99-16-141-Y-11-000-Y - \$1,000, Copy Paper - 211 Title I-A - 211-11-6396-00-141-Y-30-0F2-Y - \$4,000, General Supplies B. C. 11.12.2020 Decrease of \$4494.50 - 163 State Bilingual - 163-11-6399-00-141-Y-25-000-Y - \$490.50, Copy Paper B.C. 11.12.2020 Decrease of \$1090.00 - 163 State Bilingual - 163-11-6396-00-141-Y-25-000-Y - \$0, General Supplies - 199 Local funds - 199-11-6399-00-141-Y-11-000-Y - \$2,673, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-141-Y-25-000-Y - \$3,888, General Supplies - 211 Title I-A - 211-11-6399-00-141-Y-30-0F2-Y - \$49,217, Copy Paper - 199 Local funds - 199-11-6396-00-141-Y-11-000-Y - \$500, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-141-Y-25-000-0 - \$139, General Supplies B. C. 11.19.2020 Decrease of \$9,000 - 162 State Compensatory - 162-11-6399-00-141-Y-30-000-Y - \$30,200, General Supplies - 199 Local funds - 199-11-6399-51-141-Y-11-000-Y - \$1,000, Copy Paper (B. C. 11.18.2020 Decrease of \$2,000) - 162 State Compensatory - 162-11-6396-00-141-Y-30-0F2-Y - \$0


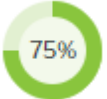




Reviews			
Formative			Summative
Oct	Jan	Mar	June
 25%	 50%		

<p>Strategy 2: Struggling students will be identified and assessed for present competencies and be provided research based interventions aligned to their IEPs/AIP/RTI plan to improve student success in federal, state, district and campus expectations. Committee members will make state assessment recommendations based on identified students' individual needs and document PLAAFPs for SPED students.</p> <p>Milestone's/Strategy's Expected Results/Impact: PLAAFP and IEP Goal Implementation</p> <p>Staff Responsible for Monitoring: ARD/504/RTI Committee Members Teachers</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 8</p> <p>Funding Sources: Gloves - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0B0-Y - \$600, Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0P3-Y - \$1,280, Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0P0 - \$1,000, Toner - 166 State Special Ed. - 166-11-6399-62-141-Y-23-000-Y - \$500, OHI Reports - 166 State Special Ed. - 166-31-6219-00-141-Y-23-0N7-Y - \$1,000, General Supplies - 211 Title I-A - 211-23-6399-00-141-Y-30-0F2 - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Students maintaining A, A-B Honor Roll will be recognized on a six week basis in front of their peers and parents to encourage continued high academic achievement and promote college and career readiness.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Report Card Grades</p> <p>Summative: Cumulative Grade</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Teachers</p> <p>Title I Schoolwide Elements: 2.5 - Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 6 - Perceptions 2</p> <p>Funding Sources: Awards - 199 Local funds - 199-11-6498-00-141-Y-11-000-Y - \$2,200</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: Pena students and teachers will increase college awareness by participating in the BISD College Awareness Day and encourage research to learn about the programs offered by different universities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Participation Staff Participation</p> <p>Summative: Student Research Projects Participation</p> <p>Staff Responsible for Monitoring: Campus Administrators Teachers Counselor</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Pena teachers will meet with the RTI Committee at the end of each intervention period to review the progress of students on RTI plans and make appropriate educational decisions to support the learning of students through evidence based instruction.</p> <p>Milestone's/Strategy's Expected Results/Impact: Decrease in RTI referrals. Increase in qualifying students that were identified and recommended for services.</p> <p>Staff Responsible for Monitoring: RTI Team (Coordinator, Admin, Teacher, Nurse, Counselor)</p> <p>Title I Schoolwide Elements: 2.6 - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 6: Language Proficiency Assessment Committee will meet periodically to identify bilingual students, monitor student assessment and recommend category changes or exit students from the bilingual program.</p> <p>Milestone's/Strategy's Expected Results/Impact: DBM Fall/Spring Benchmark Scores BISD EL Portfolio Compliance with all Federal, State and District Requirements</p> <p>Staff Responsible for Monitoring: LPAC Administrator LPAC Committee Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 7: Provide opportunities for All PK-5 Bilingual/PD students to participate in activities that increase English Language Learners Domains in listening /speaking, reading/writing to systematically transition to English literacy such as the Weekly Writing Bulletin Board, Seesaw activities and FlipGrid activities.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: TPRI/TejasLEE BOY, MOY DBM Fall /Spring Results Progress Monitoring . Fluency Monitoring Observations</p> <p>Summative: EOY TPRI/Tejas Lee Fluency Rates TELPAS Proficiency Level EOY TPRI STAAR Scores</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - Population: TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 8: In order to monitor Results Driven Accountability (RDA) students will be monitored for current English proficiency in the areas of listening and speaking, reading and writing.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Data Review TELPAS Progress Monitoring Aware input for PK-5th Walkthroughs REACH Tests EL Writing Portfolios</p> <p>Summative: TELPAS RDA</p> <p>Staff Responsible for Monitoring: Campus Administration Testing Coordinator Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 9: The campus Effective Schools Framework (ESF) Committee will meet twice throughout the year to monitor and provide recommendations for intervention to decrease the performance level gap between ALL vs. Special populations identified as not meeting System Safeguards.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring Data Results Walkthroughs</p> <p>Summative: TAPR Report System Safeguards Results</p> <p>Staff Responsible for Monitoring: Campus Administration Special Education Teachers Classroom Teachers</p> <p>Population: Special Education Students - Start Date: December 7, 2020 - End Date: March 1, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 10: To promote and ensure physical fitness, students in grades PK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Master Schedule</p> <p>Summative: School Health Index Physical Fitness Assessment</p> <p>Staff Responsible for Monitoring: Campus Administration Physical Ed. Teachers</p> <p>Population: All Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 11: In order to provide additional assistance with Reading, classified instructional personnel will assist teachers to work with at risk students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase in CPALLS growth from Beginning of Year Assessment to End of Year assessment to meet campus goals.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 12: Raquel Pena Elementary will ensure that BISD Plan of Action for ELA and Reading guidelines continue in order to support improvement by:</p> <ul style="list-style-type: none"> * Following the instructional expectations such as the use of journals ,technology programs and implementation of novels * Participating in professional learning requirements set forth by the district C&I Dept. * Completing progress monitoring using TPRI/Tejas LEE, fluency to indicate 10 wpm growth by six weeks <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson Plans Fluency Six Weeks Reports DBM Fall/Spring Results</p> <p>Summative: EOY Fluency Report State Assessments Results</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Population: PK-5th Grade ALL - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 6: Need to increase engagement and participation in real-world experiences. Data Analysis/Root Cause: Students need have the skills for them to be successful using remote learning in a blended environment.</p>
School Processes & Programs
<p>Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 8: Increase quality instruction in all content areas to meet TEKS and state assessment objectives. Data Analysis/Root Cause: EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.</p>

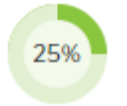

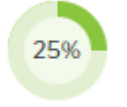

Perceptions







Need Statement 2: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

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: Pena Elementary early childhood performance will increase by 5 percentage points over end-of-year 2019 results. 2020 EOY results are not available due to COVID-19.

Evaluation Data Sources: BOY, MOY, EOY TPRI, Tejas Lee, OWL, CPALLS results



<p>Strategy 1: Conduct at least 3 data analysis meetings in collaboration with the dean of instruction each year to make adjustments to plans, and use data to drive campus decisions in order to impact student success rates.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase composite overall level of proficiency in TELPAS Increase in District /Campus Benchmark Scores</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: The campus will implement a coordinated systematic assessment plan to monitor students progress data in order to provide reinforcement strategies to improve students skills as measured in campus, district and state EOY assessments.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring Calendar Progress Monitoring Brigance Inventory Campus Assessment Results</p> <p>Summative: Increased percentage of students meeting campus, district and state assessment proficiency goals. STAAR TELPAS TPRI/Tejas LEE CPALLS</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

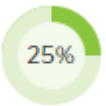



<p>Strategy 3: Raquel Pena Elementary will support Early Childhood Education by offering high quality 3 year old full day program for students who qualify under Title I-A criteria by providing PK-3 teachers and Para-Professionals Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. to increase early literacy and student school readiness</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, PDS Evaluations, Personnel Requisitions, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans</p> <p>Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY CPALLS and OWL results +Improvement on CPALLS BOY to EOY improvement by 10%</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>ESF Levers: Lever 3: Positive School Culture - Population: PK-3-year-old students as of Sept. 1st - Start Date: June 1, 2020 - End Date: May 31, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				


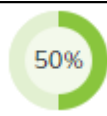




Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).


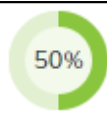




Performance Objective 3: Pena Elementary will have 80% of migrant students be on grade level and 80% will be at Approaches Grade Level for all STAAR 2021 assessments.

Evaluation Data Sources: Available campus and district assessment data for Migrant students, Migrant Program participation reports

<p>Strategy 1: Pena PFS migrant students will receive supplemental support services and supplies such as paper, pencils, crayons, learning games, books, to ensure that the requirements delineated by NCLB Section 1304(d) are addressed.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: NGS Campus Reports</p> <p>Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p> <p>Staff Responsible for Monitoring: Teachers Administrators Parent Liaison</p> <p>Population: PFS Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 2 - School Processes & Programs 2, 8</p> <p>Funding Sources: General Supplies - Books - 212 Title I-C (Migrant) - 212-11-6399-00-141-Y-24-0F2-Y - \$485</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 10%	 50%		

<p>Strategy 2: All PFS migrant students will be monitored and be provided immediate remediation through small group instruction in the classroom and all migrant students will be provided additional reading materials such as fiction and nonfiction readers; Read All About it Reading, Math, Science kits, computer based instruction; math tools, counselings services and or referrals to nurse for needed assistance or services.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: NGS reports Report Cards Parental, Student and District Requests for Supplies Progress Reports</p> <p>Summative: PFS Monitoring Tool Cumulative Report Cards Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Administration Nurse/Counselor</p> <p>Population: PFS Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Completed Request for Supplemental Support Form w/ students NGS Number and Parents / Students signature</p> <p>Summative: 1st-5th Grade Cumulative Grades</p> <p>Staff Responsible for Monitoring: Teachers Administrators</p> <p>Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: SOY, BOY and MOY TPRI/Tejas LEE results DBM Fall/Spring Results</p> <p>Summative: EOY CPALLS, TPRI, Tejas LEE Assessment results</p> <p>Staff Responsible for Monitoring: Principal Teachers Counselor</p> <p>Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Migrant students 3rd- 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: STAAR Remediation NGS STAAR Report DBM Fall/Spring Results</p> <p>Summative: STAAR Assessment Test Results</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration</p> <p>Population: 3rd -5th Grade PFS Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 6: Parents of migrant PK-5th Pena students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets Visitation Logs</p> <p>Summative: Session Evaluations and Participants Surveys</p> <p>Staff Responsible for Monitoring: Parent Liaison Campus Administration</p> <p>Population: PK-5th Migrant Students - Start Date: October 1, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 7: Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring results Attendance Reports 3wk progress reports</p> <p>Summative: Report Cards State Assessment Results</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: Campus Administration, Faculty and Staff</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 8: Teachers and staff will complete annual CNA survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher/Parent requests</p> <p>Summative: Survey Results</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Staff</p> <p>Population: Migrant Students - Start Date: March 8, 2021 - End Date: March 12, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 9: The academic progress of migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion from 1st to 2nd grade.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Progress Reports Six Weeks Report Card Grades</p> <p>Summative: Cumulative Report Card Grades TPRI and Tejas LEE Assessment Retention rates for 1st & 2nd Grade students.</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 10: Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Eligibility Lists And Attendance Sheets</p> <p>Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs</p> <p>Staff Responsible for Monitoring: Campus Administration Summer Teachers Summer School Lead Teacher</p> <p>Population: Migrant Students - Start Date: May 31, 2021 - End Date: June 18, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 11: Migrant students will be offered extended day /tutorial session at Pena Elementary where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase promotion rates & test performance SSI Tutorial Schedule/Regular Tutorial Schedule</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				



Performance Objective 3 Need Statements:

Student Learning
<p>Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p>
School Processes & Programs
<p>Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 8: Increase quality instruction in all content areas to meet TEKS and state assessment objectives. Data Analysis/Root Cause: EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.</p>

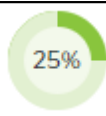
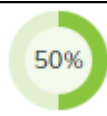


Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Pena Elementary will Increase number of students in co-curricular and extra-curricular activities by 5% above the 2019-2020 participation.

Evaluation Data Sources: Campus, District, Regional and State competition participation.

<p>Strategy 1: Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Club Code, and UIL Academics. at the local, state and national level.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Local Tournament Results Campus/District Math benchmark scores</p> <p>Summative: End of Year USCF rating District/Region/State Overall places STAAR Results</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Advance Academics Dept. Chess Coaches Chess Tutor DI Coaches</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 26, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 1, 3, 8 - Perceptions 2</p> <p>Funding Sources: CHESS Budget Change 10/09/2018 - 199 G/T Advanced Academics - 199-36-6497-24-141-Y-99-021-Y, GT - 199 G/T Advanced Academics - 199-11-6399-00-141-Y-21-000-Y, Supplies & Materials Chess - 199 G/T Advanced Academics - 199-36-6399-24-141-Y-99-021-Y, Meals & Travel Chess - 199 G/T Advanced Academics - 199-36-6412-24-141-Y-99-021-Y, Incentives - 199 G/T Advanced Academics - 199-36-6498-24-141-Y-99-024-Y</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 2: Increase opportunities for Pena students to participate in campus, district/community events such as Santa & Friends and other Fine Arts Showcase programs, UIL events, musicals, art exhibition, DI and ballroom dancing competitions to showcase fine arts talents and develop leadership and increased student participation as noted in SB5.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Presentation/ Performances</p> <p>Summative: UIL Competition Rosters Assemblies Talent Show</p> <p>Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 3</p> <p>Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-141-Y-11-000-Y - \$2,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 3: Pena 5th grade choir will have public performances at the district/campus, parent meetings and community outreach activities to apply their music and fine arts talents.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Presentation/ Performances</p> <p>Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show</p> <p>Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: October 1, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June

<p>Strategy 4: PE Coaches will incorporate and integrate math, reading, and writing academic concepts inherit to the Physical Education curriculum programs, Project FIT Grant Lesson and CATCH lesson in order to enhance students academic skills through the physical activity.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative- Curriculum Frameworks Lesson Plans HB5 Documentation Staff Development Agenda Project Fit Lessons</p> <p>Summative- Monthly Campus Visitation Documentation CATCH Binder</p> <p>Staff Responsible for Monitoring: Physical Ed. Teachers Teachers Administration</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Academic Vocabulary and concepts will be reinforced through fine arts curricular activities such as participation in UIL events, dance, choral, musicals, readers theater, gross motor skills and healthy living/ CATCH, volleyball, soccer, races to enhance student critical thinking skills, creativity and teamwork.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Presentations/ Performance Lesson Plans Displays</p> <p>Summative: Videos Projects STAAR Scores</p> <p>Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 6: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative- Updated District Policy Classroom Observations</p> <p>Summative- TEA required report for Fitness Assessment Results Student Follow-up Texas Fitness Gram Program Results</p> <p>Staff Responsible for Monitoring: Administration Physical Ed. School Nurse CATCH Team members</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 7: Encourage student participation in BISD Annual Track & Field Events to maintain students fitness level.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student Roster</p> <p>Summative: Competition Results</p> <p>Staff Responsible for Monitoring: Administration PE Coaches Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: March 1, 2021 - End Date: May 31, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 4 Need Statements:

Demographics
<p>Need Statement 1: Need to improve student enrollment and retention. Data Analysis/Root Cause: Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.</p> <p>Need Statement 3: Need to increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extracurricular Activities. Data Analysis/Root Cause: Students are attending other programs such as Extended Day and Tutorials and limited number of sponsors.</p>
Student Learning
<p>Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p>

Student Learning

Need Statement 6: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

School Processes & Programs

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 3: Need to improve student enrollment and retention. **Data Analysis/Root Cause:** Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.

Need Statement 8: Increase quality instruction in all content areas to meet TEKS and state assessment objectives. **Data Analysis/Root Cause:** EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.





Perceptions

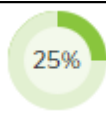
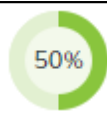






Need Statement 2: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

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: Pena Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by submitting timely work orders for renovation/upgrade/improvement over the next 5 years.

Evaluation Data Sources: Follow district's Energy Plan adopted and updated Five-year facilities renovation plan

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Pena Elementary will ensure through maintenance calendar and campus procedures that all school grounds are maintained to meet safety and aesthetic standards for all students to attend school. Personal Protection Equipment will be ordered for student and campus use.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Custodial Meetings Custodial Upkeep/Routine Cleaning Area Inspections</p> <p>Summative- Fire Extinguisher Audit Report Maintenance Order Completions Yearly Safety Compliance Reports</p> <p>Staff Responsible for Monitoring: Campus Safety Coordinator Custodians</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: Personal Protection Equipment (Sanitizer.Disinfectant). B.C. 09.22.2020 Increase - 211 Title I-A - 211-51-6315-00-141-Y-30-ASP-Y - \$5,000, Supplies - 199 Local funds - 199-51-63-15-00-141-Y-99-000-Y - \$5,000, Extra Duty Pay/Overtime - 199 Local funds - 199-51-6121-47-141-Y-99-000-Y - \$100</p>				
<p>Strategy 2: Pena Elementary will create and implement a systematic approach to the upgrades and improvements needed for facilities to include prioritizing based on yearly safety needs of the campus.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:Safety inspections/Work Order completions</p> <p>Summative: Evaluation/analysis of survey data.</p> <p>Staff Responsible for Monitoring: Principal Assistant Principal Custodial Staff</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3 - Perceptions 1</p> <p>Funding Sources: Classroom Furniture - 199 Local funds - 199-11-6399-45-141-Y-99-000-Y - \$8,200</p>				

<p>Strategy 3: Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>Milestone's/Strategy's Expected Results/Impact: Campus based implementation of energy saving strategies to decrease energy usage. Formative: Monthly energy usage. Summative: Annual energy usage.</p> <p>Staff Responsible for Monitoring: Administration Custodians Staff</p> <p>Population: All - Start Date: July 1, 2020 - End Date: July 31, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 4: Evaluate and recommend necessary upgrades for instructional facilities and equipment to building areas such as the GYM to ensure an appropriate environment and student safety.</p> <p>Milestone's/Strategy's Expected Results/Impact: Increase use of safe and durable equipment while participating in core PE programs.</p> <p>Staff Responsible for Monitoring: Administration PE Coaches</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 2: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p>
Student Learning
<p>Need Statement 3: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p>
Perceptions
<p>Need Statement 1: Need to increase parental involvement to support student/parent/school compact goals. Data Analysis/Root Cause: Parents attending conferences, parent meeting attendance and volunteer roster indicate low participation.</p>

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: Pena Elementary 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: Compliance with Campus Budget Guidelines
Fiscal reports for district, internal and external audit reports and FIRST ratings.

<p>Strategy 1: Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published time line. Summative: End of Year Expenditure Reports.</p> <p>Staff Responsible for Monitoring: Campus Administration Grade Level Teams SBDM</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 3 - School Processes & Programs 3</p> <p>Funding Sources: Extra Duty Pay/Over Time - 199 Local funds - 199-11-6121-00-141-Y-11-000-Y - \$100, Extra Duty Pay/Over Time - 199 Local funds - 199-23-6121-08-141-Y-99-000-Y - \$100, Extra Duty Pay/Over Time - 199 Local funds - 199-11-6121-51-141-Y-11-000-Y - \$100</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				







Performance Objective 1 Need Statements:

Demographics
<p>Need Statement 1: Need to improve student enrollment and retention. Data Analysis/Root Cause: Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.</p> <p>Need Statement 3: Need to increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extracurricular Activities. Data Analysis/Root Cause: Students are attending other programs such as Extended Day and Tutorials and limited number of sponsors.</p>
School Processes & Programs
<p>Need Statement 3: Need to improve student enrollment and retention. Data Analysis/Root Cause: Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.</p>

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: Pena Elementary will commit to a support plan which includes improved motivation for 100% of teachers.







Evaluation Data Sources: Teacher involvement and participation in support of student achievement .
CNA Staff survey results

<p>Strategy 1: Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc.</p> <p>Milestone's/Strategy's Expected Results/Impact: Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan.</p> <p>Staff Responsible for Monitoring: Campus Administrative Team SBDM</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
 25%	 40%			
 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: Pena Elementary will create and provide faculty and staff recognition 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

<p>Strategy 1: Pena Elementary will support campus SBDM committees in creating and participating in employee incentives and recognition to improve employee/campus morale and climate.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Recognition Announcements/Emails/Website</p> <p>Summative: CNA Staff Survey Results</p> <p>Staff Responsible for Monitoring: Campus Administration SBDM</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 40%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

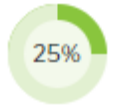





Evaluation Data Sources: Media records with Public Information Office, enrollment data

<p>Strategy 1: Raquel Pena Elementary will designate a Public Information Officer contact to provide featured articles, current and prior students/parents/staff recognition, co/extra-curricular activities, and parent/community events.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Submissions of information for articles and showcases. Regular features in media showcasing current campus accomplishments.</p> <p>Summative: Annual compilation of articles and presentation/showcases.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus Public Information Officer- Librarian Teachers</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 2: Pena Elementary will follow the District of Innovation school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.





Evaluation Data Sources: School calendar showing earlier start date.





<p>Strategy 1: Raquel Pena Elementary will update website at least monthly to include the showcasing of student and community activities to support district enrollment/recruitment and retention efforts.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Monthly review of website indicating current events.</p> <p>Summative: End of Year Clearance of District Monthly Checklist results.</p> <p>Staff Responsible for Monitoring: Campus Administration Campus TST Webmaster Public Information Officer-Librarian</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

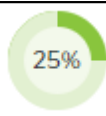
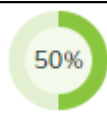




Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) at Pena Elementary will decrease by 2% for 2020-2021 and will not be disproportionate for any population.

Evaluation Data Sources: ISS/OSS reports for Pena Elementary disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior Rtl plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

<p>Strategy 1: Counselors will conduct bi-weekly presentations on multiple topics such as conflict resolution skills, study skills, internet safety cyber bullying etc. to train students on strategies they can use to handle these situations.</p> <p>Milestone's/Strategy's Expected Results/Impact: Decrease in discipline referrals.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Students will be read Words of Wisdom everyday during morning announcements to encourage positive behavior and character building.</p> <p>Timeline: Daily from August 2019-June 2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Announcement Log Participation</p> <p>Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations.</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 3: Provide annual training for all teachers: to effectively use eSchool Classroom Incident/Office Referral to prepare and implement a plan to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort; -assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Agenda Sign-in sheets Action Plans</p> <p>Summative Evaluations Audits Sign-In Sheets</p> <p>Staff Responsible for Monitoring: Administration Counselors Behavior Specialist RTI Specialist</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 4: Notify parents of any discipline referral outlined in the Student code of conduct immediately in order to ensure parental awareness of student discipline.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Conference Notes Summative Discipline Referral Document</p> <p>Staff Responsible for Monitoring: Principal Asst. Principal</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				





<p>Strategy 5: Students needing assistance in the area of behavior will be identified and referred for RTI interventions. RTI behavior intervention plans will be developed for TIER II & TIER III students and documented in SuccessEd.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative RTI Behavior Plans Observation Forms</p> <p>Summative RTI Behavior Plans Counselor Log Counselor Referrals</p> <p>Staff Responsible for Monitoring: Teachers RTI Team Nurse Counselors</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 50%		
 No Progress  Accomplished  Continue/Modify  Discontinue				



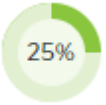



Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)


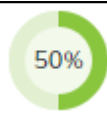






Performance Objective 2: Pena Elementary will refine and implement safety plans to ensure students are safe in the event of a crisis.

Evaluation Data Sources: Updated safety plan checklist, campus safety plans.

	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Ensure that campus counselors provide individual and group counseling sessions on a regular basis in order to ensure that students needs are addressed such as: Behaviors interfering with learning , Emotional distress, Family problems, Bullying (victim/perpetrator), Lack of motivation, Self-hurting behaviors, Low Self-Esteem, Peer relationships</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative RTI</p> <p>Summative Counselor Log Counselor Referrals</p> <p>Staff Responsible for Monitoring: Administration Teachers Counselors</p> <p>Title I Schoolwide Elements: 2.6 - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3, 6 - Perceptions 2</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-31-6399-00-141-Y-99-000-Y - \$700</p>				
<p>Strategy 2: Pena Elementary will ensure through master scheduling the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative PE Schedule Emergency Evacuation Drill Log</p> <p>Summative- Reviews of Campus Safety Action Plan Emergency Operating Procedures Decreased Incident/Accident Referrals</p> <p>Staff Responsible for Monitoring: PE Teachers Campus Safety Coordinator Campus Administration</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>				

<p>Strategy 3: Counselors will train students, teachers and parents using resources developed by the Texas Education Code (TEC) under Section 38.004 in compliance with House Bill 1041 (Jenna's Law effective 09/01/2009) on -the District's Policy/guidelines on reporting sexual abuse of children -warning signs indicating that a child may be a victim of sexual abuse</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets Parent Sign in sheets Counselor logs Agenda PD Workshop # Attendance Roster</p> <p>Summative: Classroom PD Evaluation Student CIP Survey</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: October 30, 2020</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 4: School counselor will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Counselor Log Agency Referrals</p> <p>Summative: Counselor Log</p> <p>Staff Responsible for Monitoring: Administration Counselor Teachers</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 5: Pena Elementary will develop and maintain a multi-hazard Emergency Operations Plan and is reviewed and updated annually by the campus safety and security committee. 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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits</p> <p>Summative: Evaluation Sheets</p> <p>Staff Responsible for Monitoring: Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 6: Pena Elementary has an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In and obtain a pass. Visitors escorted at all times.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ID Cards Audits Sign In Sheets</p> <p>Summative: Logs Audit Results</p> <p>Staff Responsible for Monitoring: Administrators Campus Security Officer Office Staff Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 7: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily Safety Procedures in place.</p> <p>Summative: Decrease in number of incidents reported by campus.</p> <p>Staff Responsible for Monitoring: Administrators Counselors BISD Police and Security Services.</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 8: Promote awareness and notification of Student Code of Conduct to students, parents, staff & community through campus distribution and campus presentations in order to promote a safe campus environment</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Student Code of Conduct Acknowledgement Forms Counselor Presentations</p> <p>Summative Office Referrals Sign-in Forms</p> <p>Staff Responsible for Monitoring: Administrators Counselors Teachers</p> <p>Population: All - Start Date: August 26, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 9: Campus Safety Coordinator will conduct bi-monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Agenda Sign-in Sheets</p> <p>Summative Compliance Report Decreased Injury Reports</p> <p>Staff Responsible for Monitoring: Safety Coordinator-Assistant Principal</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:

Demographics
<p>Need Statement 2: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p>
Student Learning
<p>Need Statement 3: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p> <p>Need Statement 6: Need to increase engagement and participation in real-world experiences. Data Analysis/Root Cause: Students need have the skills for them to be successful using remote learning in a blended environment.</p>



Perceptions






Need Statement 2: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.



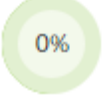
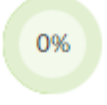


Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4,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





Performance Objective 1: Pena Elementary will have a 2% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.





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









<p>Strategy 1: Jointly Develop, Revise, Complete and Disseminate a Parental Involvement Policy agreed on by parents in a uniform format and in a language parents can understand so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation.</p> <p>Revise: 3/6/2020 SBDM Approval: 5/14/2020 Disseminate: 8/2020</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: District and Campus Parental Involvement Policy School programs attendance. Open house parent attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Teachers Administration</p> <p>Title I Schoolwide Elements: 3.1 - Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: PI General Supplies - 211 Title I-A - 211-61-6399-00-141-Y-30-0F2-Y - \$900</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 2: Offer flexible parent bi-weekly meetings in a language parents understand to increase collaboration between home and school and strengthen the parental support to benefit student academic and social success.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Meeting Attendance Agenda and Minutes</p> <p>Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Parent Trainer Administration</p> <p>Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Parents - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: PI Food & Beverages for Meetings - 211 Title I-A - 211-61-6499-53-141-Y-30-0F2-Y - \$900</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Parent Liaison will conduct home visits to monitor student attendance, inform parents of requested conferences, verify home residency and promote and coordinate parental Involvement meetings and training sessions.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Attendance Liaison Administration</p> <p>Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 12, 2020 - End Date: June 23, 2021</p> <p>Funding Sources: PI Employee Travel Mileage - 211 Title I-A - 211-61-6411-00-141-Y-30-0F2-Y - \$900</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: Disseminate School-Parent-Student Compacts in a uniform format and in a language parents can understand, indicating each groups responsibilities to ensure student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: School-Parent- Student Compact Distribution</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Teachers Administration</p> <p>Title I Schoolwide Elements: 3.1 - Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: September 30, 2020</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus parental involvement efforts.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Survey participation notification Open House Accessibility to Complete Survey</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Teachers Administration</p> <p>Population: Parents - Start Date: March 1, 2021 - End Date: March 31, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 6: Conduct an Annual Title I Meeting to inform parents, in a language they understand, of services provided through Title I funds.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance.</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Teachers Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Parents - Start Date: August 24, 2020 - End Date: September 30, 2020</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 7: Ensure representation of community and parent involvement in the decision-making process. Parents will participate in the review and/or revision of the following to ensure program requirements are met: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan Input Campus Needs Assessment Revisions</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Participation and Input during SBDM Meetings. Meeting Agenda and Attendance</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison SBDM Parent Representative Principal</p> <p>Population: Parents/Community Members - Start Date: September 28, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 8: Provide opportunities for parents to visit and participate at Pena Elem. by hosting meaningful community activities such as Grandparents Day, Lunch with Parents, PE with Parents, Grade Level Presentations and Community presentations in a language they understand, offering services such as Girls Scouts, Health Fairs to foster the parent, school and community relationships.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in sheets Handouts Session Evaluations Authority to Volunteer Clearance Letter</p> <p>Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration</p> <p>ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Parents - Start Date: September 1, 2020 - End Date: April 30, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 9: Create community partnerships with different agencies such as TeleMundo, Brownsville PD, etc. to allow families an opportunity to obtain and receive services available to them through these partners and in so building positive community relationships.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Community involvement partnerships as noted throughout the school year's activities. Schedule of Presentations</p> <p>Summative: Increased partnerships Presentations</p> <p>Staff Responsible for Monitoring: Parent Liaison Parent Trainer Administration Counselor Nurse PE Coaches Teachers</p> <p>Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 10: Educate campus administrators and teachers as to the academic and non-academic benefits of a strong parent-school partnership. Use digital media to increase communication with parents.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in Sheets Session Evaluations</p> <p>Summative: Increased parent participation Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Parent Trainer Administration</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 11: Parent Liaison will collect attendance log from teachers by 8:30 a.m. to identify students not in attendance and will communicate to parent via phone to inquiry about student and promote attendance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance/Tardy Log</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist Yearly Attendance Rate: 97.5%</p> <p>Staff Responsible for Monitoring: Teachers Parent Liaison Administration</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 12: Parent Presentations will be provided in multiple areas and at different times in areas such as academic achievement, computer literacy, homework and study Skills, college and career readiness, benefits of teacher-parent conference, Title I, Section 504/Dyslexia, RTI, CyberBullying, Bullying, etc.to help them learn how to work with their children to improve overall academic and social success at Pena Elem.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agenda Sign In Invitations Participation Count</p> <p>Summative: Parent and Family Engagement Dept. Compliance Checklist</p> <p>Staff Responsible for Monitoring: Parent Liaison Administrators Counselors</p> <p>Title I Schoolwide Elements: 3.2 - Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				



Performance Objective 1 Need Statements:





Demographics
<p>Need Statement 2: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p>
Student Learning
<p>Need Statement 3: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</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 at Pena Elementary will improve 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. EOY Summative T-TESS Evaluations

<p>Strategy 1: Provide Professional Development opportunities for all teachers & support staff to implement core & supplemental programs in order for students to improve student achievement and requirements.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign In Sheets Walkthroughs Lesson Plans</p> <p>Summative: PD Evaluations STAAR TELPAS EOY TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Administration Teachers SPED Resource/Inclusion Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 6 - School Processes & Programs 1, 2 - Perceptions 2</p> <p>Funding Sources: Employee Travel (B.C. Decrease request 11.12.2020) - 199 Local funds - 199-23-6411-23-141-Y-99-000-Y - \$950, Substitutes - 211 Title I-A - 211-11-6112-18-141-Y-30-AYP-Y - \$2,000, Employee Travel - 211 Title I-A - 211-13-6411-23-141-Y-30-AYP-Y - \$3,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 2: Provide opportunities for Special Programs teachers such as Music, PE, Dyslexia and Library, Teachers to attend professional conferences/PD to obtain new ideas and strategies to incorporate into the classroom instruction.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson Plans Professional Leaves</p> <p>Summative: Transcript Verification Workshop Evaluations T-TESS</p> <p>Staff Responsible for Monitoring: Special Program Teachers Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Population: ALL TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Employee Travel - 199 Local funds - 199-23-6411-23-141-Y-99-000-Y - \$250</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Dean of instruction will conduct campus training on various instructional topics such as cognitive strategies, explicit instruction, data analysis of CPALLS, TPRI/Tejas LEE, District Benchmarks, College Career Readiness Standards, TEKS Standards, ELA/Math/Science Content Programs to support teachers with the implementation of state standards to increase student local and state assessment performance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increase in Developed Areas of TPRI/Tejas Lee CPALLS EOY results.</p> <p>Summative: Increase in Approaching & Meeting Grade Level performance of 3rd-5th STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 6 - School Processes & Programs 1, 2, 6 - Perceptions 2</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-13-6399-00-141-Y-30-0F2-Y - \$4,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: Staff will be provided the 2020-2021 BISD Professional Development Requirements as per DMA, DH, DNA Legal and Local/EIE, FFE Local.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PD Workshops Back to School PD Agendas Grade Level Meeting Agendas</p> <p>Summative: Transcript Verification Sign-In Rosters PD Evaluations PD EOY Clearance</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Teachers will participate in Tuesday's Grade level meetings to obtain instructional guidance, support and training needed to address student needs and will plan as a team every Wednesday using campus data, district's scope and sequence and frameworks as a guide to planning.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PD Workshop Sessions Lead Teacher Documentation Classroom Observations</p> <p>Summative: T-TESS Observations EOY Assessment results</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Population: All Students AR LEP MI DYS TI - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 6: Pena teachers will be trained on CAVI - Sheltered Instruction Strategies to enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students including planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: EL Portfolios Walkthroughs Lesson Plans</p> <p>Summative: T-TESS Observations Lesson Plans Annual measurable progress on oral, reading, and written English proficiency measures and met expectations on yearly progress for LEP students.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Population: BIL Students - Start Date: August 12, 2020 - End Date: December 18, 2020</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 7: Provide professional development to designated group of students, parent and teachers on required topics such as: Signs of Child Abuse, Conflict Resolution, Suicide prevention (staff training), Bullying Violence Presentation, Human Growth & Development, Behavior Management Intervention strategies, Truancy, Dropout Prevention, Career Awareness-Goal Setting and Long Range Goals , Character Education, Responsible Behavior, Drug, Alcohol and Tobacco Awareness, Gun Safety</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets Counselor logs PD Workshop Parent Meeting Agenda and Sign In</p> <p>Formative: Student Presentations Parent Presentations Staff Presentations PD Evaluations Staff, Parent and Staff CIP Survey Results</p> <p>Staff Responsible for Monitoring: Campus Administration Counselors Nurse</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

Student Learning

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 6: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

School Processes & Programs

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 6: Need for provide release time for teachers to participate in Campus, District and Regional Training/Planning and/or Instructional Rounds. **Data Analysis/Root Cause:** Teachers need to keep up to date in the latest teaching strategies and educational trends in order to meet the demands of teaching in remote/hybrid or traditional classrooms.

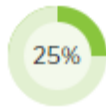

Perceptions

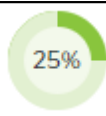
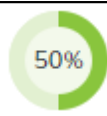


Need Statement 2: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

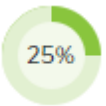


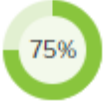
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

Performance Objective 1: Pena Elementary will show a 5% increase in all four key areas of Technology: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology towards meeting ISET Dept. Goals.

Evaluation Data Sources: EOY Student grades, electronic portfolios, Professional Development System Summary Reports, Fixed Assets inventory, Expenditure reports.

<p>Strategy 1: Teachers will implement research based and effective teaching practices with the use of technology based programs and tools that develop students skills and concepts to include but not limited to I pads, Robots, Education Galaxy, Spelling City, and other test banks to align instruction with STEAM Academy vision & goals.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Technology Usage Reports Walkthrough</p> <p>Summative: STAAR Results TTESS ISET Return of Investment EOY Report</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Technology Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Population: PreK-5 At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 5, 6 - School Processes & Programs 1, 2, 5 - Perceptions 2</p> <p>Funding Sources: Equipment - 162 State Compensatory - 162-11-6398-00-141-Y-30-0F2-Y - \$14,000, Equipment - 199 Local funds - 199-23-6398-00-141-Y-99-000-Y - \$148, Computer Supplies - 162 State Compensatory - 162-11-6399-62-141-Y-30-0F2-Y - \$2,500, Software - 162 State Compensatory - 162-11-6299-00-141-Y-30-0F2-Y - \$5,000, STEMScopes 08.04.2020 Budget Increase - 211 Title I-A - 211-11-6299-62-141-30-0F2-Y - \$3,156, Summit K-12 Software B.C. 11.12.2020 Increase \$5584.50 - 163 State Bilingual - 163-11-6299-62-141-Y-25-000-Y - \$5,584.50</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 2: Technology Support Teacher will maintain campus instructional technology, complete computer troubleshooting, maintain a campus website and provide technical support to teachers to become proficient in the use of existing technology programs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative TST Google Request Form Website</p> <p>Summative Technology Usage Report TST Google Request Form Completion % Assessment Scores</p> <p>Staff Responsible for Monitoring: Campus Administration Technology Support Teacher</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 30, 2021</p> <p>Need Statements: School Processes & Programs 8</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-62-141-Y-11-000-Y - \$1,000</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: Pena students will access their content area Pearson ebooks , etools, resources and web based programs such Education Galaxy and Spelling City during class and home using iPads, laptops, Chrome Books to enhance their learning and use printers, toners and ancillary tools to produce projects that showcase their learning. Administration will purchase computers to monitor the usage of such programs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Technology Usage in the Classroom Walkthroughs Software Usage Reports</p> <p>Summative: Computer Program Usage Reports T-TESS End of Year Report Card STAAR Assessments</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 5, 6 - School Processes & Programs 5 - Perceptions 2</p> <p>Funding Sources: Supplies & Materials -LCL DEFI 4th JOEY BC 11.18.2020 Increase of \$2000 BC 11.19. 2020 Increase of \$9,000 - 162 State Compensatory - 162-11-6398-62-141-Y-30-000-Y - \$43,000, Equipment Under 5000 B.C. 08.04.2020 Increase \$4,500 to Original - 211 Title I-A - 211-23-6398-65-141-Y-30-0F2-Y - \$6,500, Equipment Under 5000 Chrome Books/COW B.C. 08.04.2020 Decrease \$4,500 from Original - 211 Title I-A - 211-11-6398-62-141-Y-30-0F2-Y - \$30,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: A minimum of 12 hours of technology PD will be completed by teachers and administrators through campus and district based training opportunities including remote sessions, webinars, etc. to improve their knowledge of integrating technology to enhance instructional delivery.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Workshops Technology Program Usage Reports Walkthroughs</p> <p>Summative: TTESS PD Transcript Verification Report</p> <p>Staff Responsible for Monitoring: Campus Administration Technology Support Teacher Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: January 31, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Students will be provided with opportunities to participate in online instruction to become familiar with the expectations of classroom remote assignments and prepare for campus, district and state online assessments such as TELPAS and STAAR.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: ETAZO Tango Trends Lesson Plans Walkthroughs Seesaw Usage</p> <p>Summative: Technology Usage Reports</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Technology Support Teacher</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: October 1, 2020 - End Date: April 30, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 6: Students will have access to a computer lab on a weekly basis to provide them an opportunity to increase their computer skills and usage of instructional software programs that increase reading, math and science skills increasing their level of academic success and technology proficiency.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Computer Lab Schedule Walkthroughs Software Usage Reports</p> <p>Summative Assessment Scores Report Cards EOY Software Usage Reports</p> <p>Staff Responsible for Monitoring: Administration Teachers Technology Support Teacher</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 1, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 7: Librarian and instructional aide will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance by implementing an incentive program to recognize literary academic progress as displayed on AR Progress Bulletin Board.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Weekly, Monthly AR usage reports AR meeting 80% accuracy reports Classroom Challenge Leader Displays TPRI/Tejas LEE BOY, MOY Reports</p> <p>Summative: Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students TPRI/Tejas LEE EOY Reports STAAR Reading Assessment</p> <p>Staff Responsible for Monitoring: Administration Media Specialist Library Aide</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 1, 2020 - End Date: June 30, 2021</p> <p>Funding Sources: Equipment more than 150-5000 - 197 Projects--TRE/Library - 197-33-6398-00-141-Y-99-021-Y - \$960, Computers- Instruction - 197 Projects--TRE/Library - 197-12-6398-62-141-Y-99-000-Y - \$1,500, Contracted Services - 197 Projects--TRE/Library - 197-12-6299-62-141-Y-99-000-Y - \$3,500</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Need Statements:

Student Learning

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 5: Need to upgrade technology hardware (such as iPads,laptops, Chrome books, Joey carts, printers and Technology software (such as Education Galaxy, Spelling City, Padlet) **Data Analysis/Root Cause:** Remote Learning Survey, CNA Survey and Technology inventory indicate a low percentage of students having access to devices for at home learning.

Need Statement 6: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

School Processes & Programs

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

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Need Statement 5: Need to upgrade technology hardware (such as iPads,laptops, Chrome books, Joey carts, printers and Technology software (such as Education Galaxy, Spelling City, Padlet) **Data Analysis/Root Cause:** Remote Learning Survey, CNA Survey and Technology inventory indicate a low percentage of students having access to devices for at home learning.

Need Statement 8: Increase quality instruction in all content areas to meet TEKS and state assessment objectives. **Data Analysis/Root Cause:** EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.




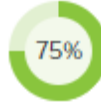
Perceptions







Need Statement 2: Need to increase engagement and participation in real-world experiences. **Data Analysis/Root Cause:** Students need have the skills for them to be successful using remote learning in a blended environment.

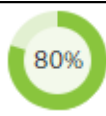
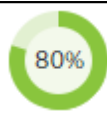




Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

Performance Objective 1: Pena Elementary will increase the overall district attendance rate to 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 5% over prior year attendance.

Evaluation Data Sources: Pena Elementary attendance rates, At-Risk Student Attendance.

<p>Strategy 1: Implement campus training that address procedures, roles, responsibilities and a formal written plan for Monitoring / management to ensure that campus student attendance meets District and State rates so that students meet their full educational potential</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Weekly review of campus attendance rates -Phone Master Log</p> <p>Summative Daily Log Monitor Campus Attendance</p> <p>Staff Responsible for Monitoring: PEIMS Supervisor Parent Liaisons Data Entry Clerk</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 2: Parent attendance liaisons & data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Contact Log</p> <p>Summative: End of Year Parent Liaison Compliance Binder Attendance Letters</p> <p>Staff Responsible for Monitoring: PEIMS Supervisor Parent Liaison Data Entry</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				



<p>Strategy 3: Teachers will identify students not in class before the attendance marking period and post information outside classroom. Implementation of campus attendance log to ensure Pena meets State and District attendance goals.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance Log Data</p> <p>Summative: EOY Average Daily Attendance</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Parent Liaison</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 4: Parents/guardians will be informed of student attendance goals and requirements through: School Marquee, Student Progress Reports, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Outreach, Walk the Future Event</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance. Sign In Sheets Agendas</p> <p>Summative: Title I-A Parental Involvement Compliance Checklist</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Parent Liaison</p> <p>ESF Levers: Lever 3: Positive School Culture - Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year via public campus announcement and incentives to ensure students attend school daily.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Attendance Roster Documentation</p> <p>Summative EOY Year Attendance Report</p> <p>Staff Responsible for Monitoring: Teachers Counselors Administration Data Entry</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				





<p>Strategy 6: Pena will have a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents and maintain an accurate accountability of all school records.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Campus Registration Packet Evaluation Report Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Homeless Dept. Training Information Student Progress Reports</p> <p>Summative: Enrollment Report Attendance Rate</p> <p>Staff Responsible for Monitoring: PEIMS Administrator Data Entry Records Clerk</p> <p>Title I Schoolwide Elements: 3.1 - Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021 Funding Sources: Travel (B.C. Request Increase 11.12.2020) - 199 Local funds - 199-23-6411-00-141-Y-99-000-Y - \$50</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
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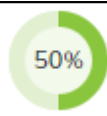

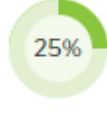
Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)





Performance Objective 2: Pena Elementary will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 2%





Evaluation Data Sources: DBM Fall/Spring Results and 2021 STAAR Results


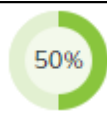






	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
<p>Strategy 1: Students will participate in the After School Programs offered Monday-Friday and AFT to gain instructional reinforcement and remediation in core-area subjects in order to improve student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative eSchoolPLUS Master Schedule Lesson Plans Report Card grades DBM Fall/Spring Results</p> <p>Summative EOY Report Card grades STAAR Results Retention Rate</p> <p>Staff Responsible for Monitoring: Administration Teachers Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 4 Funding Sources: Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-30-333-Y - \$25,000, Extra Duty Pay (08.04.2020 Budget Decrease) (09.22.2020 Budget Decrease) - 211 Title I-A - 211-11-6118-00-141-Y-30-ASP-Y - \$21,010, Teacher Retirement/TRS CARE - 211 Title I-A - 211-11-6146-00-141-Y-30-ASP-Y - \$2,694, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-141-Y-30-ASP-Y - \$437, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-24-SSI-Y - \$5,586, Employee Benefits - 211 Title I-A - 211-11-6149-00-141-Y-30-ASP-Y - \$452, Extra Duty Pay/Overtime -SUP PE - 211 Title I-A - 211-11-6121-00-141-Y-30-ASP-Y - \$1,000, Employee Benefits-Locally DEF - 211 Title I-A - 211-11-6148-00-141-Y-30-ASP-Y - \$70</p>				

<p>Strategy 2: Pena standard registration procedures will be followed for students. Student residency questionnaire will be completed to help the school determine the services the student may be eligible to receive through student referral forms. Campus principal will recommend students that meet the eligibility criteria for Homeless services. Referral will be submitted to the Homeless Dept.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Registration Packets</p> <p>Summative: Enrollment Report Attendance Rate Retention Rate</p> <p>Staff Responsible for Monitoring: Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-00-141-Y-99-000-Y - \$575, General Supplies (B.C.Increase 08.27.2020) - 199 Local funds - 199-23-6399-00-141-Y-99-000-Y - \$602</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 3: The Dean of Instruction will provide leadership, support, researched-based professional training and coordination of instructional programs necessary for a well-rounded academic program to improve performance of At-Risk students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PD Session Agenda & Sign In Lesson Plans Classroom Observations DBM Fall/Spring Results</p> <p>Summative: PD Session Attendance Report PD Session Evaluation Report STAAR Results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Population: AR, TI, MI, LEP - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 4: The full day Pre-K program will be provided in order to better prepare qualified student academically through the use of CIRCLE strategies and HATCH Software Instruction.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Classroom Observations Student Progress Reports CPALLS (BOY, MOY)</p> <p>Summative: CPALLS (EOY)</p> <p>Staff Responsible for Monitoring: Administration Teacher</p> <p>Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 5: Pena will provide homeless and unaccompanied youth with available community based vouchers, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Counselor Referrals Nurse Referrals Teacher Request</p> <p>Summative: Counselor Log Nurse Log</p> <p>Staff Responsible for Monitoring: Administration Teachers Parent Liaison Counselor Nurse</p> <p>Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 6: Pena Elementary data entry clerk and office personnel will attend available training on the identification of homeless and unaccompanied youth to ensure barrier-free enrollment using sensitivity techniques and directing families on a timely manner the Homeless Youth Project for further intake.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PD Registrations</p> <p>Summative: PD Transcript</p> <p>Staff Responsible for Monitoring: Administration Data Entry Parent Liaison Records Clerk Secretary</p> <p>Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 7: Promote awareness throughout the campus and regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Parent Meetings Teacher Meetings Flyers Website</p> <p>Summative: Parent Meeting Attendance Teacher Conference Logs Flyers Website</p> <p>Staff Responsible for Monitoring: Administration Teacher Parent Liaison Counselor Nurse</p> <p>Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 8: 5th grade students at Pena Elementary going to middle school will have an individual choice slip plan delineating their course of study.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Counselor Presentation Log Student Choice Slips</p> <p>Summative: Middle School Choice Slip Recommendations</p> <p>Staff Responsible for Monitoring: Administration 5th Grade Teachers Counselors</p> <p>Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 9: Teachers will administer state mandated assessments using allowable linguistic accommodations as noted on the participation decision documentation provided for identified bilingual students in special programs folders.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY TPRI- Tejas LEE and CPALLS DBM Fall/Spring REACH Tests OWL Benchmarks Walkthroughs</p> <p>Summative: EOY TPRI- Tejas LEE and CPALLS STAAR TELPAS</p> <p>Staff Responsible for Monitoring: LPAC Administrator LPAC Committee Teachers</p> <p>Population: LEP - Start Date: February 1, 2021 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				

<p>Strategy 10: The Dyslexia program and strategies will be implemented for identified students with dyslexia and teachers will be provided IAP plans to implement accommodations and support students instructional needs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY TPRI- Tejas LEE and CPALLS DBM Fall/Spring REACH Tests OWL Benchmarks Walkthroughs</p> <p>Summative: EOY TPRI- Tejas LEE and CPALLS STAAR TELPAS</p> <p>Staff Responsible for Monitoring: Dyslexia Teachers Teachers RTI/Dyslexia/504 Administrators</p> <p>Population: Dyslexia - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
<p>Strategy 11: Capitalize on District community resources by creating partnership agreements with agencies and organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Invite pre-registered PK students and their parents to a Meet the Teacher Night as a transition effort from home to school.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Flyers On-Site Visits Meet the Teacher Night Attendance</p> <p>Summative: Partnership Presentations Attendance Rosters</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration Counselor Nurse PE Coaches Teachers</p> <p>Start Date: September 1, 2020 - End Date: May 31, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Need Statements:

Demographics

Need Statement 2: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. **Data Analysis/Root Cause:** Students are not meeting district attendance goals as per PEIMS attendance reports.

Student Learning

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.

Need Statement 3: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. **Data Analysis/Root Cause:** Students are not meeting district attendance goals as per PEIMS attendance reports.

Need Statement 4: Need to increase the available learning time. **Data Analysis/Root Cause:** Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.

School Processes & Programs

Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.





Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. **Data Analysis/Root Cause:** Based on the 2019 STAAR results and EOY Lead4ward sub-population data.







Need Statement 4: Need to increase the available learning time. **Data Analysis/Root Cause:** Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.

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: Pena 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
 Student attendance rates
 CATCH lesson plans and artifacts
 Attendance Report

<p>Strategy 1: School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative Health Screening Nurse Referrals</p> <p>Summative: Decrease in Health Related Absences and incidents.</p> <p>Staff Responsible for Monitoring: Administration Nurse Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-33-6399-65-141-Y-99-000-Y - \$60</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 25%	 75%		
<p>Strategy 2: Pena Elem. will keep students, faculty and parents abreast of the Wellness/Nutrition Policy and Guidelines to be in compliance with respective policies and guidelines set forth by the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007 through: Annual Health Fair, Parent meetings, Teacher and Staff Development and CATCH Teams Instructional Lessons</p> <p>Milestone's/Strategy's Expected Results/Impact: Percent of parents attending the Health Fair as reflected in the sign in sheet, number of medical screenings and eye screenings completed.</p> <p>Staff Responsible for Monitoring: Administration Nurse Counselors Teachers Cafeteria Manager</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: October 5, 2020 - End Date: March 8, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	 0%	 0%		

<p>Strategy 3: Maintain and improve Coordinated Approach to Child Health (CATCH) K-12 Program by implementing goals and objectives, ensure students are reaching required moderate to vigorous physical activity (MVPA), improve access to hydration stations and other indicators recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Field Trips to the Cafeteria Fitness Assessment Observation</p> <p>Summative: CATCH Activities CATCH Binder</p> <p>Staff Responsible for Monitoring: Administration CATCH Champions Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

Demographics
<p>Need Statement 2: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p>
Student Learning
<p>Need Statement 3: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.</p>

State Compensatory

Personnel for Pena Elementary

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Delfina Aldape	Dean	SCE	1.0
Laura Garza	PK4	SCE	0.5
Nancy Trevino	PK4	SCE	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students, staff and parents completed an end of year needs assessment survey during the month of March 2020. The SBDM committee met to create the CNA. The committee reviewed the available survey results students, staff and parents provided by the District's Assessment Dept. The SBDM members then returned to their teams and reviewed the information discussed along with available campus/district assessment results and other data. Multiple measured areas were reviewed and each grade level identified their strengths and challenges. MOY TPRI/Tejas Lee data and Lead4ward performance was analyzed. The SBDM committee members names and roles that participated in the developing of the CNA are listed in the Committee Page of the CIP.

April 17, 2020 the CNA results were received from BISD Assessment Dept.

May 6, 2020 the CNA results were shared with staff members via Microsoft One Drive.

May 14, 2020 the SBDM met as a committee to discuss and review the survey results for students, staff and parents as well as input collected for the CNA revisions/recommendations by each grade level strand. In addition to the CNA survey results, current COVID-19 Closed Instructing remote learning challenges were discussed. Grade level strengths and weaknesses were presented and proposed revisions were approved.

The SBDM committee members names and roles that participated in the developing of the CNA are listed in the Committee Page of the CIP.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making SBDM Committee conducted a comprehensive needs assessment(CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA survey results and COVID-19 impact, the SBDM committee decided to concentrate on improving the technology available to students to prepare for remote learning. In addition, the SBDM also concluded that more professional development is needed in the area of Digital LMS. The academic goal is to have 90% Approaches, 60% Meets and 30% Masters percent of all students and all student groups on all parts of state mandated assessments for the 2020-2021. On May 14, 2020 the CIP was reviewed for effectiveness and input was collected from each SBDM Committee member.

2.2: Regular monitoring and revision

As part of the ongoing monitoring and revision of our Campus Improvement Plan, teachers are asked for their input in the purchase of instructional materials and assessment to

measure student performance. Teachers use data obtained from state assessments as well as other instruments, including but not limited to the IOWA, TELPAS, TPRI/Tejas Lee, CPALLS, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Input is collected for revisions and recommendations to the CIP from each SBDM committee member. Plan of Action will be developed to identify gaps in learning due to COVID-19 (Closed Instructing- March 23- May 27, 2020). The SBDM Committee met on May 14, 2020 to evaluate the CIP effectiveness.

The CIP was monitored through four formative review dates:

October, **January, March and June**

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

The CIP is posted on our campus website and is available to parents in different languages upon request verbally. The print version of the CIP is also made available in the campus office upon request. Information provided to parents such as the Parent-School-Student Compact, Parental Involvement Policy and flyers are provided to parents in Spanish.

Board Approved Date: November 4, 2020

Public Presentation Date: January 13, 2021

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Pena Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic

program; (2) increase the amount and quality of learning time, including the funding of an after-school extended day program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically under served populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

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

Peña Elementary offers programs that assist students with remediation strategies in core-area subjects. Identified students are provided support services in Reading/Math/Writing/Science in order to improve their performance and overall success in the state assessment. Administration and teachers review ongoing data results and determine which students are mostly at need based on set criteria that increases in expectations for performance as the year progresses. Students are identified in the early September using Beginning of Year data and then again in November using District Benchmark scores. After the 1st semester, the identification of students needing to be added to remediation tutorial classes are made in a case by case basis. Some students transfer from other campuses and districts and have no data so teacher recommendations are taken into consideration in this case. The district provides a second benchmark in the month of February and new roster of students is generated to identify those students still needing additional remediation

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A District Parental Advisory Council (DPAC) member is nominated to represent and meet with parents to review the current Parent and Family Policy and School-Parent-Student Compact and discuss recommendations and or revisions that better support school learning community vision and goal. After their meeting, recommendations and revisions are presented to the SBDM Committee for approval. The PFE Policy is distributed to all parents in both English and Spanish at the beginning of each school year via printed copy in start of year student packet. On March 6, 2020 parents met with the DPAC parent representative and the parent liaison to review and revise the Parent and Family Engagement Policy as well as the School Compact. On May 14, 2020 the 2020-2021 PFE and School Parent Student Compact were presented to the SBDM Committee and approved.

PFP Distribution Date: Sept. 15, 2020 Via Class Dojo/Website

3.2: Offer flexible number of parent involvement meetings

Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents. Parent Meetings were conducted on Friday mornings. Other parent meetings were also conducted in the evenings to share community service opportunities students.

The Annual Title I meetings were held on:

September 29, 2020 at 4:30 p.m.

November 6, 2020 at 9:00 a.m.

January __, 2021 am.

February __, 2021 pm

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Karla Parker (Assigned to New Campus)	Dyslexia Aide	Federal	1.0
Mariela Acebo	Library Aide	Federal Programs	1.0
Vacancy	Nurse	Federal	0.4

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Yolanda Turbeville	Principal
Meeting Facilitator	Delfina Aldape	Dean of Instruction
Non-classroom Professional	Lorena E. Medina	Assistant Principal
Classroom Teacher	Cristina Arreola	Teacher Y1 (5th)
Community Representative	Adam Reizenman	Community
Classroom Teacher	Magda Apresa	Teacher Y3- (4th)
Classroom Teacher	Maribel Buenrostro	Teacher Y1- (2nd)
Community Representative	Mario Aguilar	Community
District-level Professional	Katheryn Allala	ELA Specialist
Classroom Teacher	Gilbert De Lucio	Teacher Y1-3rd
Parent	Erica Ramos	Parent- Y1
Parent	Erica Garcia	Parent-Y1
Classroom Teacher	Lee Padilla	Teacher Y2- (Kinder)
Business Representative	Myles Garza	Business
Classroom Teacher	Lori Cantu	Teacher Y2- (1st)
Classroom Teacher	Nancy Trevino	Teacher Y1-(PK)
Classroom Teacher	Emmanuel Vasquez	Teacher Y2- (Special Programs)
Business Representative	Analee Rodriguez	Business

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies - Printing	199-11-63-99-16-141-Y-11-000-Y	\$1,000.00
1	1	1	General Supplies	199-11-6399-00-141-Y-11-000-Y	\$2,673.00
1	1	1	Copy Paper	199-11-6396-00-141-Y-11-000-Y	\$500.00
1	1	1	General Supplies	199-11-6399-51-141-Y-11-000-Y	\$1,000.00
1	1	3	Awards	199-11-6498-00-141-Y-11-000-Y	\$2,200.00
1	4	2	Transportation	199-11-6494-00-141-Y-11-000-Y	\$2,500.00
2	1	1	Supplies	199-51-63-15-00-141-Y-99-000-Y	\$5,000.00
2	1	1	Extra Duty Pay/Overtime	199-51-6121-47-141-Y-99-000-Y	\$100.00
2	1	2	Classroom Furniture	199-11-6399-45-141-Y-99-000-Y	\$8,200.00
3	1	1	Extra Duty Pay/Over Time	199-11-6121-00-141-Y-11-000-Y	\$100.00
3	1	1	Extra Duty Pay/Over Time	199-23-6121-08-141-Y-99-000-Y	\$100.00
3	1	1	Extra Duty Pay/Over Time	199-11-6121-51-141-Y-11-000-Y	\$100.00
5	2	1	General Supplies	199-31-6399-00-141-Y-99-000-Y	\$700.00
7	1	1	Employee Travel (B.C. Decrease request 11.12.2020)	199-23-6411-23-141-Y-99-000-Y	\$950.00
7	1	2	Employee Travel	199-23-6411-23-141-Y-99-000-Y	\$250.00
8	1	1	Equipment	199-23-6398-00-141-Y-99-000-Y	\$148.00
8	1	2	General Supplies	199-11-6399-62-141-Y-11-000-Y	\$1,000.00
9	1	6	Travel (B.C. Request Increase 11.12.2020)	199-23-6411-00-141-Y-99-000-Y	\$50.00
9	2	2	General Supplies	199-23-6399-00-141-Y-99-000-Y	\$575.00
9	2	2	General Supplies (B.C.Increase 08.27.2020)	199-23-6399-00-141-Y-99-000-Y	\$602.00
9	3	1	General Supplies	199-33-6399-65-141-Y-99-000-Y	\$60.00
Sub-Total					\$27,808.00
Budgeted Fund Source Amount					\$38,681.00
+/- Difference					\$10,873.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies B. C. 11.19.2020 Decrease of \$9,000	162-11-6399-00-141-Y-30-000-Y	\$30,200.00
1	1	1	Copy Paper (B. C. 11.18.2020 Decrease of \$2,000)	162-11-6396-00-141-Y-30-0F2-Y	\$0.00
8	1	1	Equipment	162-11-6398-00-141-Y-30-0F2-Y	\$14,000.00
8	1	1	Computer Supplies	162-11-6399-62-141-Y-30-0F2-Y	\$2,500.00
8	1	1	Software	162-11-6299-00-141-Y-30-0F2-Y	\$5,000.00
8	1	3	Supplies & Materials -LCL DEFI 4th JOEY BC 11.18.2020 Increase of \$2000 BC 11.19. 2020 Increase of \$9,000	162-11-6398-62-141-Y-30-000-Y	\$43,000.00
9	2	1	Extra Duty Pay	162-11-6118-00-141-Y-30-333-Y	\$25,000.00
9	2	1	Extra Duty Pay	162-11-6118-00-141-Y-24-SSI-Y	\$5,586.00
Sub-Total					\$125,286.00
Budgeted Fund Source Amount					\$125,286.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies B. C. 11.12.2020 Decrease of \$4494.50	163-11-6399-00-141-Y-25-000-Y	\$490.50
1	1	1	Copy Paper B.C. 11.12.2020 Decrease of \$1090.00	163-11-6396-00-141-Y-25-000-Y	\$0.00
8	1	1	Summit K-12 Software B.C. 11.12.2020 Increase \$5584.50	163-11-6299-62-141-Y-25-000-Y	\$5,584.50
Sub-Total					\$6,075.00
Budgeted Fund Source Amount					\$6,075.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Gloves	166-11-6399-00-141-Y-23-0B0-Y	\$600.00
1	1	2	Supplies	166-11-6399-00-141-Y-23-0P3-Y	\$1,280.00
1	1	2	Supplies	166-11-6399-00-141-Y-23-0P0	\$1,000.00
1	1	2	Toner	166-11-6399-62-141-Y-23-000-Y	\$500.00
1	1	2	OHI Reports	166-31-6219-00-141-Y-23-0N7-Y	\$1,000.00
Sub-Total					\$4,380.00
Budgeted Fund Source Amount					\$4,380.00

166 State Special Ed.						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
					+/- Difference	\$0.00
197 Projects--TRE/Library						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
8	1	7	Equipment more than 150-5000	197-33-6398-00-141-Y-99-021-Y	\$960.00	
8	1	7	Computers- Instruction	197-12-6398-62-141-Y-99-000-Y	\$1,500.00	
8	1	7	Contracted Services	197-12-6299-62-141-Y-99-000-Y	\$3,500.00	
					Sub-Total	\$5,960.00
					Budgeted Fund Source Amount	\$5,960.00
					+/- Difference	\$0.00
211 Title I-A						
Goal	Objective	Strategy	Resources Needed	Account Code	Amount	
1	1	1	Copy Paper	211-11-6396-00-141-Y-30-0F2-Y	\$4,000.00	
1	1	1	General Supplies	211-11-6399-00-141-Y-30-0F2-Y	\$49,217.00	
1	1	2	General Supplies	211-23-6399-00-141-Y-30-0F2	\$1,000.00	
2	1	1	Personal Protection Equipment (Sanitizer.Disinfectant). B.C. 09.22.2020 Increase	211-51-6315-00-141-Y-30-ASP-Y	\$5,000.00	
6	1	1	PI General Supplies	211-61-6399-00-141-Y-30-0F2-Y	\$900.00	
6	1	2	PI Food & Beverages for Meetings	211-61-6499-53-141-Y-30-0F2-Y	\$900.00	
6	1	3	PI Employee Travel Mileage	211-61-6411-00-141-Y-30-0F2-Y	\$900.00	
7	1	1	Substitutes	211-11-6112-18-141-Y-30-AYP-Y	\$2,000.00	
7	1	1	Employee Travel	211-13-6411-23-141-Y-30-AYP-Y	\$3,000.00	
7	1	3	General Supplies	211-13-6399-00-141-Y-30-0F2-Y	\$4,000.00	
8	1	1	STEMScopes 08.04.2020 Budget Increase	211-11-6299-62-141-30-0F2-Y	\$3,156.00	
8	1	3	Equipment Under 5000 B.C. 08.04.2020 Increase \$4,500 to Original	211-23-6398-65-141-Y-30-0F2-Y	\$6,500.00	
8	1	3	Equipment Under 5000 Chrome Books/COW B.C. 08.04.2020 Decrease \$4,500 from Original	211-11-6398-62-141-Y-30-0F2-Y	\$30,500.00	
9	2	1	Extra Duty Pay (08.04.2020 Budget Decrease) (09.22.2020 Budget Decrease)	211-11-6118-00-141-Y-30-ASP-Y	\$21,010.00	
9	2	1	Teacher Retirement/TRS CARE	211-11-6146-00-141-Y-30-ASP-Y	\$2,694.00	
9	2	1	Social Security/Medicare	211-11-6141-00-141-Y-30-ASP-Y	\$437.00	
9	2	1	Employee Benefits	211-11-6149-00-141-Y-30-ASP-Y	\$452.00	

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Extra Duty Pay/Overtime -SUP PE	211-11-6121-00-141-Y-30-ASP-Y	\$1,000.00
9	2	1	Employee Benefits-Locally DEF	211-11-6148-00-141-Y-30-ASP-Y	\$70.00
Sub-Total					\$136,736.00
Budgeted Fund Source Amount					\$137,236.00
+/- Difference					\$500.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies - Books	212-11-6399-00-141-Y-24-0F2-Y	\$485.00
Sub-Total					\$485.00
Budgeted Fund Source Amount					\$485.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399-00-141-Y-25-000-Y	\$3,888.00
1	1	1	General Supplies	263-11-6399-00-141-Y-25-000-0	\$139.00
Sub-Total					\$4,027.00
Budgeted Fund Source Amount					\$4,027.00
+/- Difference					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$200.00
Grand Total					\$310,757.00

Addendums

SBDM Zoom Meeting Invite

SBDM Meeting Notice/Aviso Junta de SBDM

Topic/Tema: SBDM Meeting/ *Junta de SBDM*

Date/Fecha: Thursday May 14, 2020 *ljueves 14 de mayo de 2020*

Time/Horario: 4:00 p.m.

Location/Lugar: Join Zoom Meeting

<https://us02web.zoom.us/j/8789071269?pwd=OEpYOctXQU1iZ2k4aGlpY2VINHo3QT09>

Meeting ID: 878 907 1269

Password: 1djfxx

Presenters/Orador: Yolanda Turbeville, Principal/*Directora*

SBDM Zoom Meeting Agenda

- I. DPAC Parent Compact/Parent Policy Recommendations for 2020-2021- Blanca Barbosa, DPAC Member
- II. Recommendations for revisions of Current C.N.A. - Team Representatives Input
- III. Development of 2020-2021 C.N.A.-Identification of Strengths and Needs
- IV. Recommendation for revisions to current CIP - Addition/Deletion of Activities

DPAC Parent Compact/PIP Presentation

Presenter: Ms. Blanca Barbosa, DPAC Member

Parents met on March 6, 2020 to discuss current parent compact and Parental Involvement Policy.

Approval from SBDM need to include recommendations form DPAC meeting in the 2020-2021 Parent Compact and PIP.

- Offer more extra curricular activities
- Offer flexible parent meeting times (am/pm)

Strand Committee Identification of Strengths

PK-

At Pena Elementary all teachers work together with the students needs in mind.

Kinder-

Pena is a STEAM campus where students have technology at their fingertips. Students have a device rotation center, computer lab time, internet applications that help support core areas. Students are able to use different platforms to apply knowledge and explore electronic portfolios to keep track of their learning.

Strand Committee Identification of Strengths

1st-

As a team, we collaborate and communicate effectively to assist each other. We meet our deadlines and follow administration directives. We have our weekly team meetings to assist each other in our needs and strengths.

2nd-

Team cohesiveness, Team collaboration, District and Campus initiative compliance, Attendance, Different grade level collaboration, Parental communication

Strand Committee Identification of Strengths

3rd-

Our campus strengths as per our grade level is that we are a team that works together, collaborates, and shares among each other.

We are very flexible, always follow directives, and turn in what we are asked to on time.

4th-

Two of the greatest strengths in our grade level are math and co-planning. We share and help each other a lot when we co-plan in our grade level. Hence the reason why math is one of our strengths. There is strength in numbers.

5th-

Math, Special Education Co-Planning and Co-Teaching, Lead Teacher Assignment for Team Support, Availability of Technology Devices, Student Achievement Domain 1

CNA Survey Identification of Strengths

Students	Parents	Staff
I do not feel welcome 0%	I feel welcome at my child's school. 100%	Students feel a sense of belonging at our campus. 88%
Teachers at this school help students do their best. 100%	Teachers in my child's school expect my child to do his/her very best. 100%	Teachers consistently hold high academic expectations for all students. 100% Campus administration hold high expectations for all teachers and staff. 96%
Teachers provide me with the help I need to complete assignment. 97%	The quality of instruction in my child's school is good. 97%	Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn. 92%
The way my teachers grade my work is fair. 96%	The teacher communicates with me regarding my child's academic progress. 94%	Students are given opportunities to demonstrate their learning. 91%
I am happy with the technology used in the classroom. 96%	The technology resources available to my child are very helpful for their school work. 92%	I am provided with adequate technology resources to use in the classroom for instructional purposes. 83%
Discipline rules and consequences are fair. 89%	This school handles student misbehavior well. 93%	The student code of conduct is applied consistently and fairly among students. 92%

Strand Committee Identification of Needs

PK-

1. Technology training for parents
2. Pre-K needs at least 5 electronic devices per classroom.
3. Set up platforms to be used by teachers/students the following school year and inform the teachers ahead of time.

Kinder-

1. 1:1 devices for all kinder students.
2. Projector/computer/smartboard projector appropriate distance/ calibration for teacher and student use for independent/center learning.
3. Clever/EPIC accounts for students home use after 4:00 pm.
4. Parent/Teacher BOY technology meeting by grade level to help parents navigate face to face and help aide distance learning.
5. **Flexible scheduling of White Wing planning to support different grade levels.**
6. Support for the grade level during BOY placement tests and TPRI/Tejas Lee window.
7. Allow kinder grade level to make seasonal picture fundraisers to buy incentives for perfect attendance, behavior plans and EOY celebrations.

Strand Committee Identification of Needs

1st-

1. iPads one for each student
2. Bilingual aide to assist on a weekly and consistent basis
3. White screen for the PE area
4. More access to computer lab to assist with lessons if there is no availability of ipads per student
5. Class sets of audio books for listening center

2nd-

1. Attendance incentives
2. Extra curricular activities
3. Tutorials
4. STEAM Training and Curriculum
5. College Awareness
6. Incorporation of ART

Strand Committee Identification of Needs

3rd-

1. We need more helpful professional development like the ones we have been having right now during closed instruction.
2. Students should have a device available to be able to log into apps to do assignments.

4th-

1. Technology- Padlet & NewsELA
2. More educational field trips for students across all grade levels.
3. Enough supplies for all grade levels to implement STEAM activities.

5th-

1. Technology Software: Ed.Galaxy, Study Island, IXL, Padlet, StemScopes, Spelling City, Newsela, No Red Ink
2. Implement Science and ELA with focus on Revise and Editing (Grammar), in order to help Close the Gap and Show Student Progress
3. Supply materials and resources for all students in grade level to implement steam activities
4. Increase opportunities for students to participate in Real Life Learning Experiences such as field trips, activities and educational presentations
5. Increase opportunities for students to participate in extracurricular Activities such as Art, Steam, Sports, and Technology Clubs

CNA Survey Identification of Needs

Students	Parents	Staff
What activities do you participate in? School Clubs -14% / Athletics-10% I feel comfortable joining after-school activities. 78%	Comments: More Extra Curricular Activities, More activities for the kids, have sports and outside activities, More after school activity	A significant amount of parents are actively involved in our campus. 37%
I like the Fine Arts activities available at my school? 65%	Comments: More parent meeting frequency, un mejor horario para las juntas de padres. Time survey results for parents: 8:00 a.m. 39% / 5:30 p.m. 41%	I would like professional development in the following areas. Technology- 79% , Reading- 42% , Math- 37%
In most of my classes, time is spent listening to teacher presentations. 54%	I have a parent-teacher-conference regarding the S-P-S Compact, as it relates to student achievement. 64% /Staff 80%	Maintaining student discipline is a problem at our campus. 67%
My teacher allows me to use a computer to complete my school work. 71%	More computers and laptops to teach children /Staff 83%	

SBDM CIP Addition Recommendations

PK	Kinder	1st	2nd	3rd	4th	5th
None	None	pg.42 add funds to assist student registration fees of extracurricular activities such as (flag football, basketball, running club etc.)	None	The district should download all extensions needed for tools for online.	Goal #8: Extra curricular activities for all grade levels. We would like to see more teachers sponsor sport clubs and art.	Goal #8: Increase opportunities for students to participate in extracurricular activities such as Art and Steam.
		goal 3 (pg.46) initiate teacher recognition plan such as designated parking space for a teacher (birthday celebration, perfect attendance, etc.)				

SBDM CIP Deletion Recommendations

PK	Kinder	1st	2nd	3rd	4th	5th
None	None	Goal # 1 performance objective 4 pg. 39- delete project fit yearly report * School is not required to submit a yearly report	#6 pg 15 District has provided Seesaw and Imagine	None	We would like to recommend Living with Science for deletion.	Living with Science was not provided by the campus.
		Goal 9 # 12(pg. 85)- Does Head Start visit our campus?				

Proposed 2020-2021 CNA Summary

Demographics	Student Achievement	Process and Programs	Perceptions
<p>Promote STEAM Academy campus designation to provide awareness to the community of what opportunities are offered at Peña Elem. when choosing to enroll in BISD.</p>	<p>Provide necessary general supplies and instructional materials to target areas of need identified using 2019-2020 State/District/Campus available data.</p>	<p>Upgrade Technology hardware (such as iPads, laptops, Chromebooks, printers and Technology software (such as Education Galaxy, Spelling City, Padlet)</p>	<p>Promote a College and Career Readiness learning environment through blended learning opportunities to increase student engagement and participation in real-world experiences.</p>
<p>Increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extracurricular Activities.</p>	<p>Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results.</p>	<p>Tutorials for identified students starting in September 2020 using available district and campus data as well as Extended Day Homework Assistance program.</p>	<p>Increase opportunities for students to participate in extracurricular activities such as Coding, DI, Ballroom, Choir, Robotics, Chess, Football, Volleyball, etc.</p>
<p>Increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships.</p>	<p>Earn Comparative Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results.</p>	<p>Substitutes & Registration Fees for teachers to participate in Campus, District and Regional Training/Planning and/or Instructional Rounds.</p>	<p>Increase parental involvement to support student/parent/school compact goals.</p>

Thank You!

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.

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	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.
Student Report	
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.

Report Format	A report may be made orally or in writing. The principal or designee shall reduce any oral reports to written form.
Notice of Report	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.
Prohibited Conduct	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.
Investigation of Report	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.
Concluding the Investigation	<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>
Notice to Parents	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.
District Action	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.

	<p>The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.</p>
<i>Corrective Action</i>	<p>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.</p>
<i>Transfers</i>	<p>The principal or designee shall refer to FDB for transfer provisions.</p>
<i>Counseling</i>	<p>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.</p>
Improper Conduct	<p>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.</p>
Confidentiality	<p>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.</p>
Appeal	<p>A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.</p>
Records Retention	<p>Retention of records shall be in accordance with CPC(LOCAL).</p>
Access to Policy and Procedures	<p>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.</p>

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

- b. Substantially disrupts the orderly operation of a classroom, 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.

**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

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 93% to 98% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
94%	95%	96%	97%	98%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	93%	93%	90%
2021	94%	94%	91%
2022	95%	95%	92%
2023	96%	96%	93%
2024	97%	97%	94%

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 99% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
100%	100%	100%	100%	100%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	100%	100%	99%
2021	100%	100%	100%
2022	100%	100%	100%
2023	100%	100%	100%
2024	100%	100%	100%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 95% to 100% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
96%	97%	98%	99%	100%

Closing the Gaps Student Groups Yearly Targets

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

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 79% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	81%	82%	83%	84%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	80%	79%	81%
2021	81%	80%	82%
2022	82%	81%	83%
2023	83%	82%	84%
2024	84%	83%	85%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 92% to 97% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
93%	94%	95%	96%	97%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	93%	92%	92%
2021	94%	93%	93%
2022	95%	94%	94%
2023	96%	95%	95%
2024	97%	96%	96%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 14% to 19% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
15%	16%	17%	18%	19%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	15%	16%	11%
2021	16%	17%	12%
2022	17%	18%	13%
2023	18%	19%	14%
2024	19%	20%	15%

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 59% to 64% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
60%	61%	62%	63%	64%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	60%	61%	66%
2021	61%	62%	67%
2022	62%	63%	68%
2023	63%	64%	69%
2024	64%	65%	70%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 70% to 75% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
71%	72%	73%	74%	75%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	72%	70%	64%
2021	73%	71%	65%
2022	74%	72%	66%
2023	75%	73%	67%
2024	76%	74%	68%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 26% to 31% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
27%	28%	29%	30%	31%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	28%	23%	18%
2021	29%	24%	19%
2022	30%	25%	20%
2023	31%	26%	21%
2024	32%	27%	22%

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 55% to 60% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
56%	57%	58%	59%	60%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	56%	52%	57%
2021	57%	53%	58%
2022	58%	54%	59%
2023	59%	55%	60%
2024	60%	56%	61%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 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
2020	42%	38%	33%
2021	43%	39%	34%
2022	44%	40%	35%
2023	45%	41%	36%
2024	46%	42%	37%

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 65% to 70% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
66%	67%	68%	69%	70%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	64%	62%	49%
2021	65%	63%	50%
2022	66%	64%	51%
2023	67%	65%	52%
2024	68%	66%	53%

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA 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 51% to 56% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
52%	53%	54%	55%	56%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	52%	44%	41%	23%
2021	53%	45%	42%	24%
2022	54%	46%	43%	25%
2023	55%	47%	44%	26%
2024	56%	48%	45%	27%

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 79% to 84% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
80%	81%	82%	83%	84%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	80%	78%	70%	90%
2021	81%	79%	71%	91%
2022	82%	80%	72%	92%
2023	83%	81%	73%	93%
2024	84%	82%	74%	94%

Minimum size criteria set to 10 or more students.