

Brownsville Independent School District

Pena Elementary

2021-2022 Campus Improvement Plan



Mission Statement

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

Vision

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

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

Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

The student population at Peña Elementary School is approximately **464** as of PEIMS Snapshot October 30, 2020 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
99.14 % Hispanic
83.62 % Economically Disadvantaged
73.49 % At-Risk students
50.22 % Free/Reduce Meal Eligible
44.61 % 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 2021 EOY Summer School recommendations, the promotions percentages are as follows:

| | Promotion Percentages by Grade Level | | | |
|-----------------------|--------------------------------------|------------|-----------|------------|
| | 2019-2020 | | 2020-2021 | |
| 1 st Grade | 64/69 | 93% | 54/59 | 92% |
| 2 nd Grade | 51/53 | 96% | 63/68 | 93% |
| 3 rd Grade | 64/73 | 88% | 52/57 | 91% |
| 4 th Grade | 66/73 | 90% | 61/76 | 80% |
| 5 th Grade | 97/104 | 93% | 67/76 | 88% |

Retention trends are within comparable rates from the previous year to the next. In the 2020-2021 **12 %** of 1st-5th grade students were retained and recommended for summer school. Students attended Summer School from **June 14-30, 2021**. 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 6 LEP students in 1st grade exited the Bilingual Program this past year. 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 by providing innovative programs aligned to STEAM campus designation. **Data Analysis/Root Cause:** Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 531 students to 464 students).

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 there is a 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 are present due to changes in instructional delivery due to COVID-19 Pandemic. Using the 2020-2021 STAAR assessment results for those students that did take the assessment, helps the campus 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 including identifying student to participate in the Jumpstart Program from July 26- August 6, 2021.

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 including software programs.

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. Students in 1st grade are screened after the MOY TPRI/Tejas LEE administration with an Dyslexia LION Add-On component to identify students that are at risk of Dyslexia. The same additional screener is conducted to Kinder students after the EOY administration. Student identified as at-risk are coded in PEIMS and parents are provided a letter indicating the school's plan of action for the student.

CIRCLE CPALLS Summary PK3 : Based on the 2020-2021 EOY CPALLS Assessment Data the following Areas are the met percent:

PK3/PK4 CPALLS English (43 students tested).

English Phonological Awareness **88%**, Rapid Letter Naming **84%**, Rapid Vocabulary Naming **53%**, Math Screener **93%**, Science Assessment **93%**

PK3 CPALLS Spanish (24 students tested).

Spanish Phonological Awareness **67%**, Rapid Letter Naming **50%**, Rapid Vocabulary Naming **17%**, Math Screener **92%**, Science Assessment **96%**

TPRI/Tejas LEE Summary K-2nd: Based on the 2020-2021 EOY TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

Kinder / TPRI: (63 students tested)

PA- **33%**, Phonics- **87%**, Listening Comprehension- **79%**

Kinder / Tejas Lee: (4 Students Tested)

PA- **50%**, Phonics- **50%**, Word Reading, **0%**, Listening Comprehension- **25%**, Reading Comprehension **0%**

1st Grade / TPRI : (58 Students Tested) Based on the **2020-2021 EOY** TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

PA- **69%**, Phonics-**76%**, Word Reading **52%**, Fluency 60 WCPM - **34%**, Reading Comprehension -**24%**

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

*Not enough students in student group to post results.

2nd Grade / TPRI: (68 Students Tested) Based on the **2020-2021 EOY** TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

Phonics- **62%**, Word Reading- **74%**, Fluency 90 WCPM- **44%**, Reading Comprehension-**78%**

2nd Grade / Tejas Lee (0 Student Tested)

*Not enough students in student group to post results.

3rd Grade STAAR Eduphoria EOY Reports- Reading

| 3rd Grade 2020-2021 | Reading/ELA | | | | |
|---------------------------|----------------|---------------|------------|--------|---------|
| | Total Students | Percent Score | Approaches | Meets | Masters |
| Pena Elementary | 53 | 58.98% | 67.92% | 24.53% | 9.43% |
| Economic Disadvantage | 44 | 57.34% | 63.64% | 22.73% | 6.82% |
| Hispanic | 53 | 58.98% | 67.92% | 24.53% | 9.43% |
| LEP | 30 | 53.43% | 56.67% | 16.67% | 3.33% |
| Second Year of Monitoring | 3 | 64.67% | 100% | 33.33% | 0% |
| Special Ed Indicator | 5 | 51.20% | 40% | 20% | 20% |

3rd Grade STAAR Eduphoria EOY Reports- Math

Mathematics**3rd Grade 2020-2021**

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---------------------------|-----------------------|----------------------|-------------------|--------------|----------------|
| Pena Elementary | 53 | 48.91% | 50.94% | 9.43% | 0% |
| Economic Disadvantage | 44 | 50.09% | 52.27% | 9.09% | 0% |
| Hispanic | 53 | 48.91% | 50.94% | 9.43% | 0% |
| LEP | 30 | 49.53% | 56.67% | 6.67% | 0% |
| Second Year of Monitoring | 3 | 35.67% | 33.33% | 0% | 0% |
| Special Ed Indicator | 5 | 38.80% | 20% | 20% | 0% |

4th Grade STAAR Eduphoria EOY Reports- Reading**Reading/ELA****4th Grade 2020-2021**

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---------------------------|-----------------------|----------------------|-------------------|--------------|----------------|
| Pena Elementary | 64 | 59.67% | 59.38% | 28.12% | 12.50% |
| Economic Disadvantage | 52 | 58.27% | 57.69% | 25% | 9.62% |
| Hispanic | 64 | 59.67% | 59.38% | 28.12% | 12.50% |
| First Year of Monitoring | 1 | 92% | 100% | 100% | 100% |
| LEP | 36 | 52.53% | 44.44% | 22.22% | 8.33% |
| Second Year of Monitoring | 6 | 68.67% | 100% | 16.67% | 0% |
| Special Ed Indicator | 11 | 41.45% | 27.27% | 0% | 0% |

4th Grade STAAR Eduphoria EOY Reports- Math**Mathematics****4th Grade 2020-2021**

| | Total Students | Percent Score | Approaches | Meets | Masters |
|---------------------------|-----------------------|----------------------|-------------------|--------------|----------------|
| Pena Elementary | 64 | 47.31% | 43.75% | 15.62% | 6.25% |
| Economic Disadvantage | 52 | 45.12% | 38.46% | 11.54% | 3.85% |
| Hispanic | 64 | 47.31% | 43.75% | 15.62% | 6.25% |
| First Year of Monitoring | 1 | 71% | 100% | 100% | 0% |
| LEP | 36 | 43% | 33.33% | 11.11% | 2.78% |
| Second Year of Monitoring | 6 | 68.67% | 100% | 33.33% | 16.67% |
| Special Ed Indicator | 11 | 29.27% | 0% | 0% | 0% |

4th Grade STAAR Eduphoria EOY Reports- Writing

| 4th Grade Writing 2020-2021 | Writing | | | | |
|-----------------------------|----------------|---------------|------------|--------|---------|
| | Total Students | Percent Score | Approaches | Meets | Masters |
| Pena Elementary | 65 | 55.34% | 49.23% | 16.92% | 3.08% |
| Economic Disadvantage | 53 | 53.13% | 41.51% | 15.09% | 1.89% |
| Hispanic | 65 | 55.34% | 49.23% | 16.92% | 3.08% |
| First Year of Monitoring | 1 | 63% | 100% | 0% | 0% |
| LEP | 37 | 49.24% | 32.43% | 10.81% | 0% |
| Second Year of Monitoring | 6 | 65.33% | 83.33% | 16.67% | 0% |
| Special Ed Indicator | 11 | 40.91% | 18.18% | 0% | 0% |

5th Grade STAAR Eduphoria EOY Reports- Reading

| 5th Grade 2020-2021 | Reading/ELA | | | | |
|---------------------------|----------------|---------------|------------|--------|---------|
| | Total Students | Percent Score | Approaches | Meets | Masters |
| Pena Elementary | 73 | 70.37% | 76.71% | 52.05% | 35.62% |
| Economic Disadvantage | 58 | 66.21% | 70.69% | 43.10% | 25.86% |
| Asian | 1 | 76% | 100% | 100% | 0% |
| Hispanic | 72 | 70.29% | 76.39% | 51.39% | 36.11% |
| First Year of Monitoring | 1 | 61% | 100% | 0% | 0% |
| LEP | 23 | 60.61% | 65.22% | 30.43% | 13.04% |
| Second Year of Monitoring | 1 | 39% | 0% | 0% | 0% |
| Third Year of Monitoring | 13 | 80.77% | 92.31% | 76.92% | 61.54% |
| Special Ed Indicator | 13 | 56.54% | 38.46% | 23.08% | 15.38% |

5th Grade STAAR Eduphoria EOY Reports- Math

| 5th Grade 2020-2021 | Mathematics | | | | |
|---------------------|----------------|---------------|------------|--------|---------|
| | Total Students | Percent Score | Approaches | Meets | Masters |
| Pena Elementary | 73 | 64.25% | 73.97% | 43.84% | 24.66% |

Mathematics

| 5th Grade 2020-2021 | Total Students | Percent Score | Approaches | Meets | Masters |
|----------------------------|-----------------------|----------------------|-------------------|--------------|----------------|
| Economic Disadvantage | 58 | 61.50% | 70.69% | 37.93% | 18.97% |
| Asian | 1 | 75% | 100% | 100% | 0% |
| Hispanic | 72 | 64.10% | 73.61% | 43.06% | 25% |
| First Year of Monitoring | 1 | 81% | 100% | 100% | 0% |
| LEP | 23 | 56.52% | 56.52% | 30.43% | 8.70% |
| Second Year of Monitoring | 1 | 47% | 100% | 0% | 0% |
| Third Year of Monitoring | 13 | 70.77% | 84.62% | 53.85% | 38.46% |
| Special Ed Indicator | 13 | 54.23% | 53.85% | 23.08% | 7.69% |

5th Grade STAAR Eduphoria EOY Reports- Science**Science**

| 5th Grade Science 2020-2021 | Total Students | Percent Score | Approaches | Meets | Masters |
|------------------------------------|-----------------------|----------------------|-------------------|--------------|----------------|
| Pena Elementary | 73 | 65.55% | 67.12% | 26.03% | 12.33% |
| Economic Disadvantage | 58 | 62.21% | 62.07% | 18.97% | 5.17% |
| Asian | 1 | 75% | 100% | 0% | 0% |
| Hispanic | 72 | 65.42% | 66.67% | 26.39% | 12.50% |
| First Year of Monitoring | 1 | 67% | 100% | 0% | 0% |
| LEP | 23 | 59.65% | 56.52% | 8.70% | 0% |
| Second Year of Monitoring | 1 | 50% | 0% | 0% | 0% |
| Third Year of Monitoring | 13 | 71.46% | 84.62% | 38.46% | 30.77% |
| Special Ed Indicator | 13 | 55.62% | 30.77% | 15.38% | 0% |

Data is based on students that were F2F and tested STAAR as well as students that participated in Virtual learning and came in to test F2F STAAR Online assessments. 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 and use available data to group students accordingly to provide needed intervention in programs such as the Jumpstart program for students that did not meet Approaches level on STAAR for 3rd-5th and/or did not come in F2F to take the STAAR.

Multisensory Grammar training was provided by the district summer 2021 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.

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, Technology and GT to provide meaningful learning activities that engage students in 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. As a STEAM designated campus, Peña Elementary has a core group of PBL trained teachers to provide support in this area to their colleagues. In addition, teachers have access to Defined Learning platform to engage their students in cross-curricular activities and projects to meet the STEAM designated goals and objectives.

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 2021 STAAR results to 2022 STAAR results. **Data Analysis/Root Cause:** Based on the 2021 STAAR results, 3rd-5th Grade scores indicate the campus did not meet the 90/60/30 goal for each category of performance.

Need Statement 2 (Prioritized): Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2021 STAAR results to 2022 STAAR results. **Data Analysis/Root Cause:** Based on the 2021 STAAR results.

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 ensure students are prepared to be successful in the next grade level.

Need Statement 5 (Prioritized): Need to upgrade technology hardware (iPads, Laptops, Chrome Books, Joey Carts, Digital Panel boards, Printers) and technology software (Education Galaxy, Learning A-Z Spelling City, Padlet, Nearpod Flocabulary, TeacherMade, etc.) **Data Analysis/Root Cause:** Technology inventory upon end of year collection, indicate the need to provide/replace 1 to 1 devices students use to access learning at school and at home.

Need Statement 6 (Prioritized): Need to increase engagement and participation in real-world experiences through PBL (Project Based Learning). **Data Analysis/Root Cause:** Students need to have necessary skills for them to be successful in a blended environment to collaborate with others to solve real-world problems.

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. Mentor teachers are provided district training and provided a stipend.

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 and assigned an Asynchronous Pathway to complete. It is the employee's responsibility to complete the provided training. Topics range from Employee Code of Ethics, T-TESS, 504 Requirements, Jenna's Law, Digital Literacy 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 trainings 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 Closed Instructing to a Reopening of schools for the latter part of the 2020-2021 school year. Efforts were done to bring back all students F2F instruction. Staff professional development needs also changed. 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 using strategies learned from district assigned mentor training.
- 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/Writing on the Wall is available to the public via our website.
- The number of iPads and Chrome books available to our students has increased in K-5th Grade.
- Remote Learning Professional Development available during Spring 2021 and Summer 2021

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 2021 STAAR results to 2022 STAAR results. **Data Analysis/Root Cause:** Based on the 2021 STAAR results,

3rd-5th Grade scores indicate the campus did not meet the 90/60/30 goal for each category of performance.

Need Statement 2 (Prioritized): Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2021 STAAR results to 2022 STAAR results. **Data Analysis/Root Cause:** Based on the 2021 STAAR results.

Need Statement 3 (Prioritized): Need to improve student enrollment and retention by providing innovative programs aligned to STEAM campus designation. **Data Analysis/Root Cause:** Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 531 students to 464 students).

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 ensure students are prepared to be successful in the next grade level.

Need Statement 5 (Prioritized): Need to upgrade technology hardware (iPads , Laptops, Chrome Books, Joey Carts, Digital Panel boards, Printers) and technology software (Education Galaxy, Learning A-Z Spelling City, Padlet, Nearpod Flocabulary, Teachermade, etc.) **Data Analysis/Root Cause:** Technology inventory upon end of year collection, indicate the need to provide/replace 1 to 1 devices students use to access learning at school and at home.

Need Statement 6 (Prioritized): Increase quality instruction in all content areas to meet TEKS and state assessment objectives. **Data Analysis/Root Cause:** EOY TPRI/Tejas Lee/CPALLS and STAAR 2021 Data analysis and walkthroughs indicate the need to improve instruction.

Need Statement 7 (Prioritized): Need to increase opportunities for students to participate in extracurricular activities . **Data Analysis/Root Cause:** Due to COVID-19 social distancing restrictions, many extracurricular were cancelled at the campus and district level.

Need Statement 8 (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 on the latest teaching strategies and educational trends in order to address the identified gaps after students participated in nontraditional remote/hybrid classrooms.

Perceptions

Perceptions Summary

Based on the 2020-2021 Elementary CNA Survey (**May 13, 2021 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. Due to COVID-19 restrictions, CNA links were provided to parents via Class Dojo and campus website to collect information for current CIP. Staff, Student and Parent CNA Survey results were shared with all staff members via Microsoft One Drive. As per our May 13, 2021 Survey results, the following analysis was presented to SBDM on **May 26, 2020**.

| Students | Parents | Staff |
|---|--|---|
| I feel safe in school 89% | I feel welcome at my child's school. 98% | Students feel a sense of belonging at our campus. 91% |
| Teachers at this school (and online) help students do their best. 98% | 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. 100% |
| Teachers provide me with the help I need to complete assignment. 95% | The quality of instruction in my child's school is good. 89% | Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn. 90% |
| The way my teachers grade my work is fair. 94% | The teacher communicates with me regarding my child's academic progress. 100% | Students are given opportunities to demonstrate their learning. 98% |
| I am happy with the technology used in the classroom. 94% | 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. 94% |
| Discipline rules and consequences are fair. 88% | This school handles student misbehavior well. 85%/12% Do not know | The student code of conduct is applied consistently and fairly among students. 98% |

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 2021). 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. Due to COVID-19 restrictions, performances did not take place but teachers prepared fun activities to engage parents such as Mother's Day Bingo. 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. Parents participate in award ceremonies (virtually last year), 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 STEAM campuses offering blended learning and PBL lesson to students. In addition, Defined Learning is provided to all teachers to access engaging cross-curricular PBL resource library. Extracurricular activities are available such as dance team, chess, robotics, ballroom, and destination imagination based on sponsor sign up.

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 through PBL (Project Based Learning). **Data Analysis/Root Cause:** Students need to have necessary skills for them to be successful in a blended environment to collaborate with others to solve real-world problems.

Need Statement 3 (Prioritized): Need to increase opportunities for students to participate in extracurricular activities . **Data Analysis/Root Cause:** Due to COVID-19 social distancing restrictions, many extracurricular were cancelled at the campus and district level.

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 2021 STAAR results to 2022 STAAR results.

Data Analysis/Root Cause 1: Based on the 2021 STAAR results, 3rd-5th Grade scores indicate the campus did not meet the 90/60/30 goal for each category of performance.

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 2021 STAAR results to 2022 STAAR results.

Data Analysis/Root Cause 2: Based on the 2021 STAAR results.

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 TPRI/Tejas Lee/CPALLS and STAAR 2021 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 ensure students are prepared to be successful in the next grade level.

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

Need Statement 5: Need to upgrade technology hardware (iPads , Laptops, Chrome Books, Joey Carts, Digital Panel boards, Printers) and technology software (Education Galaxy, Learning A-Z Spelling City, Padlet, Nearpod Flocabulary, Teachermade, etc.)

Data Analysis/Root Cause 5: Technology inventory upon end of year collection, indicate the need to provide/replace 1 to 1 devices students use to access learning at school and at home.

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 through PBL (Project Based Learning).

Data Analysis/Root Cause 7: Students need to have necessary skills for them to be successful in a blended environment to collaborate with others to solve real-world problems.

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 on the latest teaching strategies and educational trends in order to address the identified gaps after students participated in nontraditional remote/hybrid classrooms.

Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Need to improve student enrollment and retention by providing innovative programs aligned to STEAM campus designation.

Data Analysis/Root Cause 10: Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 531 students to 464 students).

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 there is a 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: Due to COVID-19 social distancing restrictions, many extracurricular were cancelled at the campus and district level.

Need Statement 12 Areas: School Processes & Programs - Perceptions

Goals

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

Performance Objective 1: Pena Elementary student performance for all students, all grades, all subjects will exceed 2021 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 2 percentage points.

Evaluation Data Sources: DBM Fall and Spring Scores
STAAR 2022 Scores





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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 Summative: STAAR 2022 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 17, 2021 - End Date: June 2, 2022 Funding Sources: GT Materials - 199 G/T Advanced Academics - 199-11-6399-00-141-Y-21-000-Y, General Supplies - Printing - 199 Local funds - 199-11-6399-16-141-Y-11-000-Y - \$2,000, General Supplies - 163 State Bilingual - 163-11-6399-00-141-Y-25-000-Y - \$5,150, General Supplies - 199 Local funds - 199-11-6399-00-141-Y-11-000-Y - \$5,731, General Supplies- Devices - 263 Title III-A Bilingual - 263-11-6398-62-141-Y-25-000-Y - \$3,296, General Supplies - 211 Title I-A - 211-11-6399-00-141-Y-30-0F2-Y - \$8,125, Copy Paper - 199 Local funds - 199-11-6396-00-141-Y-11-000-Y - \$1,500, General Supplies - 162 State Compensatory - 162-11-6399-00-141-Y-30-000-Y - \$5,360, General Supplies - 199 Local funds - 199-11-6399-51-141-Y-11-000-Y - \$1,000, General Supplies-Copy Paper - 162 State Compensatory - 162-11-6396-00-141-Y-30-000-Y - \$2,000, General Supplies Library - 199 Local funds - 199-12-6399-00-141-Y-99-000-Y - \$300 | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
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| 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. Milestone's/Strategy's Expected Results/Impact: PLAAFP and IEP Goal Implementation Staff Responsible for Monitoring: ARD/504/RTI Committee Members Teachers 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 17, 2021 - End Date: June 2, 2022 Funding Sources: Gloves - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0B0-Y - \$300, Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0P4-Y - \$1,500, Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0P0 - \$720, Toner - 166 State Special Ed. - 166-11-6399-62-141-Y-23-000-Y - \$480, General Supplies - 211 Title I-A - 211-23-6399-00-141-Y-30-0F2 | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Report Card Grades Summative: Cumulative Grade Staff Responsible for Monitoring: Campus Administration Counselor Teachers Title I Schoolwide Elements: 2.5 - Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Awards - 199 Local funds - 199-11-6498-00-141-Y-11-000-Y - \$2,600, Awards - 199 Local funds - 199-31-6498-00-141-Y-99-000-Y - \$400 | | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
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| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Student Participation Staff Participation Summative: Student Research Projects Participation Staff Responsible for Monitoring: Campus Administrators Teachers Counselor Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
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| Strategy 5 Details | | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Decrease in RTI referrals. Increase in qualifying students that were identified and recommended for services. Staff Responsible for Monitoring: RTI Team (Coordinator, Admin, Teacher, Nurse, Counselor) Title I Schoolwide Elements: 2.6 - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
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| Strategy 6 Details | | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: DBM Fall/Spring Benchmark Scores BISD EL Portfolio Compliance with all Federal, State and District Requirements Staff Responsible for Monitoring: LPAC Administrator LPAC Committee Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
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| 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, Padlet Digital Writings, Seesaw activities and FlipGrid activities. Milestone's/Strategy's Expected Results/Impact: Formative: TPRI/TejasLEE BOY, MOY DBM Fall /Spring Results Progress Monitoring . Fluency Monitoring Observations Summative: EOY TPRI/Tejas Lee Fluency Rates TELPAS Proficiency Level EOY TPRI STAAR Scores Staff Responsible for Monitoring: Administration Teachers 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 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Data Review TELPAS Progress Monitoring Aware input for PK-5th Walkthroughs REACH Tests EL Writing Portfolios Summative: TELPAS RDA Staff Responsible for Monitoring: Campus Administration Testing Coordinator Teachers Population: ALL Students TI MI LEP SE AR GT - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
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| 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. Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring Data Results Walkthroughs Summative: TAPR Report System Safeguards Results Staff Responsible for Monitoring: Campus Administration Special Education Teachers Classroom Teachers Population: Special Education Students - Start Date: December 1, 2021 - End Date: March 1, 2022 | Formative | | | Summative |
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| Strategy 10 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Classroom Observations Master Schedule Summative: School Health Index Physical Fitness Assessment Staff Responsible for Monitoring: Campus Administration Physical Ed. Teachers Population: All Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 11 Details | Reviews | | | |
| Strategy 11: In order to provide additional assistance with Reading, classified instructional personnel will assist teachers to work with at risk students. 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. Staff Responsible for Monitoring: Campus Administration Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 12 Details | Reviews | | | |
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| Strategy 12: Raquel Pena Elementary will ensure that BISD Plan of Action for ELA and Reading guidelines continue in order to support improvement by: * 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 Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson Plans Fluency Six Weeks Reports DBM Fall/Spring Results Summative: EOY Fluency Report State Assessments Results Staff Responsible for Monitoring: Administration Teachers Population: PK-5th Grade ALL - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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 2 percentage points over end-of-year 2021 results.

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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Increase composite overall level of proficiency in TELPAS Increase in District /Campus Benchmark Scores Staff Responsible for Monitoring: Campus Administration Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring Calendar Progress Monitoring Brigance Inventory Campus Assessment Results Summative: Increased percentage of students meeting campus, district and state assessment proficiency goals. STAAR TELPAS TPRI/Tejas LEE CPALLS Staff Responsible for Monitoring: Campus Administration Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <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: August 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature Staff Responsible for Monitoring: Teachers Administrators Parent Liaison Population: PFS Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - Books - 212 Title I-C (Migrant) - 212-11-6399-00-141-Y-24-0F2-Y | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <p>Strategy 2: All PFS migrant students will 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 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | Reviews | | | |
| <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 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: SOY, BOY and MOY TPRI/Tejas LEE results DBM Fall/Spring Results Summative: EOY CPALLS, TPRI, Tejas LEE Assessment results Staff Responsible for Monitoring: Principal Teachers Counselor Population: Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: STAAR Remediation NGS STAAR Report DBM Fall/Spring Results Summative: STAAR Assessment Test Results Staff Responsible for Monitoring: Teachers Campus Administration Population: 3rd -5th Grade PFS Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets Visitation Logs Summative: Session Evaluations and Participants Surveys Staff Responsible for Monitoring: Parent Liaison Campus Administration Population: PK-5th Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 7 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring results Attendance Reports 3wk progress reports Summative: Report Cards State Assessment Results Staff Responsible for Monitoring: Campus Administration Teachers Population: Campus Administration, Faculty and Staff - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher/Parent requests Summative: Survey Results Staff Responsible for Monitoring: Campus Administration Teachers Staff Population: Migrant Students - Start Date: March 1, 2022 - End Date: March 31, 2022 | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Progress Reports Six Weeks Report Card Grades Summative: Cumulative Report Card Grades TPRI and Tejas LEE Assessment Retention rates for 1st & 2nd Grade students. Staff Responsible for Monitoring: Campus Administration Teachers Population: Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 10 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Staff Responsible for Monitoring: Campus Administration Summer Teachers Summer School Lead Teacher Population: Migrant Students - Start Date: June 6, 2022 - End Date: June 24, 2022 | Formative | | | Summative |
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| Strategy 11 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Increase promotion rates & test performance SSI Tutorial Schedule/Regular Tutorial Schedule Staff Responsible for Monitoring: Campus Administration Teachers Population: Migrant Students - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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 2020-2021 participation.

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Local Tournament Results Campus/District Math benchmark scores Summative: End of Year USCF rating District/Region/State Overall places STAAR Results Staff Responsible for Monitoring: Campus Administration Teachers Advance Academics Dept. Chess Coaches Chess Tutor DI Coaches Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Presentation/ Performances Summative: UIL Competition Rosters Assemblies Talent Show Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Transportation - 199 Local funds - 199-11-6494-00-141-Y-11-000-Y - \$2,500 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Presentation/ Performances Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: October 4, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <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 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| <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 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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 Milestone's/Strategy's Expected Results/Impact: Formative- Updated District Policy Classroom Observations Summative- TEA required report for Fitness Assessment Results Student Follow-up Texas Fitness Gram Program Results Staff Responsible for Monitoring: Administration Physical Ed. School Nurse CATCH Team members Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
| Strategy 7: Encourage student participation in BISD Annual Track & Field Events to maintain students fitness level. Milestone's/Strategy's Expected Results/Impact: Formative: Student Roster Summative: Competition Results Staff Responsible for Monitoring: Administration PE Coaches Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: March 1, 2022 - End Date: June 2, 2022 | Formative | | | Summative |
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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





| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Custodial Meetings Custodial Upkeep/Routine Cleaning Area Inspections Summative- Fire Extinguisher Audit Report Maintenance Order Completions Yearly Safety Compliance Reports Staff Responsible for Monitoring: Campus Safety Coordinator Custodians Population: All - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Supplies - 199 Local funds - 199-51-6315-00-141-Y-99-000-Y - \$6,000, Extra Duty Pay/Overtime - 199 Local funds - 199-51-6121-47-141-Y-99-000-Y - \$100 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Safety inspections/Work Order completions Summative: Evaluation/analysis of survey data. Staff Responsible for Monitoring: Principal Assistant Principal Custodial Staff Population: All - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 3: Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. 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. Staff Responsible for Monitoring: Administration Custodians Staff Population: All - Start Date: June 1, 2021 - End Date: July 31, 2022 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Increase use of safe and durable equipment while participating in core PE programs. Staff Responsible for Monitoring: Administration PE Coaches Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. 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. Staff Responsible for Monitoring: Campus Administration Grade Level Teams SBDM Population: All - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Extra Duty Pay/Over Time - 199 Local funds - 199-23-6121-08-141-Y-99-000-Y - \$100 | Formative | | | Summative |
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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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. 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. Staff Responsible for Monitoring: Campus Administrative Team SBDM Population: All - Start Date: August 11, 2021 - End Date: June 3, 2022 | Formative | | | Summative |
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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

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Recognition Announcements/Emails/Website Summative: CNA Staff Survey Results Staff Responsible for Monitoring: Campus Administration SBDM Population: All - Start Date: August 17, 2021 - End Date: June 3, 2022 | Formative | | | Summative |
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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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Submissions of information for articles and showcases. Regular features in media showcasing current campus accomplishments. Summative: Annual compilation of articles and presentation/showcases. Staff Responsible for Monitoring: Campus Administration Campus Public Information Officer- Librarian Teachers Population: All - Start Date: July 1, 2021 - End Date: June 1, 2022 | Formative | | | Summative |
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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.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly review of website indicating current events. Summative: End of Year Clearance of District Monthly Checklist results. Staff Responsible for Monitoring: Campus Administration Campus TST Webmaster Public Information Officer-Librarian Population: All - Start Date: July 1, 2021 - End Date: June 1, 2022 | Formative | | | Summative |
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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 1% for 2021-2022 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 RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Administration Counselor Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| Strategy 2: Students will listen to Words of Wisdom everyday during morning announcements to encourage positive behavior and character building. Timeline: Daily from August 2021-June 2022 Milestone's/Strategy's Expected Results/Impact: Formative: Announcement Log Participation Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations. Staff Responsible for Monitoring: Administration Counselor Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative Agenda Sign-in sheets Action Plans Summative Evaluations Audits Sign-In Sheets Staff Responsible for Monitoring: Campus Administration Counselors Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative Conference Notes Summative Discipline Referral Document Staff Responsible for Monitoring: Principal Asst. Principal Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
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| 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. Milestone's/Strategy's Expected Results/Impact: Formative RTI Behavior Plans Observation Forms Summative RTI Behavior Plans Counselor Log Counselor Referrals Staff Responsible for Monitoring: RTI Teams (Teacher, Nurse, Counselor, Administrator) Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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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.

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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 Milestone's/Strategy's Expected Results/Impact: Formative RTI Summative Counselor Log Counselor Referrals Staff Responsible for Monitoring: Administration Teachers Counselors Title I Schoolwide Elements: 2.6 - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - 199 Local funds - 199-31-6399-00-141-Y-99-000-Y - \$200 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative PE Schedule Emergency Evacuation Drill Log Summative- Reviews of Campus Safety Action Plan Emergency Operating Procedures Decreased Incident/Accident Referrals Staff Responsible for Monitoring: PE Teachers Campus Safety Coordinator Campus Administration Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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 Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets Parent Sign in sheets Counselor logs Agenda PD Workshop # Attendance Roster Summative: Classroom PD Evaluation Student CIP Survey Staff Responsible for Monitoring: Administrators Counselors Teachers Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 3, 2021 | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Counselor Log Agency Referrals Summative: Counselor Log Staff Responsible for Monitoring: Administration Counselor Teachers Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| <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.</p> <p>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 17, 2021 - End Date: June 3, 2021</p> | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| <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 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 7: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Safety Procedures in place. Summative: Decrease in number of incidents reported by campus. Staff Responsible for Monitoring: Administrators Counselors BISD Police and Security Services. Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
| 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 Milestone's/Strategy's Expected Results/Impact: Formative Student Code of Conduct Acknowledgement Forms Counselor Presentations Summative Office Referrals Sign-in Forms Staff Responsible for Monitoring: Administrators Counselors Teachers Population: All - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
| Strategy 9: Campus Safety Coordinator will conduct bi-monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted Milestone's/Strategy's Expected Results/Impact: Formative | Formative | | | Summative |
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| <p>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 17, 2021 - End Date: June 2, 2022</p> | | | | |
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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 2020-2021 to 2021-2022.

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <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: 04/07/2021 SBDM Approval: 04/28/2021 Disseminate on: 08/18/2021</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 18, 2021 - End Date: August 18, 2021</p> <p>Funding Sources: PI General Supplies - 211 Title I-A - 211-61-6399-00-141-Y-30-0F2-Y - \$900</p> | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 2: Offer flexible parent 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. Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Meeting Attendance Agenda and Minutes Summative: Composite of survey results Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Parent Trainer Administration Title I Schoolwide Elements: 3.2 - ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Parents - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: PI Food & Beverages for Meetings - 211 Title I-A - 211-61-6499-53-141-Y-30-0F2-Y - \$900 | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| 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. 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. Summative: Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Attendance Liaison Administration Title I Schoolwide Elements: 3.2 - Population: Parents - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: PI Employee Travel Mileage - 211 Title I-A - 211-61-6411-00-141-Y-30-0F2-Y - \$900 | | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: School-Parent- Student Compact Distribution Summative: Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Teachers Administration Title I Schoolwide Elements: 3.1 - Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 18, 2021 - End Date: August 18, 2021 | Formative | | | Summative |
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| Strategy 5 Details | Reviews | | | |
| Strategy 5: Conduct an annual Title I Parent Survey to evaluate the effectiveness of District and/or Campus parental involvement efforts. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Survey participation notification Open House Accessibility to Complete Survey Summative: Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Teachers Administration Population: Parents - Start Date: March 1, 2022 - End Date: March 31, 2022 | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
| Strategy 6: Conduct an Annual Title I Meeting to inform parents, in a language they understand, of services provided through Title I funds. Milestone's/Strategy's Expected Results/Impact: Formative: Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance. Summative: Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Teachers Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Parents - Start Date: August 30, 2021 - End Date: February 1, 2022 | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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 Milestone's/Strategy's Expected Results/Impact: Formative: Parent Participation and Input during SBDM Meetings. Meeting Agenda and Attendance Summative: Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison SBDM Parent Representative Principal Population: Parents/Community Members - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 8 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in sheets Handouts Session Evaluations Authority to Volunteer Clearance Letter Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Administration ESF Levers: Lever 2: Effective, Well-Supported Teachers - Population: Parents - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 9 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 9: Create community partnerships with different agencies such as Brownsville PD, Winter Haven, etc. to allow families an opportunity to obtain and receive services available to them through these partners and in so building positive community relationships. Milestone's/Strategy's Expected Results/Impact: Formative: Community involvement partnerships as noted throughout the school year's activities. Schedule of Presentations Summative: Increased partnerships Presentations Staff Responsible for Monitoring: Parent Liaison Parent Trainer Administration Counselor Nurse PE Coaches Teachers Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 10 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign-in Sheets Session Evaluations Summative: Increased parent participation Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Parent Trainer Administration Population: All - Start Date: August 17, 2021 - End Date: December 1, 2021 | Formative | | | Summative |
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| Strategy 11 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance/Tardy Log Summative: Title I-A Parental Involvement Compliance Checklist Yearly Attendance Rate: 97.5% Staff Responsible for Monitoring: Teachers Parent Liaison Administration Population: All - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 12 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Agenda Sign In Invitations Participation Count Summative: Parent and Family Engagement Dept. Compliance Checklist Staff Responsible for Monitoring: Parent Liaison Administrators Counselors Title I Schoolwide Elements: 3.2 - Population: All - Start Date: September 1, 2021 - End Date: May 9, 2022 | Formative | | | Summative |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign In Sheets Walkthroughs Lesson Plans Summative: PD Evaluations STAAR TELPAS EOY TPRI/Tejas Lee Staff Responsible for Monitoring: Administration Teachers SPED Resource/Inclusion Teachers TEA Priorities: Recruit, support, retain teachers and principals - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 2 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson Plans Professional Leaves Summative: Transcript Verification Workshop Evaluations T-TESS Staff Responsible for Monitoring: Special Program Teachers Campus Administration ESF Levers: Lever 1: Strong School Leadership and Planning - Population: ALL TI MI LEP SE AR GT DYS - Start Date: July 1, 2021 - End Date: June 30, 2022 Funding Sources: Library General Supplies - 199 Local funds - 199-12-6411-23-141-Y-99-000-Y - \$100, Employee Travel - 199 Local funds - 199-23-6411-23-141-Y-99-000-Y - \$1,000, Employee Travel - 199 Local funds - 199-13-6411-23-141-Y-99-000-Y - \$600 | | Formative | | | Summative |
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| Strategy 3 Details | | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Increase in Developed Areas of TPRI/Tejas Lee CPALLS EOY results. Summative: Increase in Approaching & Meeting Grade Level performance of 3rd-5th STAAR scores Staff Responsible for Monitoring: Campus Administration Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 11, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
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| Strategy 4 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| Strategy 4: Staff will be provided the 2021-2022 BISD Professional Development Requirements as per DMA, DH, DNA Legal and Local/EIE, FFE Local including Asynchronous Pathways. Milestone's/Strategy's Expected Results/Impact: Formative: PD Workshops Back to School PD Agendas Grade Level Meeting Agendas Summative: Transcript Verification Sign-In Rosters PD Evaluations PD EOY Clearance Staff Responsible for Monitoring: Administration Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 11, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
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| Strategy 5 Details | | Reviews | | | |
| Strategy 5: Teachers will participate in Tuesday's Grade level meetings to obtain instructional guidance, support and and discuss grade level needs to help students and will schedule team meetings on Wednesday to plan and address campus data, district's scope and sequence and frameworks. Milestone's/Strategy's Expected Results/Impact: Formative: PD Workshop Sessions Lead Teacher Documentation Classroom Observations Summative: T-TESS Observations EOY Assessment results Staff Responsible for Monitoring: Administration Teachers Population: All Students AR LEP MI DYS TI - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
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| Strategy 6 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <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 11, 2021 - End Date: December 17, 2021</p> | Formative | | | Summative |
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| Strategy 7 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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 Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets Counselor logs PD Workshop Parent Meeting Agenda and Sign In Formative: Student Presentations Parent Presentations Staff Presentations PD Evaluations Staff, Parent and Staff CIP Survey Results Staff Responsible for Monitoring: Campus Administration Counselors Nurse 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 11, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)





Performance Objective 1: Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2020-2021. (Future Ready Curriculum, Instruction, and Assessment)

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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Students will be 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. Milestone's/Strategy's Expected Results/Impact: Formative: ETAZO Tango Trends Lesson Plans Walkthroughs Seesaw Usage Summative: Technology Usage Reports Staff Responsible for Monitoring: Campus Administration Teachers Technology Support Teacher Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 2: Students will have access to a computer lab to provide them an opportunity to apply their computer skills and use instructional software programs to spiral reading, math and science TEKS and TELPAS domains improving academic student success. Milestone's/Strategy's Expected Results/Impact: Formative Computer Lab Schedule Walkthroughs Software Usage Reports Summative Assessment Scores Report Cards EOY Software Usage Reports Staff Responsible for Monitoring: Administration Teachers Technology Support Teacher Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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| Strategy 3 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 3: 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 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Equipment more than 150-5000 - 197 Projects--TRE/Library - 197-33-6398-00-141-Y-99-021-Y, Computers- Instruction - 197 Projects--TRE/Library - 197-12-6398-62-141-Y-99-000-Y, Contracted Services - 197 Projects--TRE/Library - 197-12-6299-62-141-Y-99-000-Y</p> | Formative | | | Summative |
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| Strategy 4 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <p>Strategy 4: Teachers will implement research based effective teaching practices with the use of digital panel boards and technology based programs to support student acquisition of skill and concepts through technology (include but not limited to Ipads, Chrombooks, Robots, Education Galaxy, Spelling City, Flocabulary by Nearpod) 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 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Equipment Under 5,000 - 199 Local funds - 199-23-6398-65-141-Y-99-000-Y - \$2,000, Equipment - 162 State Compensatory - 162-11-6398-00-141-Y-30-000-Y - \$3,000, Computer Supplies - 162 State Compensatory - 162-11-6399-62-141-Y-30-000-Y - \$3,000, Software - 162 State Compensatory - 162-11-6299-00-141-Y-30-000-Y - \$6,000, Misc. Contracted Services -Software - 211 Title I-A - 211-11-6299-62-141-Y-30-0F2-Y - \$6,600</p> | Formative | | | Summative |
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 2: Increase opportunities for student learning to any time of day, from home and school. Expose students to job related job prerequisites to field such as aerospace, robotics, coding and technology compared to 2020-2021, leveraging human capital in personalized learning. Future Ready Use of Space and Time

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





| Strategy 1 Details | Reviews | | | |
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| <p>Strategy 1: 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 these 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 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Supplies & Materials LCL Defined - 162 State Compensatory - 162-11-6398-62-141-Y-30-000-Y - \$53,000, Equipment Under 5000 - 211 Title I-A - 211-11-6398-62-141-Y-30-0F2-Y - \$20,000</p> | Formative | | | Summative |
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 3: Pena Elem. will consistently monitor the high speed network connectivity for all students and teachers to ensure the success of the plan implementation to support blended learning at all grade levels is in place.

Future Ready Robust Infrastructure

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





| Strategy 1 Details | Reviews | | | |
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| Strategy 1: Technology Support will be available to all teachers/students experiencing technology network connectivity issues. Campus will communicate technology/network connectivity issues to specialist by submitting work order to address issue and maintain connectivity to ensure student continuation of instruction. Milestone's/Strategy's Expected Results/Impact: Daily connectivity to multiple classroom software being used by students and teachers. Staff Responsible for Monitoring: Technology Support Teacher Administration Population: All populations - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 4: Pena Elem. will implement policies that guide students, staff, parents and community members that ensure safety, privacy and security within our data systems.

Future Ready Data and Privacy





Evaluation Data Sources: Implementation of policies, evaluation of reports of data breaches

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Technology Support Teacher will maintain campus instructional technology, complete computer troubleshooting, maintain FinalSite campus website and provide technical support to teachers to become proficient in the use of existing technology programs. Milestone's/Strategy's Expected Results/Impact: Formative TST Google Request Form Website Summative Technology Usage Report TST Google Request Form Completion % Assessment Scores Staff Responsible for Monitoring: Campus Administration Technology Support Teacher Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - 199 Local funds - 199-11-6399-62-141-Y-11-000-Y - \$800 | Formative | | | Summative |
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

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

Evaluation Data Sources: Campus Database of leaders in Ed. Tech,

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Provide information to all teachers and staff of Certification Opportunities via the Professional Development Dept. to increase the number of staff members completing course and taking Apple Certification, Google Certification and/or Microsoft Certification to create a database of staff members with such technology expertise. Milestone's/Strategy's Expected Results/Impact: Increase the number of Google Certified/ Microsoft Office/Apple Certified staff members. Staff Responsible for Monitoring: Dean Administration TEA Priorities: Recruit, support, retain teachers and principals - Population: All - Start Date: August 11, 2021 - End Date: June 2, 2021 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 6: Pena Elementary will provide competency and research-based professional development, leverage the, teachers, media specialist, dean, technology support teachers to develop professional learning communities (PLCs), promote District Technology Conferences, promote teacher certifications of innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Future Ready Personalized Professional Learning

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





| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: 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. Milestone's/Strategy's Expected Results/Impact: Formative: Professional Development Workshops Technology Program Usage Reports Walkthroughs Summative: TTESS PD Transcript Verification Report Staff Responsible for Monitoring: Campus Administration Technology Support Teacher Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

Performance Objective 7: Pena Elementary will provide accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources





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

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 1: Monitor software program and platform usage and progress of students on a monthly period to ensure high return of investment and ensure all students are able to access the programs available for learning. Milestone's/Strategy's Expected Results/Impact: EOY Usage Reports Staff Responsible for Monitoring: Administration Technology Support Teacher Title I Schoolwide Elements: 2.4 - Population: All - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div>  No Progress  Accomplished  Continue/Modify  Discontinue </div> | | | | |

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

Performance Objective 8: Pena Elementary will participate in the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.
Future Ready Collaborative Leadership

Evaluation Data Sources: BISD Future Ready Framework survey results

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| Strategy 1: Participate in district's Future Ready Framework Technology survey annually to provide district with input from the campus regarding the implementation of each Future Ready Gears targeting the development of lifelong skills. Milestone's/Strategy's Expected Results/Impact: Future Ready Framework Technology Survey Staff Responsible for Monitoring: Administration Teachers Population: All - Start Date: August 17, 2021 - End Date: June 2, 2021 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

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.

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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 Milestone's/Strategy's Expected Results/Impact: Formative Weekly review of campus attendance rates -Phone Master Log Summative Daily Log Monitor Campus Attendance Staff Responsible for Monitoring: PEIMS Supervisor Parent Liaisons Data Entry Clerk Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| Strategy 2: Parent attendance liaisons & data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Contact Log Summative: End of Year Parent Liaison Compliance Binder Attendance Letters Staff Responsible for Monitoring: PEIMS Supervisor Parent Liaison Data Entry Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 3 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Attendance Log Data Summative: EOY Average Daily Attendance Staff Responsible for Monitoring: Campus Administration Teachers Parent Liaison Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| Strategy 4 Details | | Reviews | | | |
| 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 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 Summative: Title I-A Parental Involvement Compliance Checklist Staff Responsible for Monitoring: Campus Administration Teachers Parent Liaison ESF Levers: Lever 3: Positive School Culture - Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 5 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative Attendance Roster Documentation Summative EOY Year Attendance Report Staff Responsible for Monitoring: Teachers Counselors Administration Data Entry Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 6 Details | Reviews | | | |
| 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. 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 Summative: Enrollment Report Attendance Rate Staff Responsible for Monitoring: PEIMS Administrator Data Entry Records Clerk Title I Schoolwide Elements: 3.1 - Population: At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: Travel - 199 Local funds - 199-23-6411-00-141-Y-99-000-Y - \$100 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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 2022 STAAR Results

| Strategy 1 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <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 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-30-000-Y - \$16,300, Extra Duty Pay - 211 Title I-A - 211-11-6118-00-141-Y-30-ASP-Y - \$29,166, Teacher Retirement/TRS CARE - 211 Title I-A - 211-11-6146-00-141-Y-30-ASP-Y - \$2,605, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-141-Y-30-ASP-Y - \$423, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-24-SSI-Y - \$4,774, Employee Benefits - 211 Title I-A - 211-11-6149-00-141-Y-30-ASP-Y - \$438, Employee Benefits-Locally DEF - 211 Title I-A - 211-11-6148-00-141-Y-30-ASP-Y - \$68</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 2 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| <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 17, 2021 - End Date: June 2, 2022</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-23-6399-00-141-Y-99-000-Y - \$600</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 3 Details | Reviews | | | |
| <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 17, 2021 - End Date: June 2, 2022</p> | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 4 Details | | Reviews | | | |
|--|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Classroom Observations Student Progress Reports CPALLS (BOY, MOY) Summative: CPALLS (EOY) Staff Responsible for Monitoring: Administration Teacher Comprehensive Support Strategy - Additional Targeted Support Strategy - Population: At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| Strategy 5 Details | | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Counselor Referrals Nurse Referrals Teacher Request Summative: Counselor Log Nurse Log Staff Responsible for Monitoring: Administration Teachers Parent Liaison Counselor Nurse Population: At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 6 Details | | Reviews | | | |
|---|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: PD Registrations Summative: PD Transcript Staff Responsible for Monitoring: Administration Data Entry Parent Liaison Records Clerk Secretary Population: At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
| | | | | | |
| Strategy 7 Details | | Reviews | | | |
| Strategy 7: Promote awareness throughout the campus and regarding the availability of homeless related services within BISSD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Meetings Teacher Meetings Flyers Website Summative: Parent Meeting Attendance Teacher Conference Logs Flyers Website Staff Responsible for Monitoring: Administration Teacher Parent Liaison Counselor Nurse Population: At-Risk - Start Date: August 17, 2021 - End Date: June 2, 2022 | | Formative | | | Summative |
| | | Oct | Jan | Mar | June |
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| Strategy 8 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| Strategy 8: 5th grade students at Pena Elementary going to middle school will have an individual choice slip plan delineating their course of study. Milestone's/Strategy's Expected Results/Impact: Formative: Counselor Presentation Log Student Choice Slips Summative: Middle School Choice Slip Recommendations Staff Responsible for Monitoring: Administration 5th Grade Teachers Counselors Population: At-Risk - Start Date: March 21, 2022 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 9 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY TPRI- Tejas LEE and CPALLS DBM Fall/Spring REACH Tests OWL Benchmarks Walkthroughs Summative: EOY TPRI- Tejas LEE and CPALLS STAAR TELPAS Staff Responsible for Monitoring: LPAC Administrator LPAC Committee Teachers Population: LEP - Start Date: September 1, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
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| Strategy 10 Details | Reviews | | | |
|---|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: BOY/MOY TPRI- Tejas LEE and CPALLS DBM Fall/Spring REACH Tests OWL Benchmarks Walkthroughs Summative: EOY TPRI- Tejas LEE and CPALLS STAAR TELPAS Staff Responsible for Monitoring: Dyslexia Teachers Teachers RTI/Dyslexia/504 Administrators Population: Dyslexia - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 11 Details | Reviews | | | |
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Flyers On-Site Visits Meet the Teacher Night Attendance Summative: Partnership Presentations Attendance Rosters Staff Responsible for Monitoring: Parent Liaison Administration Counselor Nurse PE Coaches Teachers Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div> | | | | |

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 Champion Binder
 Attendance Report

| Strategy 1 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative Health Screening Nurse Referrals Summative: Decrease in Health Related Absences and incidents. Staff Responsible for Monitoring: Administration Nurse Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-141-Y-99-000-Y - \$200 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| Strategy 2 Details | Reviews | | | |
| 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 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. Staff Responsible for Monitoring: Administration Nurse Counselors Teachers Cafeteria Manager Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |

| Strategy 3 Details | Reviews | | | |
|--|-----------|-----|-----|-----------|
| 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. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Field Trips to the Cafeteria Fitness Assessment Observation Summative: CATCH Activities CATCH Binder Staff Responsible for Monitoring: Administration CATCH Champions Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 17, 2021 - End Date: June 2, 2022 | Formative | | | Summative |
| | Oct | Jan | Mar | June |
| | | | | |
| <div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div> | | | | |

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 2021. 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. EOY TPRI/Tejas Lee/CPALLS data and preliminary STAAR performance results were analyzed. The SBDM committee members' names and roles whom participated in the developing of the CNA are listed in the Committee Page of the CIP.

May 13, 2021 the CNA results were received from BISD Assessment Dept.

May 26, 2021 the CNA results were discussed with SBDM.

May 26, 2021 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 recommendations by each grade level strand for additions and deletions. Instructing remote learning challenges were discussed.

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 maintaining the technology available to students to prepare for continued blended learning in the class. In addition, the SBDM also concluded that more professional development is needed in the area of Digital LMS such as Schoology. 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 2021-2022. On May 26, 2021 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 pandemic and that of remote learning . The SBDM Committee met on May 26, 2021 to evaluate the CIP effectiveness.

The CIP was monitored through four formative review dates:

Scheduled for :

October 6, 2021 , January 5, 2022, March 2, 2022 and May 18, 2022

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 English/ Spanish.

Board Approved Date: Pending

Public Presentation Date: Pending

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 continue RTI plans supporting students experiencing difficulty in a timely manner. An RTI plan will be requested or continued for students receiving Tier II and Tier III interventions. Students will be screened after the MOY TPRI/Tejas Lee administration for 1st graders and EOY TPRI/Tejas LEE administration for KIndergarten to identify students with Dyslexia characteristics and make timely and required recommendations. RTI documentation will be submitted to District Dyslexia Office for review and approval to proceed with Dyslexia 504 referral if warranted. Students that did not take STAAR or failed to meet approaches will be recommended to the two week Jumpstart program before the 2021-2022 school year starts.

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 **April 7, 2021** parents met with the DPAC parent representative & campus administration to review and revise the Parent and Family Engagement Policy as well as the School Compact. On **April 28, 2021** the 2021-2022 PFE and School Parent Student Compact were presented to the SBDM Committee and approved.

PFP Distribution Date: Scheduled to be distributed **August 18, 2021**

3.2: Offer flexible number of parent involvement meetings

Flexible parent meetings are offered at different days of the week and varied times. Parent training range from topics such as how to help students be successful at home, learning the English language, discipline management techniques, and parenting skills. Parent training will also concentrate on the new assessment requirements, improving reading readiness in an effort to increase parental involvement participation.

The Annual Title I meetings were held on:

Scheduled for :

Monday, August 30, 2021 at 10:00 a.m.

Tuesday, September 7, 2021 at 5:00 p.m.

Title I Personnel

| <u>Name</u> | <u>Position</u> | <u>Program</u> | <u>FTE</u> |
|-----------------|-----------------|------------------|------------|
| Jessica Aguilar | Library Aide | Federal Programs | 1.0 |
| Vacancy | Nurse | Federal Programs | 0.4 |

Campus Funding Summary

| 199 Local funds | | | | | |
|------------------------------------|-----------|----------|-----------------------------|-------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Supplies - Printing | 199-11-6399-16-141-Y-11-000-Y | \$2,000.00 |
| 1 | 1 | 1 | General Supplies | 199-11-6399-00-141-Y-11-000-Y | \$5,731.00 |
| 1 | 1 | 1 | Copy Paper | 199-11-6396-00-141-Y-11-000-Y | \$1,500.00 |
| 1 | 1 | 1 | General Supplies | 199-11-6399-51-141-Y-11-000-Y | \$1,000.00 |
| 1 | 1 | 1 | General Supplies Library | 199-12-6399-00-141-Y-99-000-Y | \$300.00 |
| 1 | 1 | 3 | Awards | 199-11-6498-00-141-Y-11-000-Y | \$2,600.00 |
| 1 | 1 | 3 | Awards | 199-31-6498-00-141-Y-99-000-Y | \$400.00 |
| 1 | 4 | 2 | Transportation | 199-11-6494-00-141-Y-11-000-Y | \$2,500.00 |
| 2 | 1 | 1 | Supplies | 199-51-6315-00-141-Y-99-000-Y | \$6,000.00 |
| 2 | 1 | 1 | Extra Duty Pay/Overtime | 199-51-6121-47-141-Y-99-000-Y | \$100.00 |
| 3 | 1 | 1 | Extra Duty Pay/Over Time | 199-23-6121-08-141-Y-99-000-Y | \$100.00 |
| 5 | 2 | 1 | General Supplies | 199-31-6399-00-141-Y-99-000-Y | \$200.00 |
| 7 | 1 | 2 | Library General Supplies | 199-12-6411-23-141-Y-99-000-Y | \$100.00 |
| 7 | 1 | 2 | Employee Travel | 199-23-6411-23-141-Y-99-000-Y | \$1,000.00 |
| 7 | 1 | 2 | Employee Travel | 199-13-6411-23-141-Y-99-000-Y | \$600.00 |
| 8 | 1 | 4 | Equipment Under 5,000 | 199-23-6398-65-141-Y-99-000-Y | \$2,000.00 |
| 8 | 4 | 1 | General Supplies | 199-11-6399-62-141-Y-11-000-Y | \$800.00 |
| 9 | 1 | 6 | Travel | 199-23-6411-00-141-Y-99-000-Y | \$100.00 |
| 9 | 2 | 2 | General Supplies | 199-23-6399-00-141-Y-99-000-Y | \$600.00 |
| 9 | 3 | 1 | General Supplies | 199-33-6399-00-141-Y-99-000-Y | \$200.00 |
| Sub-Total | | | | | \$27,831.00 |
| Budgeted Fund Source Amount | | | | | \$27,831.00 |
| +/- Difference | | | | | \$0.00 |
| 162 State Compensatory | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Supplies | 162-11-6399-00-141-Y-30-000-Y | \$5,360.00 |
| 1 | 1 | 1 | General Supplies-Copy Paper | 162-11-6396-00-141-Y-30-000-Y | \$2,000.00 |

| 162 State Compensatory | | | | | |
|-----------------------------|-----------|----------|----------------------------------|-------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 8 | 1 | 4 | Equipment | 162-11-6398-00-141-Y-30-000-Y | \$3,000.00 |
| 8 | 1 | 4 | Computer Supplies | 162-11-6399-62-141-Y-30-000-Y | \$3,000.00 |
| 8 | 1 | 4 | Software | 162-11-6299-00-141-Y-30-000-Y | \$6,000.00 |
| 8 | 2 | 1 | Supplies & Materials LCL Defined | 162-11-6398-62-141-Y-30-000-Y | \$53,000.00 |
| 9 | 2 | 1 | Professional Extra Duty Pay | 162-11-6118-00-141-Y-30-000-Y | \$16,300.00 |
| 9 | 2 | 1 | Professional Extra Duty Pay | 162-11-6118-00-141-Y-24-SSI-Y | \$4,774.00 |
| Sub-Total | | | | | \$93,434.00 |
| Budgeted Fund Source Amount | | | | | \$93,434.00 |
| +/- Difference | | | | | \$0.00 |
| 163 State Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Supplies | 163-11-6399-00-141-Y-25-000-Y | \$5,150.00 |
| Sub-Total | | | | | \$5,150.00 |
| Budgeted Fund Source Amount | | | | | \$5,150.00 |
| +/- 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 | \$300.00 |
| 1 | 1 | 2 | Supplies | 166-11-6399-00-141-Y-23-0P4-Y | \$1,500.00 |
| 1 | 1 | 2 | Supplies | 166-11-6399-00-141-Y-23-0P0 | \$720.00 |
| 1 | 1 | 2 | Toner | 166-11-6399-62-141-Y-23-000-Y | \$480.00 |
| Sub-Total | | | | | \$3,000.00 |
| Budgeted Fund Source Amount | | | | | \$3,000.00 |
| +/- Difference | | | | | \$0.00 |
| 197 Projects--TRE/Library | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 8 | 1 | 3 | Equipment more than 150-5000 | 197-33-6398-00-141-Y-99-021-Y | \$0.00 |
| 8 | 1 | 3 | Computers- Instruction | 197-12-6398-62-141-Y-99-000-Y | \$0.00 |
| 8 | 1 | 3 | Contracted Services | 197-12-6299-62-141-Y-99-000-Y | \$0.00 |

| 197 Projects--TRE/Library | | | | | |
|-----------------------------|-----------|----------|-------------------------------------|-------------------------------|-------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$1.00 |
| +/- Difference | | | | | \$1.00 |
| 199 G/T Advanced Academics | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | GT Materials | 199-11-6399-00-141-Y-21-000-Y | \$0.00 |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$1.00 |
| +/- Difference | | | | | \$1.00 |
| 211 Title I-A | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Supplies | 211-11-6399-00-141-Y-30-0F2-Y | \$8,125.00 |
| 1 | 1 | 2 | General Supplies | 211-23-6399-00-141-Y-30-0F2 | \$0.00 |
| 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 |
| 8 | 1 | 4 | Misc. Contracted Services -Software | 211-11-6299-62-141-Y-30-0F2-Y | \$6,600.00 |
| 8 | 2 | 1 | Equipment Under 5000 | 211-11-6398-62-141-Y-30-0F2-Y | \$20,000.00 |
| 9 | 2 | 1 | Extra Duty Pay | 211-11-6118-00-141-Y-30-ASP-Y | \$29,166.00 |
| 9 | 2 | 1 | Teacher Retirement/TRS CARE | 211-11-6146-00-141-Y-30-ASP-Y | \$2,605.00 |
| 9 | 2 | 1 | Social Security/Medicare | 211-11-6141-00-141-Y-30-ASP-Y | \$423.00 |
| 9 | 2 | 1 | Employee Benefits | 211-11-6149-00-141-Y-30-ASP-Y | \$438.00 |
| 9 | 2 | 1 | Employee Benefits-Locally DEF | 211-11-6148-00-141-Y-30-ASP-Y | \$68.00 |
| Sub-Total | | | | | \$70,125.00 |
| Budgeted Fund Source Amount | | | | | \$70,125.00 |
| +/- Difference | | | | | \$0.00 |
| 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 | \$0.00 |

| 212 Title I-C (Migrant) | | | | | |
|---|-----------|----------|---------------------------|-------------------------------|--------------|
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| Sub-Total | | | | | \$0.00 |
| Budgeted Fund Source Amount | | | | | \$1.00 |
| +/- Difference | | | | | \$1.00 |
| 263 Title III-A Bilingual | | | | | |
| Goal | Objective | Strategy | Resources Needed | Account Code | Amount |
| 1 | 1 | 1 | General Supplies- Devices | 263-11-6398-62-141-Y-25-000-Y | \$3,296.00 |
| Sub-Total | | | | | \$3,296.00 |
| Budgeted Fund Source Amount | | | | | \$3,296.00 |
| +/- 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 | | | | | \$1.00 |
| +/- Difference | | | | | \$1.00 |
| Grand Total | | | | | \$202,836.00 |

Addendums

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

STUDENT WELFARE
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(LEGAL)

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

Policy

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

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

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

Internet Posting

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

**Prevention and
Mediation**

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

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

Education Code 37.0832

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| 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. |

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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| | The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct. |
| <i>Corrective Action</i> | Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying. |
| <i>Transfers</i> | The principal or designee shall refer to FDB for transfer provisions. |
| <i>Counseling</i> | The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options. |
| Improper Conduct | If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action. |
| Confidentiality | 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. |
| Appeal | A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level. |
| Records Retention | Retention of records shall be in accordance with CPC(LOCAL). |
| Access to Policy and Procedures | 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. |

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% in 2018-2019 to 96% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 93% | 93% | 94% | 95% | 96% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner |
|------|----------|-----------------------|-----------------|
| 2020 | 92% | 93% | 89% |
| 2021 | 92% | 93% | 89% |
| 2022 | 93% | 94% | 90% |
| 2023 | 94% | 95% | 91% |
| 2024 | 95% | 96% | 92% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

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% in 2018-2019 to 100% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 99% | 99% | 100% | 100% | 100% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner |
|------|----------|-----------------------|-----------------|
| 2020 | 99% | 99% | 98% |
| 2021 | 99% | 99% | 98% |
| 2022 | 100% | 100% | 99% |
| 2023 | 100% | 100% | 100% |
| 2024 | 100% | 100% | 100% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

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 90% in 2018-2019 to 93% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 90% | 90% | 91% | 92% | 93% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner |
|------|----------|-----------------------|-----------------|
| 2020 | 90% | 89% | 84% |
| 2021 | 90% | 89% | 84% |
| 2022 | 91% | 90% | 85% |
| 2023 | 92% | 91% | 86% |
| 2024 | 93% | 92% | 87% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

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% in 2018-2019 to 82% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 79% | 79% | 80% | 81% | 82% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner |
|------|----------|-----------------------|-----------------|
| 2020 | 79% | 78% | 80% |
| 2021 | 79% | 78% | 80% |
| 2022 | 80% | 79% | 81% |
| 2023 | 81% | 80% | 82% |
| 2024 | 82% | 81% | 83% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

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% in 2018-2019 to 95% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 92% | 92% | 93% | 94% | 95% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner |
|------|----------|-----------------------|-----------------|
| 2020 | 92% | 91% | 91% |
| 2021 | 92% | 91% | 91% |
| 2022 | 93% | 92% | 92% |
| 2023 | 94% | 93% | 93% |
| 2024 | 95% | 94% | 94% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

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% in 2018-2019 to 73% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 70% | 70% | 71% | 72% | 73% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economic Disadvantage | English Learner |
|------|----------|-----------------------|-----------------|
| 2020 | 71% | 68% | 63% |
| 2021 | 71% | 68% | 63% |
| 2022 | 72% | 69% | 64% |
| 2023 | 73% | 70% | 65% |
| 2024 | 74% | 71% | 66% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

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 who **meet grade level or above on STAAR** will increase from 51% in 2018-2019 to 54% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 51% | 51% | 52% | 53% | 54% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economically Disadvantaged | English Learner (Curr & Mon) | Special Education (Current) | Continuously Enrolled | Non-Continuously Enrolled |
|------|----------|----------------------------|------------------------------|-----------------------------|-----------------------|---------------------------|
| 2020 | 51% | 43% | 40% | 22% | 52% | -1% |
| 2021 | 51% | 43% | 40% | 22% | 52% | -1% |
| 2022 | 52% | 44% | 41% | 23% | 53% | |
| 2023 | 53% | 45% | 42% | 24% | 54% | 1% |
| 2024 | 54% | 46% | 43% | 25% | 55% | 2% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 79% in 2018-2019 to 82% by August 2024.

Yearly Target Goals

| * 2020 | 2021 | 2022 | 2023 | 2024 |
|--------|------|------|------|------|
| 79% | 79% | 80% | 81% | 82% |

Closing the Gaps Student Groups Yearly Targets

| | Hispanic | Economically Disadvantaged | English Learner (Curr & Mon) | Special Education (Current) | Continuously Enrolled | Non-Continuously Enrolled |
|------|----------|----------------------------|------------------------------|-----------------------------|-----------------------|---------------------------|
| 2020 | 79% | 77% | 69% | 89% | 82% | -1% |
| 2021 | 79% | 77% | 69% | 89% | 82% | -1% |
| 2022 | 80% | 78% | 70% | 90% | 83% | |
| 2023 | 81% | 79% | 71% | 91% | 84% | 1% |
| 2024 | 82% | 80% | 72% | 92% | 85% | 2% |

Minimum size criteria set to 10 or more students.

*2020 End of Year (EOY) not available due to COVID.

SBDM Meeting

| | |
|--------------------|---|
| Topic/Tema: | SBDM Meeting/ <i>Junta de SBDM</i> |
| Date/Fecha: | May 26, 2021 / <i>26 de mayo del 2021</i> |
| Time/Horario: | 4:00 p.m. |
| Location/Lugar: | Cafeteria/TEAM Meeting |
| Presenters/Orador: | Yolanda Turbeville, Principal/ <i>Directora</i> |
| Workshop#: | 190045 |

SBDM Zoom Meeting Agenda

- I. CNA Survey Results- Identification of Strengths and Needs to be addressed in 2021-2022 CIP.

- II. Review and recommend - Additions/Deletions of CIP Activities.

CNA Student Survey-Strengths

2020 vs. 2021

I do not feel welcome **0%- Discontinued**

I feel safe in school **89%**

Teachers at this school (and online) help students do their best. **100% / 98%**

Teachers provide me with the help I need to complete assignment. **97% / 95%**

The way my teachers grade my work is fair. **96% / 94%**

I am happy with the technology used in the classroom. **96% / 94%**

Discipline rules and consequences are fair. **89% / 88%**

CNA Parent Survey-Strengths

2020 vs. 2021

I feel welcome at my child's school. **100% /98%**

Teachers in my child's school expect my child to do his/her very best. **100% /100%**

The quality of instruction in my child's school (and online) is good. **97% /89%**

The teacher communicates with me regarding my child's academic progress. **94% / 100%**

The technology resources available to my child are very helpful for their school work. **92% /92%**

This school handles student misbehavior well. **93%/85% (12% Do not know)**

CNA Staff Survey-Strengths

2020 vs. 2021

Students feel a sense of belonging at our campus. **88%** / **91%**

Teachers consistently hold high academic expectations for all students. **100%** / **100%**

Campus administration hold high expectations for all teachers and staff. **96%** / **100%**

Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn. **92%** / **90%**

Students are given opportunities to demonstrate their learning. **91%** / **98%**

I am provided with adequate technology resources to use in the classroom for instructional purposes. **83%** / **94%**

The student code of conduct is applied consistently and fairly among students. **92%** / **98%**

CNA Student Survey - Needs

2020 vs. 2021

I feel comfortable joining after-school activities. **78%/69%**

In most of my classes, time is spent listening to teacher presentations. **54%/60%**

I like school breakfast 64%

I like school lunch 62%

I like school supper 50%

CNA Parent Survey - Needs

2020 vs. 2021

Parent Meeting Time: **1st Choice After 5:00 p.m.**

My child's school provides STEM related classroom instruction. **49 parents skipped**

I am involved in my child's school. **63%**

I have a parent-teacher-conference regarding the S-P-S Compact, as it relates to student achievement. **64% / 74%**

CNA Staff Survey - Needs

2020 vs. 2021

A significant amount of parents are actively involved in our campus. **37%/42%**

I would like professional development in the following areas.
Schoolology- **40%**, Technology **40%**, Writing **47%**

The campus administration does a good job of recognizing strengths and areas of improvement **78%**

The breakfast, lunch and supper served at our campus is of high quality. **72%, 72%, 66%**

CIP Recommendations

Please meet with your team and

1. provide us with any recommendations for new activities to address our campus needs and how we would be able to complete that activity.
2. Provide us with any recommendations for deleting of activities and why we should consider your recommendation.
3. Use your grade level designated area to input the requested information by **June 4, 2021.**

CIP Recommendations - Additions

| PK | Kinder | 1st | 2nd | 3rd | 4th | 5th | Special Programs |
|----------------------|----------------------|---|---|----------------------|-----|---|------------------|
| No additions needed. | No additions needed. | Implementation of Defined Learning STEAM projects per six weeks based on units of study in class. Campus to provide needed materials. | IXL - LEARNING PLATFORM TO HELP IMPROVE STUDENTS' LEARNING. | No additions needed. | | Padlet subscription for teachers so that the students can take ownership of their learning and use it as a digital student portfolio. | |
| | | | | | | TeacherMade subscription so that the teachers can help prepare students to the NEW STAAR format. | |

CIP Recommendation - Deletions

| PK | Kinder | 1st | 2nd | 3rd | 4th | 5th | Special Programs |
|----|----------------------|-----|----------------------|----------------------|-----|----------------------|------------------|
| | No deletions needed. | | No deletions needed. | No deletions needed. | | No deletions needed. | |
| | | | | | | | |
| | | | | | | | |

Thank You!