Brownsville Independent School District

Del Castillo Elementary

2020-2021 Campus Improvement Plan

Mission Statement

Mission Statement

R. E. Del Castillo Elementary will create a positive and collaborative learning community that instills school pride in all stakeholders which will contribute to the success of students through consistent implementation of curriculum with high expectations and measurable goals.

Vision

Vision Statement

Our vision at R. E. Del Castillo is to provide all students with the opportunities to inspire college readiness through a rigorous and relevant curriculum by embracing all stakeholder shared interests and accountability.

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

State of Texas Goals and Objectives

Public Education Academic Goals [Texas Education Code, §4.002] To serve as a foundation for a well-balanced and appropriate education:

GOAL 1: The students in the public education system will demonstrate exemplary performance in Reading and Writing of the English language.

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

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

GOAL 4: The students in the public education system will demonstrate exemplary performance in the understanding of Social Studies.

Public Education Objectives [Texas Education Code, §4.001(b)] The objectives of public education are:

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

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

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

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

OBJECTIVE 5: Qualitative and highly effective personnel will be recruited, developed, and retained.

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

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

OBJECTIVE 8: Educators will keep abreast of the development of creative and innovative techniques in instructional and administration using those techniques as appropriate to improve student learning.

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

Value Statement

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- Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11). 26
- 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) 37
- 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) 39
- 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) 41
- Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8) 43
- 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) 49
- 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) 58
- Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10) 61
- 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) 67

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Comprehensive Needs Assessment

Revised/Approved: May 13, 2020

Needs Assessment Overview

School Year: 2020 – 2021

Rosita E. Del Castillo Elementary School is located in Brownsville, Texas. R. E. Del Castillo Elementary School is one of thirty-four elementary schools in Brownsville Independent School District. The campus opened its doors in 1974. The main campus was originally comprised of 34 classrooms, and a cafeteria. There afterwards a gymnasium and a library building were added.

The student population at R. E. Del Castillo Elementary School is approximately 322 and serves students from Pre-kinder through Fifth Grade. According to the PEIMS Data Review of our campus profile, 98.76 % of the student population is Hispanic, and 1.24% is White of the student population. From our student population 96.58% are identified as Economically Disadvantaged. 54.35% are classified as Limited English Proficient with the majority being English/Spanish bilingual. In addition, 77.02% of our entire student population is At-risk, 12.73% is enrolled in Special Education Services, and 8.39% is receiving Gifted and Talented Education.

The students of R. E. Del Castillo Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area as well as in Art, Music, Library and Technology. The instructional programs include academic core subjects at various levels, such as the gifted and talented for our students, special education services varying from students in Preschool Program for Children with Disabilities (PPCD), Resource and Inclusion services to Dyslexia and Speech. Our Limited English Proficiency students receive Bilingual Education services in their regular education classes.

Tutorial classes are provided after school and Saturday academies for at-risk students and English Language Learners in first through fifth grade through State Compensatory and Title I funding. The current staff at R. E. Del Castillo Elementary School is comprised of 23 teachers, 3 campus administrators, 1 counselor, 1 librarian, 3 office support staff and 10 educational aides.

Demographics

Demographics Summary

Demographic Data is viewed on a daily basis. Daily attendance and At-Risk student data is analyzed to proceed with the campus' goals and objectives. Once attendance is taken on a daily basis, the teacher and Parent Liaison makes contact with the parent and inputs the conference on the parent log. In addition, eSchools Messenger calls the home of the student that is absent. A report from eSchools is collected for any students with disconnected phone numbers. The Parent Liaison updates the phone numbers regularly and the Data Entry Clerk enters the correct information in the system. Also the Parent Liaison collects a "Missing in Action", form by 8:15 a.m. from each teacher. The " Missing in Action" form is used to call students that have not arrived at school by 8:15 a.m. If a student accumulates 3 absences, then a "Home Visit" will be conducted by Parent Liaison to find out the reason for their absences. At-Risk students are closely monitored to make sure that they are academically successful. State compensatory funds are allocated to provide additional instruction through after school tutorial. Demographic concerns are addressed through daily attendance verification, after school tutorial attendance, teacher/ parent /administrator conferences, and the purchase of additional resources. We monitor benchmark scores and progress reports to ensure LEP, At-Risk, and Economically Disadvantages students meet reading and math assessment scores.

Demographics Strengths

1. Effective and efficient use of budgeted funds
2. Communication procedures between home and school on student attendance
3. ELL student placement into the bilingual Progrtam within the 20 day period
4. Early RTI plans are in place and are updated continuously with current academic data
5. Early screening for Dyslexia and Special Eduacation Referrals
6. Immediate identification and enrollment of homeless and unaccompanied youth
7. TIER II Interventions for Migrant, LEP and At-Risk students
8. After-school tutorials for all At-Risk students including Migrant, LEP/ELL, and SPED ed. students
9. Recognition of Perfect Attendance per six weeks and EOY Perfect Attendance trophies and/or certificates.

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to improve/monitor student attendance to meet the state requirement of 97%. Teachers will contact parents, document in a phone log the reason for the absence and will fill out a home visits request after two or more absences. Parent Liaison will conduct home visits for students with excessive absences. **Data Analysis/Root Cause:** Campus attendance rate has decreased throughout the school year.

Need Statement 2 (Prioritized): Need to improve student attendance, students need to be recognized each 6 weeks students will receive incentives (Certificates, ribbons,popcorn, snow cones, pizza parties pencils...)organized by counselor, teachers and parent liaison. **Data Analysis/Root Cause:** Campus needs to meet attendance goal

Need Statement 3: Need to increase school enrollment, school messenger, PreK roundup, Open House, and school marquee will be utilized to promote the school. **Data**

Analysis/Root Cause: Campus enrollment decreased

Need Statement 4 (Prioritized): Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 80%

Student Learning

Student Learning Summary

Campus assessment data is accumulated an reviewed for student progress on STAAR formatted assessments weekly by highly qualified teachers and the data is assessed in order to determine what are the areas of student mastery in TEKS learning objectives, depth of knowledge and thought processes need to be reinforced in order to ensure that student achievement is measured. Student areas of need are addressed and targeted by teachers, grade levels, administration and as a campus with provided assistance from the district's Curriculum Specialists, Assessment Department and our AA. Campus data is disaggregated consistently to identify the areas needing improvement. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, fluency checks, TPRI/ Tejas Lee results, STAAR, CPALLS results from the previous year. Administrators and teachers look at student scores and break down the test categories and objectives to identify strength and weaknesses. Once weaknesses are identified teachers plan instruction accordingly to target the areas of weakness. If needed, teachers plan for intervention instruction. The SBDM meets to disaggregate assessment data and discuss campus needs.

STAAR DATA

Content	3rd Grade	4th Grade	5th Grade	School Year
Reading	53%	65%	65%	2016
Reading	65%	56%	70%	2017
Reading	66%	67%	76%	2018
Math	62%	62%	78%	2016
Math	71%	75%	90%	2017
Math	83%	67%	92%	2018
Writing		51%		2016
Writing		64%		2017
Writing		50%		2018
Science			64%	2016
Science			74%	2017
Science			77%	2018

Content	3rd Grade	4th Grade	5th Grade	School Year
Reading	53%	65%	65%	2016
Reading	65%	56%	70%	2017
Reading	66%	67%	76%	2018
Math	62%	62%	78%	2016
Math	71%	75%	90%	2017
Math	83%	67%	92%	2018
Writing		51%		2016
Writing		64%		2017
Writing		50%		2018
Science			64%	2016
Science			74%	2017
Science			77%	2018

The following data is the student achievement profile showing performance variation between all student groups:

Reading 3rd Grade:At-Risk 48%, Economic disadvantaged 66%, Hispanic 66%, White N/A, Gifted and Talented 100%, LEP 38%, Migrant N/A%, Special Education 0%

Reading 4th Grade:At-Risk 54%, Economic disadvantaged 67%, Hispanic 67%, White N/A, Gifted and Talented N/A%, LEP 47%, Migrant N/A%, Special Education 30%

Reading 5th Grade: At-Risk 71%, Economic disadvantaged 82%, Hispanic 82%, White N/A, Gifted and Talented N/A%, LEP 70%, Migrant N/A%, Special Education 33%

Math 3rd Grade: At-Risk 76%, Economic disadvantaged 83%, Hispanic 83%, White N/A, Gifted and Talented 100%, LEP %, Migrant N/A%, Special Education 0%

Math 4th Grade: At-Risk 50%, Economic disadvantaged 67%, Hispanic 67%, White N/A, Gifted and Talented N/A%, LEP 41%, Migrant N/A%, Special Education 20%

Math 5th Grade: At-Risk 86%, Economic disadvantaged 89%, Hispanic 89%, White N/A, Gifted and Talented N/A%, LEP 85%, Migrant N/A%, Special Education 67%

Writing 4th Grade: At-Risk 33%, Economic disadvantaged 50%, Hispanic 50%, White N/A, Gifted and Talented N/A%, LEP 29%, Migrant N/A%, Special Education 0%

Science 5th Grade: At-Risk 72%, Economic disadvantage 78%, Hispanic 78%, White N/A, Gifted and Talented 100%, LEP 75%, Migrant N/A%, Special Education 0%

Student Learning Strengths

1. There was an increase in performance for all student groups in for Reading, Math, Writing and Science.
2. Progress monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction
3. The campus Met District Standard in Kinder Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOYresults.
4. The campus Met District Standard in 1st Grade Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOY Results.
5. The campus Met District Standard in 2nd Grade Word Reading and Phonics in TPRI EOY Results.
6. The campus Met Standard in the Accountability Rating for the STAAR Test..
7. Teachers use the assessment data to apply research based intervention strategies.

8. Provide TIER II interventions to students that are demosntrating a need to improve in Reading
9. Recognition materials (Certificates per six weeks and trophies at end-of-year) to recognize students academic achievement

Need Statements Identifying Student Learning Needs

Need Statement 1 (Prioritized): Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Need Statement 2 (Prioritized): Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations and all students.

Need Statement 3: Improve STAAR scores for Special Education and ELL students. **Data Analysis/Root Cause:** Students are lacking vocabulary and have limited language and experiences.

Need Statement 4 (Prioritized): Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause:** Outdated or obsolete technology items.

School Processes & Programs

School Processes & Programs Summary

Staff Quality, Recruitment, and Retention

The campus promotes applied learning and development for all faculty and staff by providing professional development opportunities. In addition, the campus holds the following meetings: Grade Level Meetings with the Dean of Instruction, Grade Level Meetings with the Lead Teacher of the Department, Lead Teacher Meetings with the Principal, Faculty Meeting for the Certified Personnel, Staff Meetings with the Classified Personnel, SBDM Meetings, LPAC Meetings, RTI Meetings, Special Education/ Dyslexia Meetings. Furthermore, conferences are held with teachers on an as needed basis in order to create the best plan of actions and deliver the best instruction. Lead teachers will provide support to new teachers to facilitate their new assignment. Extra-curricular activities and campus programs take place in order to instill pride and honor in our school.

Curriculum, Instruction, and Assessment Summary

Del Castillo will align all classroom instruction and assessments with our state and district curriculum. In addition, Del Castillo Elementary will utilize the frameworks provided by the district for all subject areas. According to the 2019-2020 School Year results of the CNA Teacher Survey, all teachers agreed or strongly agreed that the campus does a good job of implementing the district instructional frameworks in the classroom. Del Castillo Elementary is a data driven campus and uses different sources of information to tightly align the written and taught instruction. The campus incorporates technology: websites and software, multiple questioning strategies, and a variety of instructional strategies to meet the unique learning needs of the students.

School Context and Organization Summary

Del Castillo Elementary requires a Daily Schedule to be posted in order to maximize instructional time. Additional writing will be allotted throughout the week. Grade Level Meetings are held on a weekly basis in order to plan and discuss the different content areas along with its curriculum and instruction. Topics of discussion are as follows: curriculum and instruction for all content areas, interventions through Tier II or tutorials, assessments (weekly, consistent benchmarks, state assessments), TEKS, reporting categories, readiness and supporting standards, STAAR blueprints, etc. In addition, faculty meetings are held on a monthly basis. Topics of discussion are as follows: safety, procedures, curriculum, professional development, etc., Content and language objectives need to be clearly posted. SBDM Meetings will take place on a six weeks basis and SBDM representatives will communicate with their respective grade levels. to address matters such as: expenditure of funds, campus improvement plan, schedules, climate/ culture of the school, and parental involvement.

Technology Summary

Technology integration will continue growing at Del Castillo Elementary. The campus has 2 fully equipped computer labs. It has 7 mobile carts with laptops. It has 4 mobile carts with Ipads. Each teacher has a desktop; 2nd-5th grade teachers have a laptop, and a desktop. All teachers and special program teachers have a SmartBoard and a projector. Each classroom has student desktops. In addition, the new Math and Science adoption has a technology resource component. Intervention programs are available on all computers used by students and each student has numerous opportunities to interact with technology. Students need to have access to different programs in order to take online test to be able to excel on TELPAS Reading. K-5th

grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition. PK and K will be using tablets as part of the technology curriculum.

School Processes & Programs Strengths

1. Teachers involved in the Hiring Process
2. Highly Qualified Teachers
3. Bilingual Certified Teachers with a requirement of 12 On-going hours of Bilingual Education
4. 12 On-going hours of Technology
5. GT Core (30 Hours) trained teachers/6 On-going hours per year
6. SIOP trained
7. Language Enrichment trained
8. Highly Qualified Para-professionals
9. Highly Qualified Adminstrators
10. Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
11. Teacher Awareness of students' needs
12. Teachers are given additional planning days to work on quality lesson plans, literacy centers, routines, targeting skills and developing interventions

Curriculum, Instruction, and Assessment Strengths

1. Knowledge of Curriculum Frameworks
2. Knowledge of STAAR blueprints
3. Knowledge of TEKS and State Assessment Requirments and Expectations
4. Knowledge of Readiness and Supporting Standards
5. Implement all district goals and objectives
6. Implementation of district instructional frameworks
7. The library maintains and adequate inventory of books and resources that support classroom instruction and provides adequate student services to assist them with academic projects
8. Support interventions through after-school tutorials and summer school
9. Professional Development that provides the knowledge, skills and strategies necessary to improve instruction
10. Knowledge in monitoring the academic progress of all students (Data Meetings between Administration and teachers)

Technology Strengths

1. Computer rotations as needed (45 minutes a week)
2. Two computer labs

3. Computer access for students in all classrooms
4. Student access to Laptops, Tablets, and IPADS funded through State Compensatory, Title I, and Bilingual funds

Need Statements Identifying School Processes & Programs Needs

Need Statement 1 (Prioritized): Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause:** Outdated or obsolete technology items.

Need Statement 2: Improve STAAR scores for Special Education and ELL students. **Data Analysis/Root Cause:** Students are lacking vocabulary and have limited language and experiences.

Need Statement 3 (Prioritized): Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Need Statement 4 (Prioritized): Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations and all students.

Need Statement 5: Provide new teachers and under performing teachers with a mentor teacher and instructional coaching. Teachers need to access professional development targets specific for STAAR assessment information: Sheltered Instruction, Bilingual updates, etc. **Data Analysis/Root Cause:** Teachers need to provide effective instructional strategies to reach all students.

Need Statement 6: Paraprofessionals will support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

Need Statement 7 (Prioritized): Dean of Instruction distributes instructional materials and provides immediate feedback by conducting classroom visits and walkthroughs. **Data Analysis/Root Cause:** Dean will support At-Risk students

Need Statement 8 (Prioritized): Students need to have access to tablets and IPADS for classroom/academic use. Jamf School software licenses need to be purchased on an annual basis. **Data Analysis/Root Cause:** Instruction needs to be supported through technology.

Perceptions

Perceptions Summary

School Culture and Climate Summary

The campus analyzes the school culture and climate to ensure that the students are being provided with a safe and disciplined environment conducive to student learning. Administrators and teachers meet to discuss matters related to providing a positive school culture and climate. The SBDM committee discusses issues and concerns at the SBDM Meetings. Del Castillo's plans, policies and procedures and safety issues are communicated to both parents and community members to assist the campus in providing a positive school culture and climate. Parents are strongly encouraged to get involved in volunteering opportunities that will assist their child's education. Administrators and teachers create a plan to improve issues that affect School Culture and Climate.

Students are encouraged to participate in clubs such as choir, UIL, Science Fair, Chess, Spelling BEE, and Coding. Del Castillo's school website features students, parents, and staff recognition accomplishments, events, and activities.

Family and Community Involvement Summary

Del Castillo Elementary continues to show an increase in Parental Involvement Activities and Meetings. Parent Meetings are held Fridays on a monthly basis. In addition, parents help our teachers at the parent center by laminating materials, making copies, cutting paper, etc. on a weekly basis. In November, the students in Prek and Kinder invite their parents for a Thanksgiving feast at our school. Every year, Del Castillo participates in the HEB Read3 Program which includes parent and community involvement. Our school participates in the Adopt a School Program, so the community and businesses are involved in our program. Presenters are continuously being invited for Career Day, STAAR Rally, demonstrations, etc. Every year, our campus hosts a Veteran's Day Ceremony to honor the Veterans in our community. Local Head start are invited to tour the campus. 5th grade students will be taken for tours of their zoned middle school to facilitate a smooth transition.

Perceptions Strengths

School Culture and Climate Strengths

1. Grade Level, Faculty, and SBDM Meetings with school administration (Principal, Dean of Instruction, and Assistant Principal)
2. Parental Involvement Meetings
3. Administrative support to teachers
4. Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
5. During teacher prepartation days, time is spent strictly for classroom/instructional preparation purposes
6. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse and Diagnostician are recognized
7. Counselor addresses students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
8. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment

9. Nurse involvement on Health presentations to students
10. Promote healthy, physically and emotionally students with physical fitness and nutrition activities and participation in the CATCH program
11. Student participation in UIL, Extended Day, and extra-curricular after-school activities (Chess, UIL, Science Fair, Spelling BEE, Sports, and Coding)
12. Six Weeks Award Ceremonies
13. Meet the Teacher Night
14. eSchools Discipline Referral Process Plans and Documentation
15. Charro Days Mini Festival, Christmas Program

Family and Community Involvement Strengths

1. Parent Center/Parent Liaison
2. Bi-Weekly Meetings with Parents
3. Parent representation on the following committees: LPAC, SBDM, Parent /Family Engagement Policy, School/Parent Compact, Title I Policy
4. Parent participation in school events, field trips, and "Meet the Teacher" orientation
5. Parents work on instructional materials for teachers
6. Feedback given from parents regarding school needs through surveys
7. Administration and teachers readily available to parents (Parent Conferences)
8. Effective community relations.
9. Parent monthly calendar and school website updated continuously with information for parents and families
10. Del Castillo participates in the HEB Read3 Program and Adopt a School Program.
11. School Climate.
12. IBC Minitropolis Cowboyville through IBC sponsors.
13. Vello Reading Program in conjunction with United Way will be implemented by five students in each second grade classroom.
14. AR store will be implemented after the first semester and after the second semester.
15. P. E. Department will host a Fall and Spring bike rodeo.
16. P. E. Department will coordinate with students to attend the annual Vive Tu Vida event at Dean Porter Park.

Need Statements Identifying Perceptions Needs

Need Statement 1 (Prioritized): Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings. **Data Analysis/Root Cause:** Lack of parent interest at campus bi-weekly meetings and limited time available

Need Statement 2 (Prioritized): Need to provide immediate feedback from campus administration in effort to make faculty and staff aware of recent developments, campus procedures, weekly calendar, professional development opportunities through the weekly newsletter. **Data Analysis/Root Cause:** Campus faculty and staff need to be informed of local, state and federal policies.

Need Statement 3 (Prioritized): Need to conduct parent meetings and funds will be allotted to purchase materials, supplies, food and refreshments for parent meetings. **Data Analysis/Root Cause:** Based on the CNA, parental involvement is a key connection between home and school.

Need Statement 4 (Prioritized): Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Priority Need Statements

Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students.

Data Analysis/Root Cause 1: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

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

Need Statement 2: Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner)

Data Analysis/Root Cause 2: Outdated or obsolete technology items.

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

Need Statement 3: Need to improve/monitor student attendance to meet the state requirement of 97%. Teachers will contact parents, document in a phone log the reason for the absence and will fill out a home visits request after two or more absences. Parent Liaison will conduct home visits for students with excessive absences.

Data Analysis/Root Cause 3: Campus attendance rate has decreased throughout the school year.

Need Statement 3 Areas: Demographics

Need Statement 4: Need to provide immediate feedback from campus administration in effort to make faculty and staff aware of recent developments, campus procedures, weekly calendar, professional development opportunities through the weekly newsletter.

Data Analysis/Root Cause 4: Campus faculty and staff need to be informed of local, state and federal policies.

Need Statement 4 Areas: Perceptions

Need Statement 5: Need to improve student attendance, students need to be recognized each 6 weeks students will receive incentives (Certificates, ribbons,popcorn, snow cones, pizza parties pencils...)organized by counselor, teachers and parent liaison.

Data Analysis/Root Cause 5: Campus needs to meet attendance goal

Need Statement 5 Areas: Demographics

Need Statement 6: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically.

Data Analysis/Root Cause 6: Current at-risk percentage 80%

Need Statement 6 Areas: Demographics

Need Statement 7: Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate.
Data Analysis/Root Cause 7: State and district assessment data shows performance levels are below the state and gaps between special populations and all students.
Need Statement 7 Areas: Student Learning - School Processes & Programs

Need Statement 9: Dean of Instruction distributes instructional materials and provides immediate feedback by conducting classroom visits and walkthroughs.
Data Analysis/Root Cause 9: Dean will support At-Risk students
Need Statement 9 Areas: School Processes & Programs

Need Statement 10: Students need to have access to tablets and IPADS for classroom/academic use. Jamf School software licenses need to be purchased on an annual basis.
Data Analysis/Root Cause 10: Instruction needs to be supported through technology.
Need Statement 10 Areas: School Processes & Programs

Need Statement 11: Need to conduct parent meetings and funds will be allotted to purchase materials, supplies, food and refreshments for parent meetings.
Data Analysis/Root Cause 11: Based on the CNA, parental involvement is a key connection between home and school.
Need Statement 11 Areas: Perceptions

Need Statement 12: Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings.
Data Analysis/Root Cause 12: Lack of parent interest at campus bi-weekly meetings and limited time available
Need Statement 12 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

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

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback
- Teacher/Student Ratio

- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Other additional data

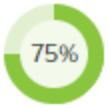
Goals

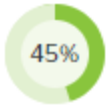
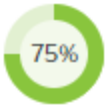
Revised/Approved: May 21, 2020

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

Performance Objective 1: Del Castillo student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Develop oral language skills and increase listening, speaking, reading skills, reading fluency and writing proficiency through REACH, ELPS, CCRS, AND ELAR strategies in the classroom in order for students to systematically transition in English. In addition purchase supplies and resources as needed for student academic success. Also, all migrant students will receive grade appropriate school supplies and instructional materials on an as needed basis, with clothing and hygiene products to support their academic achievement.The LPAC Committee will meet to asses the language proficiency and assessment of the English Language Learners. Supplies will be bought to enhance activities with Bilingual students. (R,ELA, M, S, S.S.) **Milestone's/Strategy's Expected Results/Impact:** Increase in Performance of ELL Students in the following assessments as compared to the 2018-2019 School Year: LPAC Minutes Formative: Lesson Plans Language Progress Reports Summative Data: C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments **Staff Responsible for Monitoring:** Administrators Bilingual Teachers Lead Teachers LPAC Members **Title I Schoolwide Elements:** 2.4 - **Population:** ELL students TI MI ELL SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 4, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** Substitutes Teacher Wages - 162 State Compensatory - 162-11-6112-18-120-Y-30-0K5-Y, Supplies - 211 Title I-A - 211-11-6399-00-120-Y30-OF2-Y - $21,225, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-120-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The teachers (Including PreK3 and PreK4) will use Reading, Writing, Math and Science materials to master STAAR Standards, TEKS, Readiness and Supporting Standards. The students will demonstrate improvement in state assessments. (R, ELA, M, S, S.S.) Instructional materials, capital outlay, resources and supplies as needed will by provided to students or instructional use. Additionally, consumable supplies such as composition books for classroom use will be available to supplement the core curriculum and provide hands on practice and instruction, so that students will master the standards. Maintenance of classrooms for students will also be performed on a daily basis. **Milestone's/Strategy's Expected Results/Impact:** Increase in Performance in the following STAAR assessments as compared to the 2018-2019 School Year: Benchmark, Assessments 3RD-5TH Grade Formative Walk-Throughs, Lesson Plans Progress Reports Summative Data: 2019-2020 STAAR Results TPRI/ Tejas Lee EOY Data Evaluations **Staff Responsible for Monitoring:** Administrators All Teachers and Support Staff Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.4, 2.6 - **Comprehensive Support Strategy** - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** Copy Paper - 199 Local funds - 199-11-6396-00-120-Y-11-000-Y, General Supplies - 199 Local funds - 199-23-6399-65-120-Y-99-000-Y, Copy Paper - 162 State Compensatory - 162-11-6396-00-120-Y-30-000-Y, General Supplies-Printing Media Supplies - 162 State Compensatory - 162-11-6399-16-120-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-11-6399-00-120-Y-30-000-Y, General supplies - 199 Local funds - 199-11-6399-00-120-Y-11-000-Y, Copy paper - 211 Title I-A - 211-11-6396-00-120-Y-30-0F2-Y - $3,500, Resource Instructional Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP4-Y , PPCD Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP3-Y, PreK4 State Comp. Teacher Salaries - 162 State Compensatory - 162-11-6119-00-120-Y-34-00Y-				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The librarian will provide instruction about other Library skills and research skills to student on a weekly basis to increase reading skills in all grade level and increase student achievement. Books will be purchased to supplement our current inventory in the library. Instructional classroom book sets will also be purchased to supplement our reading materials and to increase our reading skills (R, ELA) **Milestone's/Strategy's Expected Results/Impact:** Reading Fluency will increase by 15 words every six weeks Schedules Formative: Walk throughs Summative: 2019-2020 STAAR Results TELPAS TPRI Results **Staff Responsible for Monitoring:** Librarian, Teachers Administrators **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** General Supplies - 199 Local funds - 199-12-6399-00-120-Y-99-000-Y	45%	55%	80%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Small group and Individualized Instruction based on recent benchmark scores. Campus administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthrough documentation Monitor for small group instruction Summative: EOY TPRI/Tejas LEE assessment C-PM EOY test Reading and Writing STAAR scores TELPAS Online Reading test **Staff Responsible for Monitoring:** Administration Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Population:** AR SE Non-Lep LEP MI DYS GT TI - **Start Date:** August 3, 2020 - **End Date:** June 1, 2021	45%	55%	80%	

 No Progress Accomplished Continue/Modify Discontinue

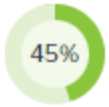
Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.
School Processes & Programs
Need Statement 3: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.
Perceptions
Need Statement 4: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

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: Del Castillo early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Highly qualified paraprofessionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their skills. **Milestone's/Strategy's Expected Results/Impact:** 6% Increase in TPRI, LION, Tejas Lee Assessments Observations and Conferences: Formative: Walk-throughs Summative: TPRI/ TEJAS LEE/ LION **Staff Responsible for Monitoring:** Paraprofessionals Teachers Administrators **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 4 - Student Learning 2 - School Processes & Programs 4 **Funding Sources:** Extra Duty Pay Overtime - 199 Local funds - 199-11-6121-51-120-Y-11-000-Y, Extra Duty Pay Overtime - 199 Local funds - 199-23-6121-08-120-Y-99-000-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: The campus will implement a coordinated systematic plan at the campus and classroom level that includes the use of CIRCLE/ C-PM, TPRI/ TEJAS LEE, STAAR Progress Monitoring Assessments, Benchmarks, TELPAS and Language Progress Reports to provide reinforcement of reading skills to all students (R) **Milestone's/Strategy's Expected Results/Impact:** Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2018-2019 C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments Formative: Campus Benchmarks, PMA Results, TPRI/ Tejas Lee, Progress Monitoring, Progress Reports, Grades Summative: STAAR Results, Report Cards TELPAS, TPRI/ Tejas Lee EOY C-PM **Staff Responsible for Monitoring:** Administrators All Teachers and Support Staff **Population:** TI, MI, ELL, SE, AR, GT, DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	40%	50%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: An orientation for preschool children from Head Start to assist wit the transition to Del Castillo Elementary will be held annually in the Spring. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign In Sheets Fliers Summative: State mandated assessment results **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Teachers Head Start Personnel Counselors - **Start Date:** April 1, 2021 - **End Date:** April 2, 2021	45%	45%	45%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The Pre-K program will be provided the full day in order to better prepare qualified students academically. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, student progress reports, Lesson Plans, C-PM (BOY & MOY) Summative: C-PM (EOY) **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education **Population:** AR, TI, MI, LEP - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

Demographics
Need Statement 4: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause**: Current at-risk percentage 80%
Student Learning
Need Statement 2: Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations and all students.
School Processes & Programs
Need Statement 4: Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations and all students.

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

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

Evaluation Data Sources: PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
	40%	55%	75%	

Strategy 1: Del Castillo will implement tutorials and remediation strategies in Reading, Math, and Science for At-Risk and low performing students in order to decrease failing rates and improve student achievement.
Extended Day/After School Program
PK-5th grade students will participate in our Extended Day/After school program as part of an enrichment activity. Our teachers and instructional paraprofessionals will provide academic and extra curricular activities in an effort to motivate our students.
These tutorials will be conducted during the school year either through Tier II time (K-5th) morning Tutorial (1st -5th) and after school Tutorial
(3rd -5th) Research based interventions will be provided to increase student achievement. Supper meals will be provided for the students.

Milestone's/Strategy's Expected Results/Impact: Formative:
5 % increase in Performance
Tutorial Time sheets
Tutorial classroom observations
Student Progress reports
Attendance Sheets
Permission Slips
Eschools Plus generated Tutorial Schedule
Attendance Sheets
Tutorial Lesson Plans
Benchmark Scores

Summative:

STAAR Results
TAPR
TPRI / Tejas Lee

Staff Responsible for Monitoring: Principal
Dean of Instruction
Tutorial Teachers
Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy** - **Population:** AR TI MI LEP - **Start Date:** September 28, 2020 - **End Date:** May 7, 2021

Need Statements: Demographics 4 - Student Learning 2 - School Processes & Programs 4

Funding Sources: Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-120-Y-24-SSI-Y, Extra Duty Pay-Extended Day Certified - 162 State Compensatory - 162-11-6118-00-120-Y-30-ASP-Y, Rental - 199 Local funds - 199-23-6269-00-120-Y-99-000-Y, Transportation - 199 Local funds - 199-11-6494-00-120-Y-11-000-Y, Extra Duty Pay-Extended Day Certified - 211 Title I-A - 211-11-6118-00-120-Y-30-ASP-Y - $14,196, Fringe Benefits - 211 Title I-A - 211-11, Fringe Benefits - 211 Title I-A - 211-13

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 4: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause**: Current at-risk percentage 80%
Student Learning
Need Statement 2: Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations and all students.
School Processes & Programs
Need Statement 4: Students will be offered Tutorial classes after school and through Extended Day to improve student achievement and reduce retention rate. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations and all students.

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

Evaluation Data Sources: New Energy Plan adopted by district, updated Five-year facilities renovation plan

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Del Castillo will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. CNA pg. 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: draft energy plan Summative: comparison of energy usage for 2018 to 2019 indicating decreased usage **Staff Responsible for Monitoring:** Principal Asst. Principal handling facilities Head Custodian **Population:** All department and campus facilities - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	40%	55%	70%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus. **Milestone's/Strategy's Expected Results/Impact:** Formative: draft facilities plan Summative: 5-year maintenance and upgrade plan **Staff Responsible for Monitoring:** Principal Asst. Principal handling facilities Head Custodian **Population:** All departments and campus facilities - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** General Warehouse Custodial Supplies - 199 Local funds - 199-51-6315-00-120-Y-99-000-Y, General Supplies Custodial - 199 Local funds - 199-51-6399-00-120-Y-99-000-Y, Extra Duty-Overtime - 199 Local funds - 199-51-6121-47-120-Y-99-000-Y, Furniture - 199 Local funds - 199-23-6399-45-120-Y-99-000-Y	40%	55%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning

Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

School Processes & Programs

Need Statement 3: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Perceptions

Need Statement 4: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

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: Del Castillo 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: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Del Castillo will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments. Need: Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Increase in Performance Tutorial Time sheets, Attendance Sheets, and Permission Slips Formative: Eschools PLUS generated Tutorial Schedule, Attendance Sheets, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports Summative: STAAR Results TAPR TPRI/ Tejas Lee **Staff Responsible for Monitoring:** Principal Asst. Principal Dean **Population:** BISD Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021	45%	55%	75%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

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

Performance Objective 2: Del Castillo Elementary will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Critical Success Factors CSF 1, CSF 7 1) Give priority to teachers from high poverty/ high minority/ low performing campuses to participate in the Master of Education cohorts, establish Master Teacher Leaders, and explore financial incentives. Need: Equity Plan need and Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: Teacher Recognition Summative: Teacher retention and improved school climate **Staff Responsible for Monitoring:** Principal Assistant Principal Dean **Population:** high poverty/ high minority/ low performing campuses students - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021	45%	55%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers will receive gits, recognition, praise, refreshments as part of "Teacher of the Week" and Faculty Meetings/Staff Development. **Milestone's/Strategy's Expected Results/Impact:** Formative Weekly Teacher recognition Summative Teacher Retention and Improved school climate **Staff Responsible for Monitoring:** Campus Administration Counselor Teachers **Population:** All Campus Teachers - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Funding Sources:** Refreshments - 199 Local funds - 199-13-6499-53-120-Y-99-000-Y, Awards - 199 Local funds - 199-23-6498-00-120-Y-99-000-Y	45%	55%	80%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Del Castillo 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			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: 1) The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues. Need: Decreasing enrollment/Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: Periodically submit events and pictures of activities to the Public Information Office Summative: Annual submission of events ents from our campus website **Staff Responsible for Monitoring:** Principal Librarian Lead Teachers **Population:** BISD Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021	50%	50%	80%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Critical Success Factors CSF 5, CSF 6 2) Del Castillo will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events. Need: Decreasing enrollment/ Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: Periodically submit events and pictures of activities to the Public Information Office Summative: Annual submission of events ents from our campus website **Staff Responsible for Monitoring:** Principal Assistant Principal Dean Librarian Lead Teachers **Population:** BISD Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021	45%	60%	80%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Critical Success Factors CSF 5, CSF 6 Del Castillo will update website at least monthly including showcasing student and community activities. Need: Decreasing enrollment/ Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: Updated campus website on a weekly basis Summative: Annual compilation of campus website updates **Staff Responsible for Monitoring:** Principal Librarian TST **Population:** BISD Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 1: Out of school suspensions (OSS) will decrease by 5% for 2020-2021 and will not be disproportionate for any population.

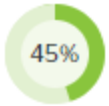
Evaluation Data Sources: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will reduce its yearly rate of out of school suspensions to less than 5% by researching and evaluating the 2020-2021 number of days students were absent due to O.S.S. **Milestone's/Strategy's Expected Results/Impact:** Increase student attendance to 98% Formative: Six Weeks Attendance Rate Summative: Yearly ADA Reports **Staff Responsible for Monitoring:** Principal PEIMS Supervisor Attendance Clerk **Population:** TI MI ELL SE AR GT DY - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	55%	65%	85%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Parents will be notified as soon as possible of any discipline concerns. **Milestone's/Strategy's Expected Results/Impact:** PEIMS Discipline Reports Formative: Communication Logs Parent Liaison Logs Teacher Notes Summative: PEIMS Discipline Reports and Discipline Referral Forms **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Counselor **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: An assembly will be held to provide Conflict Resolution Management Training to all faculty and staff. Incentives and resources will be provided for teacher to motivate and maintain campus morale. **Milestone's/Strategy's Expected Results/Impact:** Safe School Environment Formative: Monthly Counselor Log Signature Sheets Professional Development System Evaluations Summative: PEIMS Discipline Reports and Discipline Referral Logs **Staff Responsible for Monitoring:** Administrators Counselor **Population:** Faculty and Staff - **Start Date:** August 25, 2020 - **End Date:** August 28, 2020				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Professional Development and assistance including district mandated "Discipline" will be provided for all teachers needing classroom management in order to promote a safe environment. Students will be provided with a "Bullying and Safety" Presentation. **Milestone's/Strategy's Expected Results/Impact:** Safe School Environment Formative: Teacher Observation Professional Development System Transcript Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Administrators Teachers Counselors Nurse **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

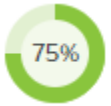
Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Teachers will utilize eSchools to report and document behavior incidents or concerns. **Milestone's/Strategy's Expected Results/Impact:** Safe School Environment Formative: eSchoolsDiscipline Referrals Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Principal Assistant Principal All Teachers **Population:** All Teachers - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

 No Progress Accomplished Continue/Modify Discontinue

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

Performance Objective 2: Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: An Emergency Operations Planning Team will continue to be enforced to maintain safety of everyone on campus. All stakeholders will be trained on the emergency operation of the school. **Milestone's/Strategy's Expected Results/Impact:** Safe School Environment Formative: Agendas Sign In Sheets Emergency Drills Summative: Practice Drills Real-Life Situations **Staff Responsible for Monitoring:** Teachers, P.E. Teacher Counselor Nurse Administrators **Population:** Administrators Campus Staff & Faculty Guidance & Counseling Students & Parents - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Provide motivational speakers to address the staff and students on the importance of health and safety at schools including but not limited to: School Bus Safety, Fire Prevention, etc. Incentives will be provided for teachers during presentations to motivate and maintain campus morale. **Milestone's/Strategy's Expected Results/Impact:** Safe School Environment Formative: Agendas Sign In Sheets Emergency Drills Summative: Practice Drills Real-Life Situations **Staff Responsible for Monitoring:** Teachers, P.E. Teacher Counselor Nurse Administrators **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** May 28, 2021 **Need Statements:** Demographics 2 **Funding Sources:** General Supplies Counselor - 199 Local funds - 199-31-6399-00-120-Y-99-000-Y, General Supplies Counselor - 211 Title I-A - 211-31-6399-00-120-Y-30-OF2-Y - $200	45%	65%	90%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. **Milestone's/Strategy's Expected Results/Impact:** Formative: eSchools Discipline Reports Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Principal Counselor Dean of Instruction **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** December 18, 2020	75%	80%	90%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: School counselors ensure that support services for students identified as homeless are provided. Homeless students are immediately registered and provided with a free and appropriate education. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, student progress reports, Lesson Plans, C-PM (BOY & MOY) Summative: C-PM (EOY) **Staff Responsible for Monitoring:** Homeless Liaison Counselors **Population:** HOM, AR - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				
No Progress Accomplished Continue/Modify Discontinue				

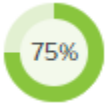
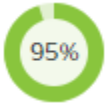
Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need to improve student attendance, students need to be recognized each 6 weeks students will receive incentives (Certificates, ribbons,popcorn, snow cones, pizza parties pencils...)organized by counselor, teachers and parent liaison. **Data Analysis/Root Cause**: Campus needs to meet attendance goal

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: There will be a 10% increase of parents involved in campus/district parental involvement activities from 2019-20120 to 2020-2021

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Complete and disseminate a Parental Involvement Policy so as to delineate how parents will be actively involved at the district / campus level with the intention to increase participation. The Parent Liaison will conduct parent meetings to keep parents abreast of district issues, conduct home visits when necessary, and other responsibilities. Funds will be allotted to purchase materials, supplies, and food for parent meetings. Funds will also be allotted to compensate travel mileage for home visits. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign In sheets Parental Involvement Policy Summative: STAAR Results, Attendance Rate Discipline Referrals Parent Participation Composite of EOY Survey **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** Parents and Students - **Start Date:** August 25, 2020 - **End Date:** November 30, 2020 **Need Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** General Supplies - 199 Local funds - 199-61-6399-00-120-Y-99-000-Y, Miscellaneous - 199 Local funds - 199-61-6499-53-120-Y-99-000-Y, Parent Liaison Mileage - 211 Title I-A - 211-61-6411-00-120-Y-30-0F2-Y - $900				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Disseminate School -Parent Student Compacts indicating each group's responsibilities to ensure student achievement. **Milestone's/Strategy's Expected Results/Impact:** Formative: School - Parent Student Compact Summative: Composite of EOY Survey, Title I-A Compliance STAAR Results, Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** Parents and students - **Start Date:** August 25, 2020 - **End Date:** October 30, 2020				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Conduct the following annual Title I-A required activities: Review, Revise and Disseminate a Parental Involvement Policy that delineates how parents will be actively involved at the the district/campus level. Review, Revise and Disseminate a School-Parent-Student Compact indicating group responsibilities to ensure student achievement. Conduct an Annual Title I Meeting to inform parents of services provided through Title I funds. Conduct and annual Title I Survey to evaluate the effectiveness of the District/Camus Parental Involvement Programs. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas, Sign-In Sheets, Contact Log, Parent Meeting Sign-In Sheets, Campus/District Parental Involvement Policy, School-Parent-Student Compact Forms, Title I Survey, Campus Website Summative: Title I-A Compliance Checklist, Parental Involvement Policy, Returned signed compact forms to be placed in student PRC folders, Composite of EOY Survey **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** Parent and Family Engagement - **Start Date:** September 1, 2020 - **End Date:** May 26, 2021	60%	75%	95%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: 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 Meetings Summative: Composite of Survey Results STAAR Results Attendance Rate, Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents - **Start Date:** March 1, 2021 - **End Date:** April 30, 2021	55%	65%	95%	

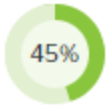
Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Ensure representation of community and parent involvement in the decision making process. Parents will participate in the review and/ or revision of the following to ensure program requirements are met: **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign In Sheets Summative: Composite of Meeting Agendas STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Host a "Parent Orientation Day" to inform parents and community members of daily standard operations procedures and District Policy. * Student Code of Conduct * Student / Parent Compact * Emergency Operations Procedure * Volunteer Guidelines and Opportunities **Milestone's/Strategy's Expected Results/Impact:** Formative: District and Campus Parental Involvement Policy Parental Involvement meetings, agendas, & sign-in sheets School-Parent-Student Compacts School-Parent-Student Compact counts Summative: Composite of End of Year Survey-Title I-A Parental Involvement Compliance checklist STAAR results Attendance rate Discipline referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.2 - **Population:** Parents and the Community - **Start Date:** September 22, 2020 - **End Date:** September 30, 2020				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Capitalize on District community resources by creating partnership agreements with agencies and organizations. Invite community agencies / organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. We will continue to create a positive school climate by welcoming parents to our school promoted through frequent meetings. Chairs and Office Equipment will be purchased for meetings with parents. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign In Sheets Summative: Increased Partnerships STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents - **Start Date:** November 2, 2020 - **End Date:** November 30, 2020 **Need Statements:** Demographics 1 - Perceptions 3 **Funding Sources:** General Supplies - 211 Title I-A - 211-61-6399-00-120-Y-30-0F2-Y - $900, Miscellaneous - 211 Title I-A - 211-61-6499-53-120-Y-30-052-*Y - $900	40%	60%	90%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Educate staff during faculty meetings as to the benefits of a strong parent-school partnerships that includes: making copies, laminating, sorting materials, cutting, and placing materials in order to increase academic success. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign In Sheets Summative: CNA Parent Survey STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Faculty and Staff - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	50%	70%	95%	

Strategy 9 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 9: Del Castillo Elementary will continue to fund Parent Liaison to assist with the execution of the parent involvement program aimed at increasing parent participation and monitor attendance in the education of students. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monthly Contact Log Composite report Campus budget Summative: Monthly mileage log STAAR results Attendance rate Discipline referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.2 - **Population:** Parent Liaison - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1 **Funding Sources:** Parent liaison mileage - 199 Local funds - 199-61-6411-00-120-Y-99-000-Y				

Strategy 10 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 10: Students in Pre-Kinder and Kinder will be accompanied by their parents for a Thanksgiving Feast to promote parental involvement. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans Summative: Report Card STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison Pre-Kinder and Kinder Teachers **Population:** Pre-Kinder and Kinder students - **Start Date:** November 2, 2020 - **End Date:** November 30, 2020				

Strategy 11 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 11: HEB Read3 will be hosted at our campus to promote literacy and an easier transition to Pre-Kinder. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans Sign-In Sheets Summative: C-PM Results for following year **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** 3 year old children Parents and Community - **Start Date:** November 2, 2020 - **End Date:** November 30, 2020	0%	0%	10%	

Strategy 12 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 12: An orientation for preschool children from Head Start to assist wit the transition to Del Castillo Elementary will be held annually in the Spring. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign In Sheets Fliers Summative: State mandated assessment results **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.2 - **Population:** Teachers Head Start Personnel Counselor - **Start Date:** April 1, 2021 - **End Date:** April 30, 2021	0%	0%	10%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics

Need Statement 1: Need to improve/monitor student attendance to meet the state requirement of 97%. Teachers will contact parents, document in a phone log the reason for the absence and will fill out a home visits request after two or more absences. Parent Liaison will conduct home visits for students with excessive absences. **Data Analysis/Root Cause**: Campus attendance rate has decreased throughout the school year.

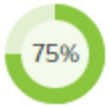
Perceptions

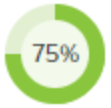
Need Statement 3: Need to conduct parent meetings and funds will be allotted to purchase materials, supplies, food and refreshments for parent meetings. **Data Analysis/Root Cause**: Based on the CNA, parental involvement is a key connection between home and school.

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

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

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Provide Professional Development opportunities in the area of Reading through turn-around trainings by selected teachers and Administrators who guide planning for student improvement (R, ELA) Tables and chairs will be purchased to be used for PD sessions. **Milestone's/Strategy's Expected Results/Impact:** Increase Performance in the following 2020-2021 STAAR assessments as compared to the 2018-2019 School Year: Formative Walk-Throughs, Lesson Plans Progress Reports Summative Data: C-PM Pre-K Results K- 3rd TPRI/ Tejas Lee Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments **Staff Responsible for Monitoring:** Administrator Selected Teachers and Support Staff **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** Substitutes - 211 Title I-A - 211-13-6112-00-120-Y-30-AYP-Y - $4,000				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers, counselor and administrators will attend professional development opportunities to improve their level of rigor in the classroom and to monitor success in the classroom. Vertical and horizontal alignment meetings will be held to share information and teaching practices and strategies in order to facilitate students transition from Pre-Kinder -5th grade as well as increase the level of rigor in lessons and instruction. **Milestone's/Strategy's Expected Results/Impact:** Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2018-2019 C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments Formative Walk-Throughs, Lesson Plans Progress Reports Summative Data: Teacher Evaluations (T-TESS), TANGO TRENDS Data EOY Reports **Staff Responsible for Monitoring:** Administrators All Teachers and Support Staff **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** May 31, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** Substitute Teachers - 199 Local funds - 199-11-6112-18-120-Y-99-000-Y, General Supplies - 211 Title I-A - 211-13-6399-00-120-Y-30-AYP-Y - $2,489, Counselor Travel - 199 Local funds - 199-31-6411-23-120-Y-99-032-Y, Administrative PD - 211 Title I-A - 211-23-6497-23-120-Y30-0F2 - $99				

 No Progress Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

School Processes & Programs

Need Statement 3: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Perceptions

Need Statement 4: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

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

Performance Objective 1: Del Castillo Elementary will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: All teachers will complete all surveys requested by the district including the Texas Star Chart required by the state. **Milestone's/Strategy's Expected Results/Impact:** Formative: Trainings Agendas Summative: Survey Results **Staff Responsible for Monitoring:** Principal Librarian TST Teachers **Population:** All Teachers - **Start Date:** February 1, 2021 - **End Date:** February 26, 2021	45%	55%	95%	

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Teachers and students will be able to utilize the internet, websites, AR, Think Through Math, and I station to enhance their computer literacy skills. **Milestone's/Strategy's Expected Results/Impact:** Increase Performance by 5% Formative: Lesson Plans Observations Agendas Summative: AR Reports **Staff Responsible for Monitoring:** Administrators. Teachers Support Staff **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Teachers will implement the use of eSchools for grades and attendance. Technology such as: Excel, Microsoft, Word Power point presentations, Publisher, Eduphoria, Aware, Outlook will be implemented by teachers as per B.I.S.D. **Milestone's/Strategy's Expected Results/Impact:** Increase Performance by 5 % Formative: Agendas Summative: Progress Reports **Staff Responsible for Monitoring:** Teachers Administration **Population:** All Teachers - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Provide Computer based instruction in the foundation curriculum in order to improve at-risk student achievement, attendance and decrease the retention rate. Desktop computers, laptops and software will be purchased. Administration will also purchase computers to monitor district testing and state assessments.				
Milestone's/Strategy's Expected Results/Impact: Formative: Eschools Plus Master Schedule Computer Lab Schedules Teacher Lesson Plans Benchmark Scores Software Usage Reports Student Progress Reports Summative: STAAR Results Attendance Rate Retention Rate **Staff Responsible for Monitoring:** Campus Administration Administrator for State Compensatory Education Administrator for Special Programs **Population:** AR TI MIT LEP - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 4 - School Processes & Programs 1 **Funding Sources:** Computer Equipment - 162 State Compensatory - 162-11-6398-62-120-Y-30-000-Y, Software - 211 Title I-A - 211-23-6395-65-120-Y-30-OF2-Y, Computers - 211 Title I-A - 211-11-6398-65-120-Y-30-0F2-Y - $1,000, Computers - 211 Title I-A - 211-23-6398-62-120-Y-30-0F2-Y, Computer Equipment - 211 Title I-A				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Students will be provided access to computer lab that will support literacy, writing activities and homework assignments. Additional areas of focus may be supported as deemed necessary by the teacher, campus or district. **Milestone's/Strategy's Expected Results/Impact:** Formative: Monitor software and web based program usage Summative: STAAR scores and TELPAS Reading Scores **Staff Responsible for Monitoring:** Principal Assistant Principal Dean Campus TST Campus Teachers **Population:** All Students - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: All 2nd Grade students will be provided access to a tablet that will support literacy, writing and homework assignments. **Milestone's/Strategy's Expected Results/Impact:** Formative: Increase Performance in ELA Summative: Progress Reports Report Cards **Staff Responsible for Monitoring:** All 2nd Grade students will be provided access to a tablet that will support literacy, writing and homework assignments. **Population:** AR TI MIT LEP - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Computer Software Programs will be used by students in Grades 1-5 to improve student achievement. This includes the Renaissance Learning Accelerated Reader Software Program, Summit K-12, Smarty Ants, Living with Science, Learning A-Z, Stemscopes and supplemental computer software will be used for Kinder-5th Grade student achievement (Reading, Writing, Math, Science) Our technology software infrastructure requires maintenance in order to keep functioning. Warranty and Licenses for HATCH computers need to be purchased on an annual basis. Jamf School software licenses need to be purchased for IPADS. Projectors and Document Cameras will be purchased to replace in classrooms. Head sets for computers will be purchased to be used with computer software. **Milestone's/Strategy's Expected Results/Impact:** Formative: Usage Reports Formative: Lesson Plans Walk Throughs AR Reports Summative: STAAR Results TPRI /TEJAS LEE Results TELPAS Results C-PM Results **Staff Responsible for Monitoring:** Administrators Kinder -5th Grade Teachers TST Curriculum Specialists **Title I Schoolwide Elements:** 2.4 - **Comprehensive Support Strategy** - **Population:** TI, MI, ELL, SE, AR, GT, DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 4 - School Processes & Programs 1, 8 **Funding Sources:** General Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP3-Y, General Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP4-Y, Toner - 166 State Special Ed. - 166-11-6399-62-120-Y-23-000-Y, Software - 211 Title I-A - 211-11-6395-62-120-Y-30-OF2-Y, General Supplies - 162 State Compensatory - 162-11-6399-62-120-Y-30-000-Y	85%	90%	95%	

0% No Progress | 100% Accomplished | Continue/Modify | Discontinue

Performance Objective 1 Need Statements:

Student Learning
Need Statement 4: Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause**: Outdated or obsolete technology items.

School Processes & Programs

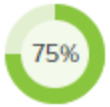
Need Statement 1: Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause**: Outdated or obsolete technology items.

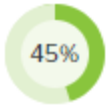
Need Statement 8: Students need to have access to tablets and IPADS for classroom/academic use. Jamf School software licenses need to be purchased on an annual basis. **Data Analysis/Root Cause**: Instruction needs to be supported through technology.

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

Performance Objective 1: Increase the overall attendance rate to 96.8% with a target of 97.5% for elementary schools, 97% for middle schools and 96% for high schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance

Evaluation Data Sources: District and campus attendance rates, At-Risk Student Attendance.

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: Del Castillo will conduct home visits and monitor absence codes to find out the reasons for students being out of school **Milestone's/Strategy's Expected Results/Impact:** Increase student attendance to 98% Formative: Daily Attendance Rate **Staff Responsible for Monitoring:** Principal Assistant Principal Parent Liaison Data Entry Clerk **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Counselor will recognize and award incentives to students with perfect attendance per week, and every six weeks and at the end of the school year. Students will be provided with incentives (Trophies, ribbons, certificates, stickers, pencils, notepads, behavior activity books, etc.) to promote perfect attendance and motivate students to be at school every day. **Milestone's/Strategy's Expected Results/Impact:** Increase student attendance to 98% Formative: Daily and Weekly Attendance Reports Awards each six weeks Summative: Yearly ADA Reports End of Year awards & recognition **Staff Responsible for Monitoring:** Administrators Classroom Teachers Counselors Parent Liaison Data Entry Clerk **Title I Schoolwide Elements:** 2.5 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 2 **Funding Sources:** Awards, trophies - 199 Local funds - 199-11-6498-00-120-Y-11-000-Y, Miscellaneous - 199 Local funds - 199-11-6499-53-120-Y-11-000-Y, Incentives - 199 Local funds - 199-31-6399-00-120-Y-99-000-Y				

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Phone calls will be made on a daily basis commencing at 8:15 a.m. by the Parent Liaison, and a home visit will be conducted after the second student absence. This includes teacher responsibility to make parent contact on a daily basis during planning periods or after school. Del Castillo Elementary will participate on Walk for the Future district activities. **Milestone's/Strategy's Expected Results/Impact:** Increase student attendance to 98% Formative: Teacher Referrals to Parent Liaison and Communication Logs Summative: Weekly Attendance Log **Staff Responsible for Monitoring:** Administration Classroom Teachers Parent Liaison **Title I Schoolwide Elements:** 2.6 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1 **Funding Sources:** Walk for the Future - 162 State Compensatory - 162-61-6399-00-120-Y-30-000-Y	85%	90%	95%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: Train Attendance Clerk and Parent Attendance Liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Parent Liaison will also communicate the importance of attendance to parents through parent meetings. **Milestone's/Strategy's Expected Results/Impact:** Increase student attendance to 98% Formative: Professional Development System Report Six Weeks Attendance Report School Messenger Notification System Report Summative: Yearly ADA Report **Staff Responsible for Monitoring:** Principal Campus PEIMS Supervisor Data Entry Clerk Parent Liaison **Population:** Data Entry Clerk Parent Liaison - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	80%	85%	95%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to improve/monitor student attendance to meet the state requirement of 97%. Teachers will contact parents, document in a phone log the reason for the absence and will fill out a home visits request after two or more absences. Parent Liaison will conduct home visits for students with excessive absences. **Data Analysis/Root Cause**: Campus attendance rate has decreased throughout the school year.
Need Statement 2: Need to improve student attendance, students need to be recognized each 6 weeks students will receive incentives (Certificates, ribbons,popcorn, snow cones, pizza parties pencils...)organized by counselor, teachers and parent liaison. **Data Analysis/Root Cause**: Campus needs to meet attendance goal

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: All campuses will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: The campus will implement intervention through the Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success. * Universal Screening *All interventions should be scientifically research based. * Documentation of interventions and progress monitoring * Use data to identify areas of need. *Monitor progress of struggling students * Adjust instruction / interventions * Review student outcome data to evaluate instruction * REVIEW 360 Tier I - A minimum of 90 minutes devoted to ELAR instruction. Tier II- 30 minutes per day in small group in addition to the core instruction. Tier III - 30 minutes per day in individual or small group instruction in addition to the core curriculum. (R, ELA, M) **Milestone's/Strategy's Expected Results/Impact:** Decrease by 5% in the number of Tier II and Tier III students compared to the 2019-2020 School Year: RTI Forms Summative: C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments Report Cards **Staff Responsible for Monitoring:** Administrators All Teachers and Support Staff **Title I Schoolwide Elements:** 2.6 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: PreK3-5th Grade students will use an A-Z Word Wall to learn academic vocabulary. The word wall will be interactive and utilized throughout the content areas. **Milestone's/Strategy's Expected Results/Impact:** Increase by 5% in Performance in the following assessments: Word Wall Formative: Benchmark Results C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS Report Card Grades **Staff Responsible for Monitoring:** Administrators All Teachers and Support Staff **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	65%	75%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development. The Dean Of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel. The Dean of Instruction will use printer ink to print out TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction. **Milestone's/Strategy's Expected Results/Impact:** Formative: Walk Throughs Lesson Plans Student Progress Reports Benchmark Scores Professional Development System Transcripts / Attendance Reports **Staff Responsible for Monitoring:** Principal Administrator for State Compensatory Education **Title I Schoolwide Elements:** 2.6 - **Population:** AR TI MI LEP - **Start Date:** July 23, 2020 - **End Date:** June 18, 2021 **Need Statements:** School Processes & Programs 7 **Funding Sources:** Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-120-Y-30-000-Y	65%	75%	95%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The Dyslexia Teacher will implement the Dyslexia Language Skill Reading Program to assist students become proficient readers by providing them with intensive, multisensory, phonetic skills, **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Lesson Plans, Student Progress Reports, Benchmark Scores Summative: STAAR Results **Staff Responsible for Monitoring:** Campus Administration Dyslexia Department Administrator for State Compensatory Education **Comprehensive Support Strategy - Population:** Dyslexia AR - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	55%	70%	95%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 2 Need Statements:

School Processes & Programs
Need Statement 7: Dean of Instruction distributes instructional materials and provides immediate feedback by conducting classroom visits and walkthroughs. **Data Analysis/Root Cause**: Dean will support At-Risk students

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)

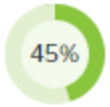
Performance Objective 3: Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 1: To promote and ensure physical fitness, students in Grades K-5th will be provided with moderated to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. P.E. equipment and supplies will be purchased to meet curriculum requirements. T.V. will be purchased for presentation. **Milestone's/Strategy's Expected Results/Impact:** 100% Fitness Assessment Data Catch Binder Schedules Formative: Classroom Observations Student Attendance Updated District Policy Summative: School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Administrators P.E. Teacher **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Student Learning 1 - School Processes & Programs 3 - Perceptions 4 **Funding Sources:** General Supplies - 199 Local funds - 199-11-6399-51-120-Y-11-000-Y				

Strategy 2 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 2: Assess student fitness in Grades 3rd-5th 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:** 100% Fitness Assessment Data Fitness Gram Schedules Formative: Classroom Observations Student Attendance Summative: School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Administrators P.E. Teacher **Comprehensive Support Strategy - Population:** TI MI ELL SE AR GT DYS - **Start Date:** April 1, 2021 - **End Date:** April 30, 2021	45%	65%	95%	

Strategy 3 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 3: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5TH by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA)< and any other indicator recommend 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:** Increase CATCH Binder by 5 points School Health Index Assessment Formative: CATCH Binder School Health Index **Staff Responsible for Monitoring:** Principal Catch Team Members **Population:** CATCH TEAMS - **Start Date:** May 3, 2021 - **End Date:** May 31, 2021	55%	65%	95%	

Strategy 4 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 4: The campus will establish teams of parents that will participate in physical activity and nutrition education throughout the year which will be known as Families in Training (FIT) in order to comply with Senate Bill 530 effective 09/01/2007. Parent Exercise Classes will be held in the Cafeteria during the a.m. hours, Fitness Room accessibility. **Milestone's/Strategy's Expected Results/Impact:** Weighted decrease by 5 lbs. School Health Index Assessment Formative: Sign-In Sheets Summative: Participant Screening Reports and Evaluations. **Staff Responsible for Monitoring:** Administrators Parent Liaison Nurse **Population:** Parent Volunteers - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

Strategy 5 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 5: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses to improve overall health in order to improve student attendance performance. Will also provide monies to purchase nurse supplies to assist student needs as they arise. **Milestone's/Strategy's Expected Results/Impact:** Student Health and Attendance Increase by 4% Nurse Log Formative: Time and Effort Logs Nurse and Health Student Referrals Summative: EOY Attendance Reports STAAR Results **Staff Responsible for Monitoring:** Administration Nurse **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Need Statements:** Demographics 1 **Funding Sources:** General Supplies - 199 Local funds - 199-33-6399-00-120-Y-99-000-Y, General Supplies - 199 Local funds - 199-33-6399-00-120-Y-99-000-Y, General Supplies - 211 Title I-A - 211-33-6399-00-120-Y-30-0F2-Y - $210, Printing Nurse - 211 Title I-A - 211-33-6399-16-120-Y-30-OF2-Y - $40	50%	65%	90%	

Strategy 6 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 6: Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll , attend, and succeed in school. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Scores and Student Progress Reports Summative: STAAR Results, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Administrators on Campus and at Homeless Youth Project **Title I Schoolwide Elements:** 2.4 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	45%	55%	90%	

Strategy 7 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 7: Implement a Food Pantry and closet at the campus to provide identified homeless and unaccompanied youth with food items, 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: Clothes and pantry inventory Summative: STAAR Results, Attendance Rate, Retention Rate **Staff Responsible for Monitoring:** Administrators on Campus and at Homeless Youth Project **Population:** AR TI LEP MI - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	50%	65%	65%	

Strategy 8 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	June
Strategy 8: Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs and during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to Homeless Youth project for future intake. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Scores and Student Progress Reports Summative: STAAR Results, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Administrators on Campus and at Homeless Youth Project **Population:** AR TI MI LEP - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021	50%	65%	75%	

0% No Progress 100% Accomplished Continue/Modify Discontinue

Performance Objective 3 Need Statements:

Demographics
Need Statement 1: Need to improve/monitor student attendance to meet the state requirement of 97%. Teachers will contact parents, document in a phone log the reason for the absence and will fill out a home visits request after two or more absences. Parent Liaison will conduct home visits for students with excessive absences. **Data Analysis/Root Cause**: Campus attendance rate has decreased throughout the school year.

Student Learning

Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

School Processes & Programs

Need Statement 3: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Perceptions

Need Statement 4: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Supplemental supplies/workbooks will be purchased to support the district curriculum for Migrant students. Supplemental supplies/workbooks will be purchased to support the district curriculum for all students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

State Compensatory

Budget for Del Castillo Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
162-116112-18-120-Y-30-000-Y	6112 Salaries or Wages for Substitute Teachers or Other Professionals	$2,000.00
162-11-6118-0-120-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$25,600.00
162-11-6118-00-120-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$3,528.00
	6100 Subtotal:	**$31,128.00**
6300 Supplies and Services		
162-11-6398-62-120-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	$30,000.00
162-11-6396-00-120-Y-30-000-Y	6399 General Supplies	$3,000.00
162-11-6399-00-120-Y30-000-Y	6399 General Supplies	$10,000.00
162-11-6399-16-120-Y-30-000-Y	6399 General Supplies	$3,000.00
162-11-6399-62-120-Y-30-000-Y	6399 General Supplies	$2,000.00
	6300 Subtotal:	**$48,000.00**

Personnel for Del Castillo Elementary

Name	Position	Program	FTE
Dean	Dean Of Instruction	State Compensatory	1.0
Teacher	Pre-Kinder	State Compensatory	0.5
Teacher	Pre-Kinder	State Compensatory	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Federal requirements for campus planning mandate that schools develop a school-wide program plan that includes all of the ten required components. The following ten components of a school-wide program are embedded with the campus improvement plan and its activities. Del Castillo Elementary school uses its Title I, State Compensatory and other funds to upgrade the entire instructional program by implementing school wide programs as authorized under the provisions of Public Law 107-110, Section 1114.

The Title I Campus Improvement Plan is based on a comprehensive needs assessment of Del Castillo Elementary that takes into account information of students' academic achievement levels in relation to the State academic standards, particularly at-risk students, or students failing to meet the challenges of the State Academic Standards and any other factors as determined by the Local Education Agency (LEA).

CNA Summary: The Comprehensive Needs Assessment is comprised of the strengths and needs ranked within each Multiple Measure of Data, which include Demographics, Students Academic Achievement, School Processes & Programs, and Perceptions. The list of data sources include the following:

- District/Campus Goals
- Texas Education Agency Accountability Summary Report
- TEA Academic Performance Report Card
- STAAR, TELPAS, TPRI, Tejas LEE, Benchmark results
- Student Groups and discipline data
- Campus Needs Assessment Surveys are completed by staff, students and parents.

The Comprehensive Needs Assessment (CNA) was developed, reviewed and revised after thorough review of multiple data sources and meetings with teachers, staff members and parents. Finalized on May 13, 2020 (SBDM Meeting)

1) Student/Parent/Staff Surveys (BISD ARE department provided the results to the campus)

2) Use of data from academic assessments (STAAR/TELPAS/TPRI Tejas LEE)

3) Data Anaysis Meetings (BOY/MOY/EOY TPRI/Tejas LEE & Benchmark results). Record of dates, agendas, sign-in sheets are kept with campus administration.

4)5th Grade 1st and 2nd administration of the Reading and Math STAAR results.

5) Number of students on RTI's and students accepted into the SPED and Dyslexia programs.

6) Number of students failing per six weeks and attending summer school based on report card grades.

The above information allowed to constantly plan for targeted skills, routines and develped interventions to meet the educational needs of all students.

Title I Schoolwide Element's Strategy:6.1.4 Conduct an Annual Title I Parent Survey to evaluate the effectiveness of District and/ or Campus Parental Involvement efforts.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

In order to develop, review and revise our campus improvement plan we conduct a needs assessment. We review surveys results from parents, teachers and students. We also use different data sources to base our decisions as an SBDM committee. The data sources include assessment and benchmark results, mobility trends, attendance, failure reports, etc. The following stakeholders addressed the needs of the CIP on May 13, 2020 include:

Petra Torres-Administrator

Maribel Salinas-Meeting Facilitator

Melba P. Rivera-Non-classroom Professional

Graciela Garcia-Classroom Teacher

Alma Gracia-Classroom Teacher

Paola Aldrete-Classroom Teacher

Vanessa Flores-Classroom Teacher

Ruby Martinez-Classroom Teacher

Martha Morales Sanchez-Classroom Teacher

Raul Sandoval-Classroom Teacher

Karla Salinas-Parent

Lucas Hall-Parent

Paola Coronado-Business Representative

Zertuche Photography-Business Representative

Gilbert Rodriguez-Community Representative

All agreed that the CIP goals would include strategies that addressed the following:

- Address the needs of all students, especially the At-Risk students
- Provide an enrichment and accelerated curriculum (Extended Day program/tutorials)
- Provide instructional opportunities for all students to master the State academic standards.
- Strengthen the academic program
- Increase the amount and quality of learning time

2.2: Regular monitoring and revision

SBDM, Grade Level teachers, and parents meet quarterly to monitor the campus improvement plan strategies and make revisions/modifications based on different sources of data.

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

The Campus Improvement Plan will be made available to parents and the community via the school's website and discussions during bi-weekly parent meetings. Upon request the campus Parent Liaison will also make the CIP (hard copy) available to parents and community and when possible help translate information in Spanish to the non-English speaking parents.

2.4: Opportunities for all children to meet State standards

Multiple opportunities will be given to all students to meet the State standards through:

- Students receive differentiated instruction through the 3-Tier model.

- Focused critical thinking skills and strategies for Literacy: fluency, academic vocabulary, and comprehension through the use of Reading Readiness, Esperanza Language Enrichment and TLI routines.
- After school tutorials and extended day.
- Provide Bilingual students with oral language skills to develop listening, speaking, reading and writing proficiency in English.
- Writing Skills to increase effective written communication.
- Supplemental research-based instructional materials available to all students.
- Tools and Scientific method during Science instruction that includes field and experimental investigations
- Language and Literacy interventions for Dyslexia students.
- Use of technology for all students (Projects, research, intervention programs)
- Early childhood education to increase literacy and school readiness.
- Provide migrant students and parents with information on how to access resources and strategies.
- Our students are also able to participate in extracurricular activities including ballroom, Club Code, chess, UIL, running club, bike club, cheerleading.

2.5: Increased learning time and well-rounded education

The Campus Improvement Plan contains instructional strategies in English Language Arts/Writing, Mathematics, Social Studies and Science that streghthen the academic program. Music, Theater Arts, and extra curriculur activites (UIL, Chess, Stock Market Games, Coding, Spelling BEE) provide opportunities to work on creative, logical thinking, problem solving, persistence, collaboration, and communication activities aligned to literacy to support understanding of various genres, develop critical thinking, multi-tasking skills and teamwork. Research based intervention tutorials and remediation strategies will be provided to students in the foundation curriculum during extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement. The goal is to increase learning time and a well-rounded education through an enriched and accelerated cuurriculum for all students.

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

We meet the different needs of all our students, particularly our at-risk students not meeting the challenging State Academic standards by providing them with research-based intervention tutorials and remediation strategies in the foundation curriculum during daily TIER III time, Extended day and/or week at least twice a week in order to decrease retention rates and improve student achievement.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

The list of individuals and their roles who assisted in the development of the Parent and Family Engagement Policy include:

- Petra Torres-Administrator
- Maribel Salinas-Administrator
- Paola Coronado-Business Representative
- Karla Salinas-Parent
- Lucas Hall-Parent

Parent and Family Engagement Policy was prepared, reviewed and revised in Spring 2019. It will be distributed via parent meeting in the Fall of 2019. Parent and Engagement Policy is prepared in English and Spanish.

3.2: Offer flexible number of parent involvement meetings

Parent Liaison conducts flexible parental involvement meetings on a weekly basis. She meets with parents to review diverse topics that affect our students everyday. She will invite members from the community, school district and our campus to present on topics of interest to the parents. Our Dean of Instruction meets several times throughout the school year to address goals and needs of our students and strategies that they can use at home with their children.

Flexible Options: Parent and Family Engagement meetings will be held on campus weekly in the AM during the school day, preferable day is Friday at 9 AM. Parent meetings will also be offered the second Wednesday of every month after 4 PM, and as requested by the majority of the parents.

Title I Personnel

Name	Position	Program	FTE
Classified	Parent Liaison	Title I-211-61-6129-00-120-Y-30-OF2-Y	1.0
Classified	Library Aide	Title I-211-12-6129-06-120-Y-30-OF2-Y	1.0
Nurse	Nurse	Title I	0.4
Teacher	Support Teacher	Tittle II-255-11-6119-01-120-Y-24-0D0-Y	1.0

2020-2021 Site Based Decision Making Committee

Committee Role	Name	Position
Meeting Facilitator	Maribel Salinas	Dean of Instruction
Administrator	Petra Torres	Principal
Classroom Teacher	Martha Morales Y2	5th Grade Teacher
Classroom Teacher	Sonia Aldape Y2	1st Grade Teacher
Parent	Karla Salinas	Parent
Classroom Teacher	Susana Carlos Y2	2nd Grade Teacher
Classified Personnel	Carol Aguirre	PK Aide
Non-classroom Professional	Melba P. Rivera Y1	Counselor
Business Representative	Zertuche Photography	Business Representative
Business Representative	Paola Coronado	Business Representative
Community Representative	Gilbert Rodriguez	Community Representative
Community Representative	Ben Avalos	Community Representative
Classroom Teacher	Rhonda J Rivera	PreK Teacher
Classroom Teacher	Alma Gracia Y1	Kinder Teacher
Classroom Teacher	Iris Sanchez Y1	3rd Grade Teacher
Classroom Teacher	Claudia Aguillon Y1	4th Grade Teacher
District-level Professional	Olivette Fisher Y1	PEIMS Specialist
Classroom Teacher	Maria C Zavala Y1	Special Ed. Teacher
Parent	Cristina Lara	Parent

Campus Funding Summary

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Copy Paper	199-11-6396-00-120-Y-11-000-Y	$0.00
1	1	2	General Supplies	199-23-6399-65-120-Y-99-000-Y	$0.00
1	1	2	General supplies	199-11-6399-00-120-Y-11-000-Y	$0.00
1	1	3	General Supplies	199-12-6399-00-120-Y-99-000-Y	$0.00
1	2	1	Extra Duty Pay Overtime	199-11-6121-51-120-Y-11-000-Y	$0.00
1	2	1	Extra Duty Pay Overtime	199-23-6121-08-120-Y-99-000-Y	$0.00
1	3	1	Rental	199-23-6269-00-120-Y-99-000-Y	$0.00
1	3	1	Transportation	199-11-6494-00-120-Y-11-000-Y	$0.00
2	1	2	General Warehouse Custodial Supplies	199-51-6315-00-120-Y-99-000-Y	$0.00
2	1	2	General Supplies Custodial	199-51-6399-00-120-Y-99-000-Y	$0.00
2	1	2	Extra Duty-Overtime	199-51-6121-47-120-Y-99-000-Y	$0.00
2	1	2	Furniture	199-23-6399-45-120-Y-99-000-Y	$0.00
3	2	2	Refreshments	199-13-6499-53-120-Y-99-000-Y	$0.00
3	2	2	Awards	199-23-6498-00-120-Y-99-000-Y	$0.00
5	2	2	General Supplies Counselor	199-31-6399-00-120-Y-99-000-Y	$0.00
6	1	1	General Supplies	199-61-6399-00-120-Y-99-000-Y	$0.00
6	1	1	Miscellaneous	199-61-6499-53-120-Y-99-000-Y	$0.00
6	1	9	Parent liaison mileage	199-61-6411-00-120-Y-99-000-Y	$0.00
7	1	2	Substitute Teachers	199-11-6112-18-120-Y-99-000-Y	$0.00
7	1	2	Counselor Travel	199-31-6411-23-120-Y-99-032-Y	$0.00
9	1	2	Awards, trophies	199-11-6498-00-120-Y-11-000-Y	$0.00
9	1	2	Miscellaneous	199-11-6499-53-120-Y-11-000-Y	$0.00
9	1	2	Incentives	199-31-6399-00-120-Y-99-000-Y	$0.00
9	3	1	General Supplies	199-11-6399-51-120-Y-11-000-Y	$0.00
9	3	5	General Supplies	199-33-6399-00-120-Y-99-000-Y	$0.00
9	3	5	General Supplies	199-33-6399-00-120-Y-99-000-Y	$0.00

199 Local funds					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$16,855.00
				+/- Difference	$16,855.00

162 State Compensatory					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Substitutes Teacher Wages	162-11-6112-18-120-Y-30-0K5-Y	$0.00
1	1	2	Copy Paper	162-11-6396-00-120-Y-30-000-Y	$0.00
1	1	2	General Supplies-Printing Media Supplies	162-11-6399-16-120-Y-30-000-Y	$0.00
1	1	2	General Supplies	162-11-6399-00-120-Y-30-000-Y	$0.00
1	1	2	PreK4 State Comp. Teacher Salaries	162-11-6119-00-120-Y-34-00Y-	$0.00
1	3	1	Extra Duty Pay-SSI	162-11-6118-00-120-Y-24-SSI-Y	$0.00
1	3	1	Extra Duty Pay-Extended Day Certified	162-11-6118-00-120-Y-30-ASP-Y	$0.00
8	1	4	Computer Equipment	162-11-6398-62-120-Y-30-000-Y	$0.00
8	1	7	General Supplies	162-11-6399-62-120-Y-30-000-Y	$0.00
9	1	3	Walk for the Future	162-61-6399-00-120-Y-30-000-Y	$0.00
9	2	3	Dean of Instruction Salary	162-13-6119-00-120-Y-30-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$79,128.00
				+/- Difference	$79,128.00

166 State Special Ed.					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	2	Resource Instructional Supplies	166-11-6399-00-120-Y-23-OP4-Y	$0.00
1	1	2	PPCD Supplies	166-11-6399-00-120-Y-23-OP3-Y	$0.00
8	1	7	General Supplies	166-11-6399-00-120-Y-23-OP3-Y	$0.00
8	1	7	General Supplies	166-11-6399-00-120-Y-23-OP4-Y	$0.00
8	1	7	Toner	166-11-6399-62-120-Y-23-000-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$2,460.00
				+/- Difference	$2,460.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies	211-11-6399-00-120-Y30-OF2-Y	$21,225.00
1	1	2	Copy paper	211-11-6396-00-120-Y-30-0F2-Y	$3,500.00
1	3	1	Extra Duty Pay-Extended Day Certified	211-11-6118-00-120-Y-30-ASP-Y	$14,196.00
1	3	1	Fringe Benefits	211-11	$0.00
1	3	1	Fringe Benefits	211-13	$0.00
5	2	2	General Supplies Counselor	211-31-6399-00-120-Y-30-OF2-Y	$200.00
6	1	1	Parent Liaison Mileage	211-61-6411-00-120-Y-30-0F2-Y	$900.00
6	1	7	General Supplies	211-61-6399-00-120-Y-30-0F2-Y	$900.00
6	1	7	Miscellaneous	211-61-6499-53-120-Y-30-052-*Y	$900.00
7	1	1	Substitutes	211-13-6112-00-120-Y-30-AYP-Y	$4,000.00
7	1	2	General Supplies	211-13-6399-00-120-Y-30-AYP-Y	$2,489.00
7	1	2	Administrative PD	211-23-6497-23-120-Y30-0F2	$99.00
8	1	4	Software	211-23-6395-65-120-Y-30-OF2-Y	$0.00
8	1	4	Computers	211-11-6398-65-120-Y-30-0F2-Y	$1,000.00
8	1	4	Computers	211-23-6398-62-120-Y-30-0F2-Y	$0.00
8	1	4	Computer Equipment		$0.00
8	1	7	Software	211-11-6395-62-120-Y-30-OF2-Y	$0.00
9	3	5	General Supplies	211-33-6399-00-120-Y-30-0F2-Y	$210.00
9	3	5	Printing Nurse	211-33-6399-16-120-Y-30-OF2-Y	$40.00
				Sub-Total	$49,659.00
				Budgeted Fund Source Amount	$73,672.00
				+/- Difference	$24,013.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	263-11-6399-00-120-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,186.00
				+/- Difference	$4,186.00
				Grand Total	$49,659.00

Addendums

Definitions

"Bullying":

Bullying

1. Means a single significant act or a pattern of acts by one or more students directed at another student that exploits an imbalance of power and involves engaging in written or verbal expression, expression through electronic means, or physical conduct that satisfies the applicability requirements below and that:

    a. Has the effect or will have the effect of physically harming a student, damaging a student's property, or placing a student in reasonable fear of harm to the student's person or of damage to the student's property;

    b. Is sufficiently severe, persistent, or pervasive enough that the action or threat creates an intimidating, threatening, or abusive educational environment for a student;

    c. Materially and substantially disrupts the educational process or the orderly operation of a classroom or school; or

    d. Infringes on the rights of the victim at school; and

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

1. Bullying that occurs on or is delivered to school property or to the site of a school-sponsored or school-related activity on or off school property;

2. Bullying that occurs on a publicly or privately owned school bus or vehicle being used for transportation of students to or from school or a school-sponsored or school-related activity; and

3. Cyberbullying that occurs off school property or outside of a school-sponsored or school-related activity if the cyberbullying:

    a. Interferes with a student's educational opportunities; or

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

Policy

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

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

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

Internet Posting

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

Prevention and Mediation

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

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

Education Code 37.0832

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **DEL CASTILLO EL**

Campus Number: **031901120**

2019 Accountability Rating: **B**

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TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
STAAR Performance Rates by Tested Grade, Subject, and Performance Level																	
Grade 3 Reading																	
At Approaches Grade Level or Above	2019	76%	80%	**80%**	-	80%	-	-	-	-	-	*	-	80%	*	79%	83%
	2018	77%	80%	**67%**	-	67%	-	-	-	-	-	0%	-	69%	*	67%	70%
At Meets Grade Level or Above	2019	45%	46%	**52%**	-	52%	-	-	-	-	-	*	-	58%	*	52%	52%
	2018	43%	42%	**35%**	-	35%	-	-	-	-	-	0%	-	38%	*	35%	26%
At Masters Grade Level	2019	27%	26%	**18%**	-	18%	-	-	-	-	-	*	-	20%	*	17%	17%
	2018	25%	22%	**16%**	-	16%	-	-	-	-	-	0%	-	18%	*	16%	4%
Grade 3 Mathematics																	
At Approaches Grade Level or Above	2019	79%	85%	**91%**	-	91%	-	-	-	-	-	*	-	93%	*	90%	93%
	2018	78%	86%	**84%**	-	84%	-	-	-	-	-	0%	-	82%	*	84%	89%
At Meets Grade Level or Above	2019	49%	56%	**64%**	-	64%	-	-	-	-	-	*	-	70%	*	62%	62%
	2018	47%	54%	**47%**	-	47%	-	-	-	-	-	0%	-	46%	*	47%	48%
At Masters Grade Level	2019	25%	27%	**27%**	-	27%	-	-	-	-	-	*	-	30%	*	26%	28%
	2018	23%	27%	**21%**	-	21%	-	-	-	-	-	0%	-	23%	*	21%	11%
Grade 4 Reading																	
At Approaches Grade Level or Above	2019	75%	83%	**74%**	-	74%	-	-	-	-	-	13%	-	73%	80%	71%	77%
	2018	73%	79%	**72%**	-	72%	-	-	-	-	-	33%	-	71%	80%	72%	68%
At Meets Grade Level or Above	2019	44%	51%	**34%**	-	34%	-	-	-	-	-	0%	-	36%	20%	29%	27%
	2018	46%	49%	**37%**	-	37%	-	-	-	-	-	11%	-	42%	0%	37%	32%
At Masters Grade Level	2019	22%	23%	**16%**	-	16%	-	-	-	-	-	0%	-	15%	20%	11%	12%
	2018	24%	23%	**7%**	-	7%	-	-	-	-	-	0%	-	8%	0%	7%	12%
Grade 4 Mathematics																	
At Approaches Grade Level or Above	2019	75%	82%	**68%**	-	68%	-	-	-	-	-	25%	-	70%	60%	66%	69%
	2018	78%	86%	**69%**	-	69%	-	-	-	-	-	20%	-	69%	67%	69%	58%
At Meets Grade Level or Above	2019	48%	53%	**34%**	-	34%	-	-	-	-	-	0%	-	36%	20%	37%	23%
	2018	49%	56%	**24%**	-	24%	-	-	-	-	-	0%	-	26%	17%	24%	15%
At Masters Grade Level	2019	28%	30%	**16%**	-	16%	-	-	-	-	-	0%	-	18%	0%	17%	12%
	2018	27%	30%	**7%**	-	7%	-	-	-	-	-	0%	-	8%	0%	7%	8%
Grade 4 Writing																	
At Approaches Grade Level or Above	2019	67%	78%	**74%**	-	74%	-	-	-	-	-	25%	-	73%	80%	71%	77%
	2018	63%	74%	**53%**	-	53%	-	-	-	-	-	0%	-	56%	33%	53%	50%
At Meets Grade Level or Above	2019	35%	44%	**34%**	-	34%	-	-	-	-	-	0%	-	33%	40%	29%	31%
	2018	39%	48%	**29%**	-	29%	-	-	-	-	-	0%	-	33%	0%	29%	23%
At Masters Grade Level	2019	11%	14%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	11%	14%	**2%**	-	2%	-	-	-	-	-	0%	-	3%	0%	2%	0%
Grade 5 Reading^																	
At Approaches Grade Level or Above	2019	86%	91%	**83%**	-	83%	-	-	-	-	-	33%	-	85%	67%	83%	75%
	2018	84%	90%	**79%**	-	79%	-	-	-	-	-	0%	*	76%	*	79%	81%
At Meets Grade Level or Above	2019	54%	56%	**35%**	-	35%	-	-	-	-	-	0%	-	41%	0%	35%	29%
	2018	54%	59%	**38%**	-	38%	-	-	-	-	-	0%	*	34%	*	38%	31%

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**15%**	-	15%	-	-	-	-	-	0%	-	18%	0%	15%	13%
	2018	26%	28%	**24%**	-	24%	-	-	-	-	-	0%	*	24%	*	24%	19%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**90%**	-	90%	-	-	-	-	-	67%	-	94%	67%	90%	88%
	2018	91%	97%	**98%**	-	98%	-	-	-	-	-	83%	*	97%	*	98%	100%
At Meets Grade Level or Above	2019	58%	70%	**43%**	-	43%	-	-	-	-	-	11%	-	44%	33%	43%	38%
	2018	58%	74%	**60%**	-	60%	-	-	-	-	-	17%	*	62%	*	60%	66%
At Masters Grade Level	2019	36%	46%	**23%**	-	23%	-	-	-	-	-	0%	-	24%	17%	23%	21%
	2018	30%	43%	**26%**	-	26%	-	-	-	-	-	0%	*	26%	*	26%	25%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**54%**	-	54%	-	-	-	-	-	11%	-	58%	33%	54%	48%
	2018	76%	85%	**79%**	-	79%	-	-	-	-	-	0%	*	77%	*	79%	84%
At Meets Grade Level or Above	2019	49%	60%	**31%**	-	31%	-	-	-	-	-	0%	-	33%	17%	31%	13%
	2018	41%	51%	**40%**	-	40%	-	-	-	-	-	0%	*	41%	*	40%	38%
At Masters Grade Level	2019	24%	28%	**10%**	-	10%	-	-	-	-	-	0%	-	12%	0%	10%	9%
	2018	17%	20%	**23%**	-	23%	-	-	-	-	-	0%	*	23%	*	23%	25%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**77%**	-	77%	-	-	-	-	-	28%	-	79%	66%	76%	77%
	2018	77%	78%	**75%**	-	75%	-	-	-	-	-	18%	*	75%	76%	75%	76%
At Meets Grade Level or Above	2019	50%	52%	**41%**	-	41%	-	-	-	-	-	2%	-	45%	17%	40%	35%
	2018	48%	49%	**39%**	-	39%	-	-	-	-	-	4%	*	40%	24%	39%	36%
At Masters Grade Level	2019	24%	23%	**16%**	-	16%	-	-	-	-	-	0%	-	18%	5%	15%	14%
	2018	22%	21%	**16%**	-	16%	-	-	-	-	-	0%	*	16%	8%	16%	14%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**79%**	-	79%	-	-	-	-	-	22%	-	79%	73%	78%	78%
	2018	74%	74%	**73%**	-	73%	-	-	-	-	-	16%	*	72%	77%	73%	74%
At Meets Grade Level or Above	2019	48%	47%	**41%**	-	41%	-	-	-	-	-	0%	-	46%	7%	39%	37%
	2018	46%	44%	**37%**	-	37%	-	-	-	-	-	5%	*	38%	23%	37%	30%
At Masters Grade Level	2019	21%	18%	**16%**	-	16%	-	-	-	-	-	0%	-	18%	7%	15%	14%
	2018	19%	17%	**16%**	-	16%	-	-	-	-	-	0%	*	17%	8%	16%	12%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**84%**	-	84%	-	-	-	-	-	44%	-	86%	67%	83%	84%
	2018	81%	85%	**83%**	-	83%	-	-	-	-	-	33%	*	83%	86%	83%	84%
At Meets Grade Level or Above	2019	52%	57%	**48%**	-	48%	-	-	-	-	-	6%	-	51%	20%	48%	42%
	2018	50%	55%	**44%**	-	44%	-	-	-	-	-	5%	*	44%	36%	44%	45%
At Masters Grade Level	2019	26%	31%	**22%**	-	22%	-	-	-	-	-	0%	-	24%	7%	22%	20%
	2018	24%	28%	**18%**	-	18%	-	-	-	-	-	0%	*	19%	7%	18%	15%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**74%**	-	74%	-	-	-	-	-	25%	-	73%	80%	71%	77%
	2018	66%	71%	**53%**	-	53%	-	-	-	-	-	0%	-	56%	33%	53%	50%
At Meets Grade Level or Above	2019	38%	44%	**34%**	-	34%	-	-	-	-	-	0%	-	33%	40%	29%	31%
	2018	41%	45%	**29%**	-	29%	-	-	-	-	-	0%	-	33%	0%	29%	23%
At Masters Grade Level	2019	14%	15%	**0%**	-	0%	-	-	-	-	-	0%	-	0%	0%	0%	0%
	2018	13%	13%	**2%**	-	2%	-	-	-	-	-	0%	-	3%	0%	2%	0%

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus STAAR Performance

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**54%**	-	54%	-	-	-	-	-	11%	-	58%	33%	54%	48%
	2018	80%	82%	**79%**	-	79%	-	-	-	-	-	0%	*	77%	*	79%	84%
At Meets Grade Level or Above	2019	54%	55%	**31%**	-	31%	-	-	-	-	-	0%	-	33%	17%	31%	13%
	2018	51%	51%	**40%**	-	40%	-	-	-	-	-	0%	*	41%	*	40%	38%
At Masters Grade Level	2019	25%	21%	**10%**	-	10%	-	-	-	-	-	0%	-	12%	0%	10%	9%
	2018	23%	19%	**23%**	-	23%	-	-	-	-	-	0%	*	23%	*	23%	25%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Progress

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
School Progress Domain - Academic Growth Score by Grade and Subject																	
Grade 4 ELA/Reading	2019	61	69	**64**	-	64	-	-	-	-	-	38	-	64	70	61	63
	2018	63	65	**68**	-	68	-	-	-	-	-	63	-	66	80	68	69
Grade 4 Mathematics	2019	65	64	**50**	-	50	-	-	-	-	-	63	-	48	60	50	46
	2018	65	66	**49**	-	49	-	-	-	-	-	50	-	47	58	49	44
Grade 5 ELA/Reading	2019	81	78	**79**	-	79	-	-	-	-	-	72	-	79	75	79	75
	2018	80	81	**80**	-	80	-	-	-	-	-	80	*	80	*	80	83
Grade 5 Mathematics	2019	83	88	**85**	-	85	-	-	-	-	-	100	-	85	83	85	88
	2018	81	87	**92**	-	92	-	-	-	-	-	100	*	92	*	92	92
All Grades Both Subjects	2019	69	69	**70**	-	70	-	-	-	-	-	69	-	69	73	70	68
	2018	69	71	**72**	-	72	-	-	-	-	-	70	*	72	74	72	74
All Grades ELA/Reading	2019	68	67	**72**	-	72	-	-	-	-	-	56	-	72	73	71	69
	2018	69	69	**74**	-	74	-	-	-	-	-	69	*	73	78	74	77
All Grades Mathematics	2019	70	71	**68**	-	68	-	-	-	-	-	82	-	67	73	69	66
	2018	70	72	**71**	-	71	-	-	-	-	-	70	*	71	70	71	71

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Prior Year and Student Success Initiative

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**47%**	-	47%	-	-	-	-	-	14%	47%	41%
	2018	38%	44%	**38%**	-	38%	-	-	-	-	-	*	38%	35%
Mathematics	2019	45%	57%	**52%**	-	52%	-	-	-	-	-	40%	50%	58%
	2018	47%	57%	**48%**	-	48%	-	-	-	-	-	*	48%	46%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	78%	84%	**66%**	-	66%	-	-	-	-	-	11%	66%	47%
Students Requiring Accelerated Instruction	2019	22%	16%	**34%**	-	34%	-	-	-	-	-	89%	34%	53%
STAAR Cumulative Met Standard	2019	86%	91%	**80%**	-	80%	-	-	-	-	-	33%	80%	65%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration	2019	83%	92%	**80%**	-	80%	-	-	-	-	-	33%	80%	71%
Students Requiring Accelerated Instruction	2019	17%	8%	**20%**	-	20%	-	-	-	-	-	67%	20%	29%
STAAR Cumulative Met Standard	2019	90%	96%	**90%**	-	90%	-	-	-	-	-	67%	90%	88%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus STAAR Performance
Bilingual Education/English as a Second Language

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**77%**	70%	70%	-	-	-	-	-	-	-	70%	70%
	2018	77%	78%	**75%**	64%	64%	-	-	-	-	-	-	-	64%	64%
At Meets Grade Level or Above	2019	50%	52%	**41%**	27%	27%	-	-	-	-	-	-	-	27%	27%
	2018	48%	49%	**39%**	23%	23%	-	-	-	-	-	-	-	23%	23%
At Masters Grade Level	2019	24%	23%	**16%**	10%	10%	-	-	-	-	-	-	-	10%	10%
	2018	22%	21%	**16%**	6%	6%	-	-	-	-	-	-	-	6%	6%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**79%**	70%	70%	-	-	-	-	-	-	-	70%	70%
	2018	74%	74%	**73%**	56%	56%	-	-	-	-	-	-	-	56%	56%
At Meets Grade Level or Above	2019	48%	47%	**41%**	30%	30%	-	-	-	-	-	-	-	30%	30%
	2018	46%	44%	**37%**	13%	13%	-	-	-	-	-	-	-	13%	13%
At Masters Grade Level	2019	21%	18%	**16%**	11%	11%	-	-	-	-	-	-	-	11%	11%
	2018	19%	17%	**16%**	4%	4%	-	-	-	-	-	-	-	4%	4%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**84%**	81%	81%	-	-	-	-	-	-	-	81%	81%
	2018	81%	85%	**83%**	78%	78%	-	-	-	-	-	-	-	78%	78%
At Meets Grade Level or Above	2019	52%	57%	**48%**	32%	32%	-	-	-	-	-	-	-	32%	32%
	2018	50%	55%	**44%**	39%	39%	-	-	-	-	-	-	-	39%	39%
At Masters Grade Level	2019	26%	31%	**22%**	13%	13%	-	-	-	-	-	-	-	13%	13%
	2018	24%	28%	**18%**	6%	6%	-	-	-	-	-	-	-	6%	6%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**74%**	57%	57%	-	-	-	-	-	-	-	57%	57%
	2018	66%	71%	**53%**	31%	31%	-	-	-	-	-	-	-	31%	31%
At Meets Grade Level or Above	2019	38%	44%	**34%**	14%	14%	-	-	-	-	-	-	-	14%	14%
	2018	41%	45%	**29%**	13%	13%	-	-	-	-	-	-	-	13%	13%
At Masters Grade Level	2019	14%	15%	**0%**	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	13%	13%	**2%**	0%	0%	-	-	-	-	-	-	-	0%	0%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**54%**	40%	40%	-	-	-	-	-	-	-	40%	40%
	2018	80%	82%	**79%**	76%	76%	-	-	-	-	-	-	-	76%	76%
At Meets Grade Level or Above	2019	54%	55%	**31%**	7%	7%	-	-	-	-	-	-	-	7%	7%
	2018	51%	51%	**40%**	19%	19%	-	-	-	-	-	-	-	19%	19%
At Masters Grade Level	2019	25%	21%	**10%**	0%	0%	-	-	-	-	-	-	-	0%	0%
	2018	23%	19%	**23%**	14%	14%	-	-	-	-	-	-	-	14%	14%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**70%**	67%	67%	-	-	-	-	-	-	-	67%	67%
	2018	69%	71%	**72%**	76%	76%	-	-	-	-	-	-	-	76%	76%
All Grades ELA/Reading	2019	68%	67%	**72%**	70%	70%	-	-	-	-	-	-	-	70%	70%
	2018	69%	69%	**74%**	79%	79%	-	-	-	-	-	-	-	79%	79%
All Grades Mathematics	2019	70%	71%	**68%**	63%	63%	-	-	-	-	-	-	-	63%	63%
	2018	70%	72%	**71%**	74%	74%	-	-	-	-	-	-	-	74%	74%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**47%**	41%	41%	-	-	-	-	-	-	-	41%	41%
	2018	38%	44%	**38%**	35%	35%	-	-	-	-	-	-	-	35%	35%
Mathematics	2019	45%	57%	**52%**	58%	58%	-	-	-	-	-	-	-	58%	58%
	2018	47%	57%	**48%**	46%	46%	-	-	-	-	-	-	-	46%	46%

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**89%**	-	89%	-	-	-	-	-	91%	90%	82%
Not Included in Accountability													
Mobile	4%	2%	**9%**	-	9%	-	-	-	-	-	9%	8%	14%
Other Exclusions	1%	2%	**2%**	-	2%	-	-	-	-	-	0%	2%	4%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**89%**	-	89%	-	-	-	-	-	95%	91%	83%
Not Included in Accountability													
Mobile	4%	3%	**10%**	-	10%	-	-	-	-	-	5%	8%	15%
Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Attendance, Graduation, and Dropout Rates

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**96.3%**	-	96.3%	*	-	-	-	-	95.3%	96.3%	96.0%
2016-17	95.7%	95.8%	**96.5%**	-	96.5%	*	-	-	-	-	96.1%	96.5%	96.3%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	0.4%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.5%	0.1%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.9%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2015													
Graduated	91.8%	95.2%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	1.0%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.7%	4.2%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.8%	95.5%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.3%	95.8%	-	-	-	-	-	-	-	-	-	-	-
4-Year Federal Graduation Rate Without Exclusions (Gr 9-12)													
Class of 2018	90.0%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	89.7%	90.5%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Longitudinal Rate)													
Class of 2018	68.5%	85.7%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	88.5%	96.3%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Longitudinal Rate)													
Class of 2018	5.0%	3.6%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	6.0%	13.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	82.0%	93.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	60.8%	73.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Longitudinal Rate)													
Class of 2018	86.8%	96.8%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017	85.9%	96.2%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP Graduates (Annual Rate)													
2017-18	37.7%	58.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	87.2%	95.1%	-	-	-	-	-	-	-	-	-	-	-
FHSP-E Graduates (Annual Rate)													
2017-18	4.9%	3.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	7.2%	24.2%	-	-	-	-	-	-	-	-	-	-	-
FHSP-DLA Graduates (Annual Rate)													
2017-18	81.5%	94.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	56.5%	52.7%	-	-	-	-	-	-	-	-	-	-	-
RHSP/DAP/FHSP-E/FHSP-DLA Graduates (Annual Rate)													
2017-18	85.1%	96.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	84.0%	94.1%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Graduation Profile

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

	Campus Count	Campus Percent	District Count	State Count
Graduates (2017-18 Annual Graduates)				
Total Graduates	-	-	3,253	347,893
By Ethnicity:				
African American	-	-	4	43,502
Hispanic	-	-	3,215	173,272
White	-	-	25	107,052
American Indian	-	-	0	1,226
Asian	-	-	9	15,589
Pacific Islander	-	-	0	528
Two or More Races	-	-	0	6,724
By Graduation Type:				
Minimum H.S. Program	-	-	61	5,855
Recommended H.S. Program/Distinguished Achievement Program	-	-	87	3,538
Foundation H.S. Program (No Endorsement)	-	-	113	49,432
Foundation H.S. Program (Endorsement)	-	-	110	16,542
Foundation H.S. Program (DLA)	-	-	2,882	272,526
Special Education Graduates	-	-	286	25,962
Economically Disadvantaged Graduates	-	-	3,134	166,956
LEP Graduates	-	-	405	21,359
At-Risk Graduates	-	-	1,769	144,805

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	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
College, Career, and Military Ready Graduates (Student Achievement) * **													
College, Career, or Military Ready (Annual Graduates)													
2017-18	65.5%	67.4%	-	-	-	-	-	-	-	-	-	-	-
College Ready Graduates * **													
College Ready (Annual Graduates)													
2017-18	50.0%	51.9%	-	-	-	-	-	-	-	-	-	-	-
TSI Criteria Graduates (Annual Graduates)													
English Language Arts													
2017-18	58.2%	61.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	46.0%	49.9%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	42.1%	44.9%	-	-	-	-	-	-	-	-	-	-	-
Dual Course Credits (Annual Graduates)													
Any Subject													
2017-18	20.7%	20.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.9%	18.7%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Met Criteria in Any Subject (Annual Graduates)													
Any Subject													
2017-18	20.4%	18.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	20.1%	22.4%	-	-	-	-	-	-	-	-	-	-	-
Associate's Degree													
Associate's Degree (Annual Graduates)													
2017-18	1.4%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	0.0%	-	-	-	-	-	-	-	-	-	-	-
OnRamps Course Credits (Annual Graduates)													
2017-18	1.0%	0.0%	-	-	-	-	-	-	-	-	-	-	-
Career/Military Ready Graduates													
Career or Military Ready (Annual Graduates)													
2017-18	28.7%	36.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	13.2%	22.8%	-	-	-	-	-	-	-	-	-	-	-
Approved Industry-Based Certification (Annual Graduates)													
2017-18	4.8%	4.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.7%	4.0%	-	-	-	-	-	-	-	-	-	-	-
Graduate with Completed IEP and Workforce Readiness (Annual Graduates)													
2017-18	1.7%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.0%	0.4%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence Coursework Aligned with Industry-Based Certifications (Annual Graduates)													
2017-18	38.7%	53.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	17.3%	37.2%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

2018-19 Campus College, Career, and Military Readiness (CCMR)

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
U.S. Armed Forces Enlistment (Annual Graduates)													
2017-18	4.3%	4.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	2.2%	1.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates under an Advanced Degree Plan and Identified as a current Special Education Student (Annual Graduates)													
2017-18	2.6%	4.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates with Level I or Level II Certificate (Annual Graduates)													
2017-18	0.6%	0.0%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.5%	0.0%	-	-	-	-	-	-	-	-	-	-	-

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
TSIA Results (Graduates >= Criterion) (Annual Graduates)													
Reading													
2017-18	32.1%	54.8%	-	-	-	-	-	-	-	-	-	-	-
2016-17	23.4%	53.1%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	23.7%	44.4%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.8%	45.4%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	18.1%	39.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	12.9%	39.0%	-	-	-	-	-	-	-	-	-	-	-
CTE Coherent Sequence (Annual Graduates)													
2017-18	58.4%	82.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	50.5%	81.8%	-	-	-	-	-	-	-	-	-	-	-
Completed and Received Credit for College Prep Courses (Annual Graduates)													
English Language Arts													
2017-18	2.0%	1.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.8%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	3.9%	4.6%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.4%	2.3%	-	-	-	-	-	-	-	-	-	-	-
Both Subjects													
2017-18	0.9%	0.7%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.2%	0.2%	-	-	-	-	-	-	-	-	-	-	-
AP/IB Results (Participation) (Grades 11-12)													
All Subjects													
2018	25.8%	24.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	26.2%	31.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	15.3%	15.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.9%	23.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	7.3%	2.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	7.2%	3.3%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	10.8%	5.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	10.9%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	14.5%	13.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	15.0%	22.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
AP/IB Results (Examinees >= Criterion) (Grades 11-12)													
All Subjects													
2018	50.7%	27.6%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	49.1%	23.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2018	42.5%	14.2%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.3%	8.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2018	52.8%	14.8%	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
SAT/ACT Results (Annual Graduates) ***													
Tested													
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a
Average SAT Score (Annual Graduates) ***													
All Subjects													
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a
Average ACT Score (Annual Graduates) ***													
All Subjects													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Advanced Dual-Credit Course Completion (Grades 9-12)													
Any Subject													
2017-18	43.4%	49.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	37.1%	47.1%	-	-	-	-	-	-	-	-	-	-	-
English Language Arts													
2017-18	17.3%	26.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	16.8%	29.4%	-	-	-	-	-	-	-	-	-	-	-
Mathematics													
2017-18	20.7%	24.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	19.5%	19.8%	-	-	-	-	-	-	-	-	-	-	-
Science													
2017-18	21.2%	18.3%	-	-	-	-	-	-	-	-	-	-	-
2016-17	5.7%	2.5%	-	-	-	-	-	-	-	-	-	-	-
Social Studies													
2017-18	22.8%	24.9%	-	-	-	-	-	-	-	-	-	-	-
2016-17	21.8%	25.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates Enrolled in Texas Institution of Higher Education (TX IHE)													
2016-17	54.6%	59.3%	-	-	-	-	-	-	-	-	-	-	-
2015-16	54.7%	56.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates in TX IHE Completing One Year Without Enrollment in a Developmental Education Course													
2016-17	59.2%	63.5%	-	-	-	-	-	-	-	-	-	-	-
2015-16	55.7%	62.5%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

Student Information	Campus Count	Campus Percent	District	State
Total Students	337	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	7	2.1%	0.2%	0.3%
Pre-Kindergarten	59	17.5%	8.0%	4.4%
Kindergarten	42	12.5%	5.9%	6.9%
Grade 1	47	13.9%	6.8%	7.1%
Grade 2	54	16.0%	6.6%	7.2%
Grade 3	47	13.9%	6.5%	7.3%
Grade 4	40	11.9%	6.9%	7.6%
Grade 5	41	12.2%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	335	99.4%	98.3%	52.6%
White	2	0.6%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	323	95.8%	88.5%	60.6%
Non-Educationally Disadvantaged	14	4.2%	11.5%	39.4%
Section 504 Students	11	3.3%	8.7%	6.5%
English Learners (EL)	182	54.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	6	1.8%	5.4%	3.6%
At-Risk	253	75.1%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	50			
By Type of Primary Disability				
Students with Intellectual Disabilities	25	50.0%	55.3%	42.4%
Students with Physical Disabilities	10	20.0%	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	6	12.0%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	70	23.6%	15.0%	15.4%

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus Student Information

Student Information	Campus Count	Campus Percent	District	State
By Ethnicity:				
African American	0	0.0%		
Hispanic	70	23.6%		
White	0	0.0%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	Non-Special Education Rates: Campus	Non-Special Education Rates: District	Non-Special Education Rates: State	Special Education Rates: Campus	Special Education Rates: District	Special Education Rates: State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	11.1%	4.3%	6.2%
Grade 1	6.3%	10.7%	3.1%	27.3%	16.2%	5.5%
Grade 2	7.7%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	6.7%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	8.3%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	2.4%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	16.9	19.2	18.9
Grade 1	19.7	17.8	18.8
Grade 2	14.3	17.8	18.7
Grade 3	14.0	19.2	18.9
Grade 4	17.6	21.6	19.2
Grade 5	13.1	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus Count/Average	Campus Percent	District	State
Total Staff	38.8	100.0%	100.0%	100.0%
Professional Staff:	29.3	75.5%	56.5%	64.1%
Teachers	23.8	61.4%	44.0%	49.8%
Professional Support	3.2	8.1%	9.5%	10.1%
Campus Administration (School Leadership)	2.3	6.0%	2.9%	3.0%
Educational Aides:	9.5	24.5%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	0.0	n/a	11.0	1,097.0
Total Minority Staff:	36.8	94.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	21.8	91.6%	90.3%	27.7%
White	2.0	8.4%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	2.6	11.0%	32.0%	23.8%
Females	21.2	89.0%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	20.9	87.8%	79.4%	73.6%
Masters	2.9	12.2%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	2.0	8.4%	2.7%	7.0%
1-5 Years Experience	2.0	8.4%	14.3%	28.9%
6-10 Years Experience	6.3	26.6%	17.6%	19.0%
11-20 Years Experience	10.6	44.5%	39.3%	29.3%
Over 20 Years Experience	2.9	12.1%	26.0%	15.7%
Number of Students per Teacher	14.1	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	3.0	8.8	6.3
Average Years Experience of Principals with District	3.0	8.4	5.4
Average Years Experience of Assistant Principals	8.5	8.4	5.3
Average Years Experience of Assistant Principals with District	8.5	8.2	4.7
Average Years Experience of Teachers:	14.1	15.1	11.1
Average Years Experience of Teachers with District:	13.8	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	$66,131	$49,007	$47,218
1-5 Years Experience	$92,854	$49,170	$50,408
6-10 Years Experience	$48,035	$50,423	$52,786
11-20 Years Experience	$59,602	$55,575	$56,041
Over 20 Years Experience	$68,346	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$60,917	$55,810	$54,122
Professional Support	$62,932	$67,073	$64,069
Campus Administration (School Leadership)	$77,981	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Total Students: 337
Grade Span: EE - 05
School Type: Elementary

Program Information	Campus Count	Campus Percent	District	State
Student Enrollment by Program:				
Bilingual/ESL Education	182	54.0%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	28	8.3%	12.0%	8.1%
Special Education	50	14.8%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.0	4.3%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.5	2.1%	0.5%	2.0%
Regular Education	19.1	80.3%	78.8%	71.4%
Special Education	3.2	13.3%	11.4%	9.1%
Other	0.0	0.0%	0.2%	3.6%

'^' Indicates that rates for reading and mathematics are based on the cumulative results from the first and second administrations of STAAR.
'*' Indicates results are masked due to small numbers to protect student confidentiality.
'**' When only one student disability group is masked, then the second smallest student disability group is masked regardless of size.
'***' Due to changes in the evaluation of SAT/ACT results (for 2017-18 the best result was used, rather than the most recent), 2016-17 SAT/ACT results are not comparable and, where applicable, are not shown.
'-' Indicates there are no students in the group.
'n/a' Indicates data reporting is not applicable for this group.
'?' Indicates that the data for this item were statistically improbable or were reported outside a reasonable range.

Link to: PEIMS Financial Standard Reports 2017-18 Financial Actual Report

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **DEL CASTILLO 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 75% to 80% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
76%	77%	78%	79%	80%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	75%	76%	91%	9%
2021	76%	77%	92%	10%
2022	77%	78%	93%	11%
2023	78%	79%	94%	12%
2024	79%	80%	95%	13%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1 — Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	85%	86%	100%	28%
2021	86%	87%	100%	29%
2022	87%	88%	100%	30%
2023	88%	89%	100%	31%
2024	89%	90%	100%	32%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **DEL CASTILLO 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 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 — Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 91% to 96% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
92%	93%	94%	95%	96%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	92%	92%	95%
2021	93%	93%	96%
2022	94%	94%	97%
2023	95%	95%	98%
2024	96%	96%	99%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **DEL CASTILLO 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 89% to 94% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
90%	91%	92%	93%	94%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	89%	89%	88%
2021	90%	90%	89%
2022	91%	91%	90%
2023	92%	92%	91%
2024	93%	93%	92%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **DEL CASTILLO 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 46% to 51% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
47%	48%	49%	50%	51%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	48%	50%	50%	21%
2021	49%	51%	51%	22%
2022	50%	52%	52%	23%
2023	51%	53%	53%	24%
2024	52%	54%	54%	25%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **DEL CASTILLO EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 37% to 42% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
38%	39%	40%	41%	42%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	36%	36%	40%
2021	37%	37%	41%
2022	38%	38%	42%
2023	39%	39%	43%
2024	40%	40%	44%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 35% to 40% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
36%	37%	38%	39%	40%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	34%	29%	32%
2021	35%	30%	33%
2022	36%	31%	34%
2023	37%	32%	35%
2024	38%	33%	36%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD** Campus: **DEL CASTILLO EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 52% to 57% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
53%	54%	55%	56%	57%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	53%	53%	53%	
2021	54%	54%	54%	1%
2022	55%	55%	55%	2%
2023	56%	56%	56%	3%
2024	57%	57%	57%	4%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade — Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 64% to 69% by June 2024.

Yearly Target Goals

2020	2021	2022	2023	2024
65%	66%	67%	68%	69%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	65%	63%	63%	
2021	66%	64%	64%	1%
2022	67%	65%	65%	2%
2023	68%	66%	66%	3%
2024	69%	67%	67%	4%

Minimum size criteria set to 10 or more students.

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Report Filter(s): SchoolYear: 2019-2020