Brownsville Independent School District

Pena Elementary

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Mathematics
Academic Achievement in Science
Postsecondary Readiness

Board Approval Date: November 6, 2019
Public Presentation Date: November 6, 2019

Mission Statement

Raquel Peña Elementary will provide a challenging and engaging curriculum for all students. School educators and parents will

work collaboratively to promote a learning environment of respect and unity,where students take responsibility for their own educational success.

Vision

Raquel Peña Elementary will be a campus that will produce responsible students who will be able to reason critically and

become productive members of the school and the community. School staff will have high learning expectations for all learners.

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

Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

Table of Contents

Comprehensive Needs Assessment

Revised/Approved: May 16, 2019

Needs Assessment Overview

Peña Elementary School is located in Brownsville, Texas. Peña Elementary School is one of thirty-six elementary schools in Brownsville ISD. The campus was built in 2009 with no classrooms added in the ensuing years. The main campus was originally comprised of 44 classrooms, a cafeteria, library, and gymnasium. No new buildings have been added to Peña Elementary.

The student population at Peña Elementary School is approximately 557 and serves students in grades Pre Kinder through Fifth Grade. According to the PEIMS Data Review of our campus profile, 98% of the student population is Hispanic and 90% are identified as Economically Disadvantaged and 72% are identified as At Risk. Many of our students are first generation Mexican immigrants, 44% are classified as Limited English Proficient and a majority are bilingual. In addition, 68% of our students come from homes that participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Peña Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area including instructional technology, Music, Safe School Curriculum and CATCH program. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, Migrant, and At Risk populations. All students are provided instruction with the yearly goal to meet or exceed the following percent on the State of Texas Assessments of Academic Readiness (STAAR):90% Approaching Level, 60% Meets Level and 30% Masters Level.

Peña Elementary campus initiatives include the following:

1. STEAM designated campus.
2. Extended Day Program
3. Early Childhood Full Time 3 Year Old Program
4. Read Naturally Fluency Program 1st-5th
5. Technology Support Programs for K-5th (Spelling City/Education Galaxy/Accelerated Reader)
6. Bully Free Zone Awareness Program
7. Early implementation of At-Risk for 1st- 5th grades.
8. Student of the Week Recognition.
9. Community Engagement Programs such as Fitbit Unicef 5th Grade Project, Leukemia Pennies for Patients, Cerebral Palsy Awareness, Autism Awareness Month.
10. Technology Integration in all classrooms through IPADs (K-5th Grade) and Computers on Wheels (3rd, 4th and 5th)

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

Annual Campus Goals

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

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

- 90% of students taking the Reading section of STAAR will meet or exceed the Approaching level.
- 90% of the 2nd grade students taking the district assigned Norm Referenced assessment will meet or exceed the required 40% achievement level.
- 90% of the students in Kinder – 2nd grade will master the TPRI/Tejas Lee Assessment.

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

- 90% of students taking the Math section of STAAR will meet or exceed the Approaching level.
- 90% of students taking the Science section of STAAR will meet or exceed the Approaching level.
- 90% of the students at Peña Elementary will develop math and science concepts through a 50/50 hands-on and inquiry-based activity plan.

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

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

Demographics

Demographics Summary

The student population at Peña Elementary School is approximately 557 as of PEIMS Snapshot (October 26, 2018) and serves students in grades Pre Kinder through Fifth Grade. According to the PEIMS Fall Submission Report Data Review of our campus profile, student population includes: Hispanic 98%, White <1%, African American <1%, Economically disadvantaged 90% (499), Limited English Proficient 44% (243), At-Risk 72% (399), Migrant 1.4% (8), Gifted and Talented <7.3% (41), Special Education <9.9 % (55). Enrollment numbers for Pena Elementary have shown an decrease over the last year. A decrease has been noted in all populations. The mobility rate from home campus to neighboring campus or within the district is high. Based on the 2019 EOY Summer School recommendations, the promotions percentages are as follows:

	Passing Rates			
	2018-2019		**2019-2020**	
1st Grade	**89%**	54/61 Students	93%	64/69
2nd Grade	**93%**	62/67 Students	96%	51/53
3rd Grade	**73%**	51/70 Students	88%	64/73
4th Grade	**76%**	73/96 Students	90%	66/73
5th Grade	**96%**	95/99 Students	93%	97/104

There was a significant improvement in the retention rate from last year. During the '17-'18 school year 23% of the students in grades 1-5 were retained. During the '18-'19 School Year, only 15% of the students in the same grade levels aforementioned were retained and were recommended for summer school. Attendance Percentage for the 2018-2019 school year on PEIMS snapshot day was 96.03%. Attendance has been a challenge for Peña Elementary since it opened in 2009 but has shown some improvements with campus based and district based attendance incentives. The average class size is 22:1 for K-4th grade. PK3 and-5th grade do average size is above 22:1. A class-size reduction teacher supports the 5th grade team. Raquel Peña Elementary students reside in the East side near the Port of Brownsville. The academic instructional line for students is Garcia Middle School and students are zoned to Rivera High School.

Demographics Strengths

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

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

(Demographic Needs 2019)

1. Increase Campus Enrollment

2. Increase the number of Bilingual Students meeting TELPAS Passing Criteria to Exit Program

4. Increase the number of Bilingual Students existing early the bilingual program.

3. Increase the number of students participating in CHESS, DI, Ballroom Dancing, and other Extra- Curricluar Activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Increase campus enrollment. **Root Cause:** Parents are choosing other options for schooling such as charter schools/other public schools in town.

Student Academic Achievement

Student Academic Achievement Summary

With the increased rigor of STAAR, professional development and curriculum support is provided in order for teacher to identify root problems leading to students not meeting campus, district and state standards. Professional development using **STAAR Curriculum Support Training** from Region One allows for the campus to better analyze preliminary reports of scores and make appropriate adjustments to instruction on a timely manner.

Teachers implement the district's curriculum and supplement it with additional resources addressing STAAR expectations. The resources vary depending on the makeup of each class. Weekly tests, grade level benchmark, campus benchmark and district benchmarks are used to measure student achievement. Furthermore, performance on the TPRI/Tejas Lee/CIRCLE CPALLS and weekly fluency trackers are used to monitor student achievement. Assessment results are used to adjust the instructional plan to meet goals on the instructional plan. Writing samples are collected on a weekly basis with lesson plans from grades PK-5th to support 4th grade composition writing to increase the number of students scoring above a rating of 6 in Expository composition and increase the percent of students Masters Grade level in STAAR Writing.

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

CIRCLE CPALLS Summary PK : Based on the 2018 – 2019 CPALLS Assessment Data the following Areas are the met percents:

PK / CPALLS English

3 Year Olds:(14 students tested) English Phonological Awareness **93%,** Rapid Letter Naming **79%**, Rapid Vocabulary Naming **100%**, Math Screener **100%**, Science Assessment **100%**

4 Year Olds: (32 students tested) English Phonological Awareness **97%**, Rapid Letter Naming **100%**, Rapid Vocabulary Naming **69%**, Math Screener **100%**, Science Assessment **97%**

PK / CPALLS Spanish

3 Year Olds: (3 students tested) Spanish Phonological Awareness **100%,** Rapid Letter Naming **67%**, Rapid Vocabulary Naming **100%**, Math Screener **100%,** Science Assessment **100%**

4 Year Olds: (25 students tested) Spanish Phonological Awareness **84%,** Rapid Letter Naming **96%**, Rapid Vocabulary Naming **32%**, Math Screener **96%,** Science Assessment **100%**

TPRI/Tejas LEE Summary K-2nd: Based on the 2018- 2019 TPRI / Tejas Lee Reports Assessment Data the following are the met percents by grade :

Kinder / TPRI: (51 students tested)

English Phonological Awareness **90%,** English Phonics **98%**, English Listening Comprehension **92%**.

Kinder / Tejas Lee: (9 Students Tested)

Spanish Phonological Awareness **67%,** Spanish Phonics **78%**, Spanish Word Reading N/A%, Spanish Listening Comprehension **67%**, Spanish Fluency N/A, Spanish Reading Comprehension **11%**.

1st Grade / TPRI : (59 Students Tested)

English Phonological Awareness **93%**, English Phonics **95%**, English Word Reading **83%**, English TPRI Fluency Goal **73%**, English Reading Comprehension **51%**.

1st Grade / Tejas Lee: (2 Students Tested)

Spanish Phonological Awareness **50%**, Spanish Phonics -**0%**, Spanish Word Reading **50%**, Spanish TPRI Fluency Goal **0%**, Spanish Reading Comprehension **50%**.

2nd Grade / TPRI: (66 Students Tested)

English Phonics **71%**, English Word Reading **82%**, English TPRI Fluency Goal **45%**, English Reading Comprehension **82%**.

2nd Grade / Tejas Lee (1 Student Tested)

Spanish Phonics **0%**, Spanish Word Reading **100%**, Spanish Tejas LEE Fluency Goal **100%**, Spanish Reading Comprehension **100%**

STAAR Summary 3rd-5th Grade

A student group that performed less than or equal to the state average, district average in any given STAAR tested content is identified as a priority.This information is based on the published 2019 Spring STAAR Results

Grouping Data Comparison	STAAR 2016			STAAR 2017			STAAR 2018			STAAR 2019		
	Approaches (Level II Satisfactory)	Meets (Post Sec. Readiness)	Masters (Advanced Standard)	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
3rd Grade Reading	88%	50%	23%	89%	42%	23%	70%	32%	14%	**93%**	**48%**	**31%**
4th Grade Reading	84%	43%	22%	72%	47%	19%	85%	53%	26%	**80%**	**41%**	**16%**

Grouping	STAAR 2016			STAAR 2017			STAAR 2018			STAAR 2019		
Data Comparison	Approaches (Level II Satisfactory)	Meets (Post Sec. Readiness)	Masters (Advanced Standard)	Approaches	Meets	Masters	Approaches	Meets	Masters	Approaches	Meets	Masters
5th Grade Reading	88%	34%	10%	93%	55%	26%	90%	63%	34%	**92%**	**59%**	**34%**
3rd Grade Math	92%	52%	19%	93%	63%	35%	90%	48%	23%	**97%**	**76%**	**48%**
4th Grade Math	74%	25%	14%	85%	44%	20%	96%	65%	31%	**79%**	**39%**	**22%**
5th Grade Math	90%	30%	19%	95%	75%	33%	100%	86%	48%	**98%**	**77%**	**57%**
4th Grade Writing	79%	4%	11%	76%	46%	7%	91%	71%	25%	**81%**	**49%**	**13%**
5th Grade Science	86%	35%	9%	81%	48%	21%	83%	47%	17%	**75%**	**53%**	**24%**
3rd-5th Reading	87%	49%	25%	84%	48%	22%	82%	50%	25%	**88%**	**51%**	**27%**
3rd-5th Math	86%	40%	20%	91%	59%	29%	96%	67%	35%	**92%**	**65%**	**44%**
All Subjects	85%	41%	20%	85%	49%	25%	88%	59%	28%	**87%**	**56%**	**31%**

The trend identified when student performance scores were compared over a period of three years is that students are progressively being able to meet the approaching state expectations for each of the content areas tested. Overall campus showed improvements in subpopulation due to targeted activities such as Instructional Rounds, Team Planning, Empowering Writers Training, campus wide writing sample collection on a weekly basis and constant monitoring and collaboration. Students showed the maintenance of performance as they progressed from 3rd grade to 4th grade and took the Reading assessment. Continued support in the New ELARS is needed to increase 3rd-5th Grade overall scores. The achievement rates of special education students compared with non-special education students is lower in the area of Reading, Math, and Writing . Increase collaboration between special education teachers and general education teachers is to continue to ensure timely interventions for students struggling students. Modeling of effective research based interventions for teachers to turn around and implement with struggling students was identified as a need based on administrative & C& I Specialist observations as well as TPRI/Tejas Lee, STAAR scores. Additional training in differentiating instruction is needed. The area of Science is a major need when reviewing campus STAAR performance. Administrative monitoring and C&I support in the area aforementioned will be in place to better support teachers in reaching all students in this area.

Assessment of the academic achievement by**2019 Accountability Summary TEC 39.053(c)(1-3) OVERALL**

Campus Performance Domain Summary					
	Scaled Score	Better of School Progress Part A or Part B	Better of Student Achievement or School Progress	Weight	Weighted Points
Domain 1- Student Achievement	88		91	70%	63.7
Domain 2A- Academic Growth	74	91			
Domain 2B- Relative Performance	91				
Domain 3- Closing the Gaps	81			30%	24.3
Overall Score					88
Projected Rating					B

Student Academic Achievement Strengths

TEA 2019 Accountability Performance Index Report:

Based on the 2019 TEA Accountability Summary data analysis and information from surveys and daily operating observations, the following areas of strenghts are identified are listed:

- 2019 Distinction Designation in Academic Achievement in Reading- Earned
- 2019 Distinction Designation in Academic Achievement in Math- Earned
- 2019 Distinction Designation in Academic Achievement in Science -Earned
- 2019 Distinction Designation in Comparative Academic Growth- Not Earned
- 2019 Distinction Designation in Postsecondary Readiness- Earned
- 2019 Distinction Designation in Comparative Closing the Gaps- Not Earned

(Student Achievement Needs 2019)

Based on the 2018-2019 EOY campus data analysis and information from surveys and input from grade level teachers, the following areas of need are identified and listed in order of need

1. Provide instructional support/supplies/materials to address target areas of need identified on previous EOY PK CPALLS, K-2nd Grade Report, 1st-5th Grade District Checkpoints and STAAR.

2. Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science.

3. Earn Comparitive Academic Growth and Compartive Closing the Gaps Designation during the 2020 Assessment Year.

4. Conduct Data analysis using reports generated from Eduphoria,TANGO, Tango Trends and posting current performance on the Data Wall to make instructional decisions that directly target students needs.

5. Decrease the achievement gap that exists between the All Students and Subpoplulations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Did not earn comparative academic growth and comparative closing the gaps designation during the 2019 Assessment Year. **Root Cause:** Students did not show sufficient growth from Approaches to Meets to Masters.

School Processes & Programs

School Processes & Programs Summary

All teachers and instructional paraprofessionals are highly qualified. An interviewing committee is trained on a yearly basis by the school principal to interview potential candidates with a set of questions that highlight the needs for staff quality at this school. Student teachers are welcome to complete their student teaching hours at this school giving an opportunity to observe these college students as they become future candidates based on guidelines using Winocular. A grade level mentor is assigned to each new teacher to provide support. The Dean of instruction, C& I Specialist and Administration provide professional development to support learning in the classroom. In addition, new teachers are sent to two day new teacher in-service days and GT Core Hour training. Administration provides one-to-one guidance to new teachers in the areas of need. The District RTI Support Team focuses on sustainability of the RTI Process. Administration ensures that high quality instruction be delivered to all Pena students and provides support by making appropriate recommendations for successful implementations of strategies & RTI interventions.

Each grade level nominates a Site Based Decision Making committee member. Lead teachers and LPAC members are assigned by the principal to represent their grade level.

Teachers have multiple opportunities to gain professional development throughout the year. The BISD Professional Development office provides a calendar that is available to all employees through the Professional Development System indicating the sessions available. The campus also assigns teachers from each grade level to leadership roles that require specific training. This training is provided by the different district departments as DEIC approved days. At the beginning of the school year, all staff members are provided with the PD requirements in a back to school two day in-service with a range of topics that includes Employee Code of Ethics, T-TESS, 504 Requirements, Jenna's Law and extending to mandatory Emergency Operations Plan training. Teachers complete a minimum of 12 Technology Hours to enhance instruction as per ISET Goals.

Teachers have received T-TESS, Cognitive Strategies training, ELPS, Language Enrichment Refreshers, content area strategies, STAAR assessment strategies, etc. Teachers gain PD credit once they submit an evaluation for each session that provides on-going, out of contract, on contract, GT Core or stipend/credit. After teachers attend professional development, the implementation is monitored through walkthroughs, C&I Specialists' visits, as well as formal observations. The professional development given at Peña Elementary is based on campus needs. Teachers conference and collaborate in the planning of instructional rounds as part of the continuous professional growth model at the campus level.

Each year teachers complete a campus needs assessment and identify the professional development needs. In addition, data sources such as walkthroughs, TPRI/Tejas Lee Scores, report cards, benchmarks, STAAR scores are used to determine campus professional needs. According to the latest staff needs assessment survey collected, Peña Elementary is in need of professional development in the area of Reading with an emphasis on technology. Professional needs are also present in the implementation the new ELARS to be able to align instruction to the STAAR expectations and ensure students meet the standards including the SSI grade. Additional planning time will be needed at least once a six weeks to provide teachers with sufficient time to plan effective lessons.

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

STAAR Test Data Analysis through AWARE is available on demand.

Grade Level Weekly Meetings are conducted every Tuesday and Team meets are conducted every Wednesday with the lead teacher. Technology is provided in the classrooms including Smart Boards, iPads and Laptops. '

Accelerated Readers/Math Readers are available to support academic learning. Accelerated Reading Logs/Accelerated Reader usage is monitored. Extended Day is available for 1st-5th grade. Fluency and Vocabulary District initiative is in place and monitored on a weekly basis. K-5th Supplemental Reading & Math programs are aligned to State

Standards.

Students are regrouped and placed in Tier II small group instruction based on data to support area of need. Campus Wide Technology Programs are available such as Spelling City and Education Galaxy.

School Processes & Programs Strengths

- Lead Teacher Assignment to support grade level
- Grade Level Master Teachers support new teachers to the grade level
- Teachers new to the grade level are provided with the opportunity to observe other grade level teachers for TTESS Domains Targets
- General Education and Special Education Teacher Coordination days are scheduled once a six weeks to provide teachers an opportunity to discuss appropriate student interventions to support student achievement.
- SBDM members effectively communicate and collect input from grade levels regarding necessary upgrades or instructional material needs.
- Paraprofessionals support Tier II and Tier III in the PK, Dyslexia classroom.
- Writing Bulletin board displays every classroom writing sample on a weekly basis.
- The number of iPads available to our students has increased in K-4th Grade.
- Campus Wide Region One Training on STEM FALL 2019.

(Needs 2019)

Based on the campus data analysis and information from surveys and daily operating observations, the following areas of need are identified and listed in order of need.

1. Ensure that necessary technology upgrades both hardware (iPads, laptops, Chrome books, Robots) & software (Education Galaxy Lift Off, Vocabulary/Spelling City, IXL Science, etc.)are in place so that students have the learning tools to acquire necessary skills as required in the new digital era.
2. Upgrades to the PE Dept. equipment and playground area structures and materials aligned to CATCH Program including (Shading area, Paint, Project Fit playground materials , basketball backboards, fans, equipment, etc.)
3. Ensure that necessary supplies and materials needed for students in all subpopulations, including ELLs, are in place to support cross-content instructional areas and district initiatives.
4. Provide tutorials for students starting in September 2019 using EOY Retention/STAAR Data
5. Provide Substitutes & Registration Fees for teachers to participate in Campus, District and Regional Training/Vertical & Horizontal Alignment Co-Planning and Instructional Rounds.
6. Digital LMS for students to store, share and display their digital portfolios Ex.Padlet, SeeSaw
7. Increase opportunities for professional development: STEAM, New ELARs, 12 Hour Technology Requirement, Research Based Strategies.
8. Increase opportunities for students to participate in Extra Curricular Activities (Coding, DI, Ballroom, Choir, Robotics, Chess, Football, Volleyball, etc.)

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Increase the quality of learning for highly at-risk students during enrichment and acceleration programs. **Root Cause:** Tutorial programs are being offered to highly identified students however, participation in tutorial programs is limited to parent permission.

Perceptions

Perceptions Summary

Based on the 2018-2019 Elementary Student CNA Survey (4/10/2019 Report) Results, **96%** of 2nd-5th grade students feel that they are learning important things in school, **99%** of students feel that teachers at this school help student do their best. Students feel that teachers provide them with the help they need to complete assignment **98%**,

Students feel that discipline rules and consequences are fair **91%** while **94%** feel that they can go to the counselor if they need to. One of the weaknesses that both teachers and students noted was the statement that breakfast and lunch served at our campus is of high quality (Teachers- Avg. of **62%**, Students **38%**.Students respond positively to interventions that are in place and monitored through SuccessED Behavior plans to increase appropriate behavior.

No drug and alcohol use among students has been reported. Effective procedures are in place to promote safety. All visitors must report to the front office and sign in. One security officer is assigned to our campus all day, monitors suspicious behavior, and conducts routine checks for campus security. According to the latest campus needs assessment survey **86%** of students feel safe in this school and **95%** of teachers feel that the campus is safe and secure. Pena Elementary takes a proactive approach to violence and drug use. Counselors and teachers collaborate with administration to plan and deliver effective lessons on anti-violence, anti-drug and a bully free zone campus. Students are responding to strategies that are in place to reduce the threat of bullying. Continued monitoring and intervention programs are in place to empower students to report bullying. Based on staff survey results, **90%** of the staff agrees that the Anti-violence Program at our school is effective as well as the anti-drug program. As per the Anti-bullying program offered at our campus, **100%** of the staff members feel that it is effective. however, **51%** of our students still feel that there are bullies in our school. This gives us an indication that we need to create awareness in this area.

Students are encouraged to participate in clubs such as the 5th grade choir, NFL flag football, Volleyball, UIL, Soccer, Science Fair and Chess program, Drill Team, Destination Imagination, Ballroom Dancing and Club Code. Students must meet all UIL no pass no play rules to continue their participation in these activities. Students are aware of the academic and behavioral expectations at Peña Elementary.

Every other week, one student from each PK-5th classroom is selected for demonstrating White Wing Character and is recognized as the Student of the Week. Each student is publicly recognized and are pictured with our School Mascot. The picture is displayed to acknowledge their success. Safety procedures are in place, RTI and SuccessED Behavior plans are monitored and implemented every six weeks. Presentations by Counselors are effective. Small group counseling provides for targeted intervention. Pena students participate in extracurricular activities such as drill team, UIL, Chess and Multiple Library events. Security Officer provides expertise in safety procedures; Peña is an enclosed campus with students only exiting the building to go to the GYM areas for Physical Education class. Higher Education culture is emphasized throughout the school. Campus recognizes a BISD Alumni representing Pena Elementary at the Annual BISD Alumni Luncheon to promote the career readiness and recognize high achievement and community involvement. Campus Administration hold high expectations for all teachers and staff **95%**. There is a decrease in the perception of the atmosphere of trust and mutual respect between administration and staff at **68%.** Teachers are involved in decision making process **69%.** Campus meets need of diverse population **100%.** Based on our staff survey the following is a breakdown of how programs effectively educates students at our campus: Special Education **82%**, Bilingual **91%**, Migrant **82%**, Gifted and Talented **82%**, Compensatory Education (Tutorials) **73%**. According to staff, the student code of Conduct is applied consistently and fairly among students **66%.**

As partners in education, parents are provided the opportunity to complete two surveys each year to provide us input regarding their perceptions of the school. We had a noticeable increase in parent survey responses in part because each teacher set up laptops/computers in their classrooms during open house and encourage all parents visiting to participate in the survey. As per our 2019 Survey parents at our school feel that:

Teacher Perception Overview:

Our campus encourages parents to be involved: **100**%, A significant amount of parents are actively involved in our campus: **81%**, Most of my students' parents visit my classroom/school during Open House **91%**, With regards to their children, parents are provided meaningful opportunities to participate in the decision-making process: **97%**

Student Perception Overview:

I feel I am learning important things in school **96%**, Teachers at this school help students do their best **99%**, There are enough supplies in the classroom to complete my school work **93%**, Discipline rules and consequences are fair **91%**, I feel safe in school **86%**, The staff at my school care about me and listen to what I say **86%**

Parent Perception Overview:

The principal at my child's school is available when I need him/her **92%**, I am involved in the decision-making at my child's school **81%**, The quality of instruction in my child's school is good **97%**, Teachers in my child's school expect my child to do his/her very best **99%**, My child's school has the materials and supplies he/she needs to learn **99%,** The technology resources available to my child are very helpful for their school work **95%.** I am encouraged to be involved at my child' school **95%**, I am involved in my child's school **82%**, I feel welcome at my child's school **93%**, I am able to attend school activities such as parent meetings, open house, and student performances **96%.** My child is safe at this school **97%.** The school administrators and/or teachers take my concerns seriously **92%.**

The Site Based Decision Making Committee has two business representative and two community members and two parent representatives that are nominated by school administration. The parent and community membership in the SBDM represents the ethnic and socio make-up of the community. New SBDM Members attend a SBDM training (September 2019). Parents communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw is implemented by some of our classroom teachers. Each teacher is required to keep a parent communication log to document all and any contacts made with parents. All communication is done in both languages to better assist parents. Teachers make calls during their conference time or after school to communicate with their parents, register with the parental involvement office and are cleared to volunteer at our campus. Our parent volunteers are very active and are always willing to collaborate with different members of the school to improve the learning environment for students. Parents attend bi-weekly meeting to obtain information and strategies to impact student learning in a meaningful way. Many PK/K parents are involved with a noticeable decrease in parent volunteers from the upper grades. A parent liaison is available to contact parents and assist parents with multiple instructional skills as well as parenting program skills to better support their child's learning. Volunteer parents support the District Literacy initiative by participating in book reads and plays when authors are invited to Peña Elementary. A campus performance schedule allows for each student at Peña Elementary to participate in an event displaying their talent to their parents and community. Each grade level is assigned a month, starting with 5th grade to prepare a presentation aligned to the months theme and parents are welcomed to see their child perform and recognize their multiple talents. We have a high number of parents that attend these events along with extended members of the family and ex-students that come with their brothers and sisters.

Communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw. Most teachers contact parents via ClassDojo or SeeSaw. Each teacher is required to keep a record (paper or digital) of parent communication to document all and any contacts made with parents. All communication are available in both languages to better assist parents. Teachers make calls during their conference time or after school to communicate with their parents.

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

Perceptions Strengths

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

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

(Perceptions Needs 2019)

1. Improve survey results in the following areas: Students, Parents and Staff
2. Increase number of parents participating in meetings by providing a.m. and p.m. parent meeting opportunities (Program Schedule -p.m.)
3. Promote a College Readiness learning environment -presentations, T-Shirt College Day, Research Projects by students.
4. Increase the number of teachers and staff volunteering to serve as extracurricular events such as Extended Day, DI, Ballroom, Chess, etc.
5. Increase students' knowledge of appropriate social behavior/interactions with students/teachers/parents/administration.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Limited participation in meetings. **Root Cause:** Parents are unable to attend the meeting due to other responsibilities at home/work.

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans

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

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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 diagnostic reading assessment data
- Local diagnostic math assessment data
- Student failure and/or retention rates
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Observation Survey results
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data

- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender 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
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data
- Enrollment trends

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
- TTESS data
- T-PESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Pena Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 5 percentage points.

Evaluation Data Sources: Available district and campus data will be used.
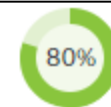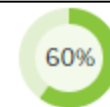STAAR testing was cancelled due to COVID-19

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement researched based and effective teaching practices to develop student's proficiency in all content areas with the use of ancillary /supplementary materials and instructional tools. Population: ALL Students TI MI LEP SE AR GT DYS Timeline- August 2019-June 2020 CNA: pg. 12-13 SA 1 **Strategy's Expected Result/Impact:** Formative: High % of students meeting determined criteria District Benchmark. Progress Monitoring CPALLS TPRI ANDTejas LEE BOY,MOY results Walkthroughs Lesson Plans Grades Summative:	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

STAAR
TELPAS
IOWA
RDA (Results DrivenA.)
EOY TPRI/Tejas Lee
EOY OWL /CPM Evaluation

Monitor: Campus Administration
Teachers

Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: General Supplies - 211 Title I-A - 211-11-6399-00-141-Y-30-0F2-Y - $19,924, Copy Paper - 199 Local funds - 199-11-6396-00-141-Y-11-000--Y - $1,200, General Supplies - 199 Local funds - 199-11-6399-00-141-Y-11-000-Y - $5,234, General Supplies - 199 Local funds - 199-11-6399-51-141-Y-11-000-Y - $1,800, General Supplies - 199 Local funds - 199-11-6399-16-141-Y-11-000-Y - $1,500, General Supplies - 163 State Bilingual - 163-11-6399-00-141-Y-25-000-Y - $6,075, Duplicating Paper - 163 State Bilingual - 163-11-6396-00-141-Y-25-000-Y, Copy Paper - 211 Title I-A - 211-11-6396-00-141-Y-30-0F2-Y - $4,000, Budget Change Approval 4.3.2019/Copy Paper STEM - 274 GEAR UP Grant Funds - 289-11-6396-00-141-Y-24-TIV-Y, Budget Change Approval 4.3.2019/ General Supplies STEM - 274 GEAR UP Grant Funds - 289-11-6399-00-141-Y-24-TIV-Y, General Supplies 09.30.2019 Budget Change increase - 162 State Compensatory - 162-11-6399-00-141-Y-30-000-Y - $16,389.54, General Supplies - GT - 199 Local funds - 199-11-6399-00-141-Y-21-000-Y - $713, General Supplies - 162 State Compensatory - 162-11-6399-00-141-Y-30-337-Y - $7,840

50%	60%	80%	→

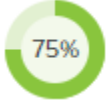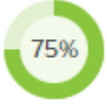| Strategy 2 Details	Reviews			
	Formative			Summative
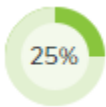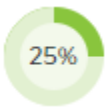
Strategy 2: Struggling students will be identified and assessed for present competencies and be provided research based interventions to improve student success in federal, state, district and campus expectation. Administrator will use computer to review and ensure that IEPs/AIP/RTI components are adhered to. RTI/504 Committee/ARD committee will utilize the participant's requirements when making testing recommendations based on the progress of identified students. PLAAFPs will be documented for identified student in SPED. Computer-Based programs and tools including will be used to support instruction.
 	
Population-
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline: Sept. 2019, November 2019, December 2019, February 2020, April 2020, May 2020
 	
CNA 12-13
SA 1, 3
    Strategy's Expected Result/Impact: PLAAFP and IEP Goal Implementation
    Monitor: RTI/505/SPED Committee Members
    Classroom Teacher
    Special Education Teachers
    Diagnostician
    SPED Supervisor
    Title I Schoolwide Elements: 2.4, 2.6 - **TEA Priorities:** Build a foundation of reading and math, Improve low-performing schools
    Funding Sources: Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-000-Y - $2,200, Gloves, Velcro, Vest - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0B0-Y - $500, OHIS - 166 State Special Ed. - 166-31-6219-00-141-Y-23-0N7-Y - $925, Computer Equipment for Non-Instruction - 211 Title I-A - 211-23-6398-65-141-Y-30-0F2-Y, General Supplies/Toner - 211 Title I-A - 211-23-6399-65-141-Y-30-0F2-Y - $2,000
	Nov
	
	25%
		Feb
		
		60%
			Apr
			
			80%
				June
				
				→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Language Proficiency Assessment Committee will meet periodically to identify bilingual students, monitor student assessment and recommend category changes or exit students from the bilingual program.	Nov	Feb	Apr	June

Population-
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline: Sept. , Nov. Dec. , 2019- Feb. , April , Jun 2020
    Strategy's Expected Result/Impact: TELPAS/RDA
    IOWA
    District /Campus Benchmark Scores
    BISD Writing Portfolio Collection
    Compliance with all Federal, State and District Requirements
    Monitor: LPAC Administrator
    Bilingual Lead Teacher
    LPAC Committee
    Teachers
	50%	60%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: Pena teachers will meet with the RTI Committee at the end of each intervention period to review the progress of students on RTI plans and make appropriate educational decisions to support the learning of students through evidence based instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population-
ALL Students
TI
MI
LEP
SE
AR
GT
DYS

Timeline: Sept. , Nov. , Dec. , 2019- Feb. , April , June 2020

Strategy's Expected Result/Impact: Decrease in RTI referrals.
Increase in qualifying students that were identified and recommended for services.

Monitor: RTI Coordinator
Teacher
Support Staff
Dean of Instruction
Assistant Principal

Title I Schoolwide Elements: 2.6

Formative reviews: Nov 25%, Feb 60%, Apr 80%, June (arrow)

Strategy 5 Details	Reviews			
Strategy 5: In order to provide additional assistance with Reading, classified instructional personnel will assist teachers to work with at risk students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
Timeline:August 2019-June 2020

Strategy's Expected Result/Impact: Increase in CPALLS growth from Beginning of Year Assessment to End of Year assessment to meet campus goals.

Monitor: Principal
Assistant Principal
Teachers

Formative reviews: Nov 75%, Feb 75%, Apr 90%, June (arrow)

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Provide opportunities for All PK-5 Bilingual/PD students to participate in activities that increase English Language Learners Domains in Listening /speaking, reading/writing to systematically transition to English literacy. Examples: poetry, drama, characterization in school programs, foldables, Reading Theatre, campus wide Writing composition bulletin board display.	**Nov**	**Feb**	**Apr**	**June**
	25%	60%	80%	→

Population-
TI
MI
LEP
SE
AR
GT
DYS

Timeline-Sept. 2019-June 2020

CNA 7-8
SPP 3

    Strategy's Expected Result/Impact: Formative:
    TPRI/TejasLEE BOY, MOY
    Benchmark testing
    Progress Monitoring .
    Fluency Monitoring
    Observations
    ELL Progress Monitoring

    Summative:
    EOY TPRI/Tejas Lee Fluency Rates
    TELPAS Proficiency Level
    Cumulative Reports
    EOY TPRI
    STAAR Scores

    Monitor: Principal
    Dean
    PK-5 Bilingual Teachers
    PK Paraprofessionals

    Title I Schoolwide Elements: 2.4 - **TEA Priorities:** Build a foundation of reading and math

    Funding Sources: General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-141-Y-25-000-Y - $1,350

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: In order to monitor RDA (Formally AMAO 1 Progress K- 5 and AMAO 2 --ATTAINMENT K- 12)all K-5 Bilingual/ESL students will be monitored for current English proficiency in the areas of listening and speaking, reading and writing.	**Nov**	**Feb**	**Apr**	**June**

Population:ALL Students
TI
MI
LEP
SE
AR
GT
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative:
    Data Review
    TELPAS Progress Monitoring Aware input for PK-5th
    Walkthroughs
    REACH Tests
    ELL Writing Portfolios
 	
    Summative:
    TELPAS
    RDA
    Monitor: Campus Administration
    Testing Coordinator
    Classroom Teachers
    ELACurriculum
	25%	50%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: The Effective Schools Framework (formally TAIS Texas Accountability Assessment System) Committee will meet twice throughout the year to monitor and provide recommendations for intervention to decrease the performance level gap between ALL vs. Special populations identified as not meeting System Safeguards. Timeline: November 2019 & February 2020 **Strategy's Expected Result/Impact:** Formative: Data Review Walkthroughs Six Weeks Tests November/February Benchmark Results Summative: TAPR Report System Safeguards Results **Monitor:** Campus Administration EFS Committee Members Classroom Teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	25%	50%	80%	→

Strategy 9 Details	Reviews			
Strategy 9: Raquel Pena Elementary will ensure that the BISD Plan of Action for ELA and Reading guidelines are met in order to support continuous improvement by: * Following the instructional expectations such as the use of journals ,technology programs and implementation of novels * Participating in professional learning requirements such as Dr. Kay text structure strategies. * Completing progress monitoring using TPRI/Tejas LEE testing, fluency to indicate 10 wpm growth by six weeks Population: PK-5th Grade ALL Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Dr. K. training and ELAR Maintenance PD, BOY testing,Tier 2 and 3 accelerated instruction, Literacy Conference November DBM Middle of the Year (MOY) testing, February DBM, Countdown Plans Summative: EOY TPRI/Tejas LEE Testing State Assessments Results **Monitor:** Campus Administration C&I Administrator ELA Curriculum Specialist Teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	25%	25%	70%	→

Strategy 10 Details	Reviews			
Strategy 10: Pena students and teachers will increase college awareness by participating in the BISD College Awareness Day and encourage opportunities for students to learn about different universities and the programs offered.	Formative			Summative
	Nov	Feb	Apr	June

Population:
All Students
At Risk
Special Ed
LEP
Migrant
Dyslexia
GT
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative:
    Student Participation
    Staff Participation
 	
    Summative:
    Increase Student Awareness
    Monitor: Campus Administrators
    Counselor
    Classroom Teacher
	25%	50%	70%	→

Strategy 11 Details		Reviews			
Strategy 11: Students maintaining an Honor Roll every six weeks for the entire year will be recognized as Pena Honor students and provided with an incentive.		**Formative**			**Summative**
		Nov	**Feb**	**Apr**	**June**

Population:
All Students
At Risk
Special Ed
LEP
Migrant
Dyslexia
GT
 	
Timeline:August 2019-June 2020
 	
CNA pg. 17-20
SA 2
 	
    Strategy's Expected Result/Impact: Formative:
    Report Card
 	
    Summative:
    Cumulative Grade
    Monitor: Campus Administrators
    Counselors
    Teachers
    Funding Sources: Awards - 199 Local funds - 199-11-6498-00-141-Y-11-000-Y - $2,000
		25%	50%	80%	→

Strategy 12 Details	Reviews			
	Formative			**Summative**
Strategy 12: To promote and ensure physical fitness, students in grades PK-5 will be provided with moderate to vigorous physical activity each day in physical education for at least 45 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007.	**Nov**	**Feb**	**Apr**	**June**
Population: All Students TI MI LEP SE AR GT DYS Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Classroom Observations PE Student Attendance Records Summative: School Health Index Physical Fitness Assessment **Monitor:** Campus Administration Physical Ed. Teachers	25%	50%	80%	→
	0% No Progress 100% Accomplished → Continue/Modify ✕ Discontinue			

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

Performance Objective 2: Pena Elementary early childhood performance will increase by 5 percentage points over end-of-year 2019 results.

Evaluation Data Sources: TPRI, Tejas Lee, OWL, CPALLS, and CIRCLE PM, Middle of the Year results.
EOY testing was cancelled due to COVID-19

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Conduct at least 3 data analysis meetings in collaboration with the dean of instruction each year to make adjustments to plans, and use data to drive campus decisions in order to impact student success rates.	**Formative**			**Summative**
	Nov	Feb	Apr	June

Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline: BOY Sept 2019, MOY Feb. 2020, EOY April 2020
    Strategy's Expected Result/Impact: Increase level of proficiency in TELPAS
    Meet RDA
    Increase in District /Campus Benchmark Scores
    Monitor: Campus Administration
    Dean of Instruction
    Teachers
	25%	50%	75%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: The campus will implement a coordinated systematic assessment plan to monitor students progress data in order to provide reinforcement strategies to improve students skills as measured in campus, district and state EOY assessments.	**Nov**	**Feb**	**Apr**	**June**
Population: ALL Students TI MI LEP SE AR GT DYS Timeline: TPRI and TejasLEE/2019-2020 Academic Year State/District Campus Assessment Schedules **Strategy's Expected Result/Impact:** Formative: Agendas Sign-In & handouts RTI Plans Tutorial Rosters Progress Monitoring Report Cards Nov. District Benchmark Scores Feb. District Benchmark Scores Brigance Inventory Summative: Increased percentage of students meting campus, district and state assessment proficiency goals. STAAR TELPAS IOWA RDA TPRI/Tejas LEE CPALLS **Monitor:** Campus Adm. RTI Committee Diagnostician Special Ed. Teachers Classroom teachers	25%	50%	75%	→

Strategy 3 Details	Reviews			
Strategy 3: Raquel Pena Elementary will support Early Childhood Education by offering high quality 3 year old full day program for students who qualify under Title I-A criteria to increase early literacy and student school readiness	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. (supports Board Goal #1 priority) Population: PK-3-year-old students as of Sept. 1st Timeline: July 2019 - June 2020 **Strategy's Expected Result/Impact:** Formative: Teacher Observations, BOY and MOY CPALLS Test results, PK OWL Student Screening Assessments, PD Evaluations, Personnel Requisitions, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PD Transcripts, EOY CPALLS and OWL results +Improvement on CPALLS BOY to EOY improvement by 10% Note: Tango Central will track the CPALLS data **Monitor:** Campus Administration Teacher	50%	60%	90%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✕ Discontinue

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

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

Evaluation Data Sources: Available campus and district assessment data for Migrant students, Migrant Program participation reports
STAAR testing was cancelled due to COVID-19.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: All PFS migrant students will monitored and be provided immediate remediation through small group instruction in the classroom and all migrant students will be provided additional reading materials such as fiction and nonfiction readers; Read All About it Reading, Math, Science kits, computer based instruction; math tools, counselings services and or referrals to nurse for needed assistance or services. Population: PFS Migrant Students Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: NGS Campus Reports Parental, Student and District Requests for Supplies Progress Reports Summative: RTI Plans Completed PFS Monitoring Tool Cumulative Report Cards Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature **Monitor:** Migrant Teacher Teachers Administration Nurse/Counselor	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	50%	80%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**

Strategy 2: All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus facilitating them the same opportunity to meeting the academic challenges of all students.
 	
Population: Migrant Students
 	
Timeline: August 2019-June 2020
    Strategy's Expected Result/Impact: Formative:
    Completed Request
    for Supplemental
    Support Form w/
    students NGS
    Number and Parents /
    Students signature
 	
    Summative:
    3rd-5th STAAR Scores
    1st-2nd Report Cards Scores
    Monitor: Campus Migrant Teacher
    Teachers
    Administrators
    Parent Liaison
	Nov
	
	50%
		Feb
		
		75%
			Apr
			
			90%
				June
				
				→

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38 of 358

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May 12, 2021 4:23 PM

Strategy 3 Details	Reviews			
Strategy 3: Penas PFS migrant students will receive supplemental support services and supplies such as paper, pencils, crayons, learning games, books, to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS Migrant Students Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: NGS Campus Reports Summative: Completed PFS Monitoring Tool Completed Request for Supplemental Support Form w/students NGS Number and Parents/Students Signature **Monitor:** Campus Migrant Teacher Teachers Administrators Parent Liaison **Funding Sources:** General Supplies - Books - 212 Title I-C (Migrant) - 212-11-6399-00-141-Y-24-0F2-Y - $580	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	50%	80%	→

Strategy 4 Details	Reviews			
Strategy 4: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Population: Migrant Students Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Pre-Assessment Results Campus Composites Summative: CPALLS, TPRI, Tejas LEE, IOWA, Campus Post Assessments **Monitor:** Principal Migrant/General Teachers Counselor Nurse	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	50%	75%	→

Strategy 5 Details		Reviews			
Strategy 5: Migrant students 3rd- 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school.		Formative			Summative
		Nov	Feb	Apr	June
Population: 3rd -5th Grade PFS Migrant Students Timeline:August 2019-Sept 2019 BOY STAAR from previous year and 5th Grade Review BOY, after 1st Administration 2020 and 2nd Administration 2020 **Strategy's Expected Result/Impact:** Formative: STAAR Remediation NGS STAAR Report District Benchmark Results November /February Summative: STAAR Assessment Test Results Increase of number of migrant students meeting state Approaches standards or above in all assessed areas. **Monitor:** Parent Liaison Teachers Campus Administration Migrant Parents		50%	50%	75%	→

Strategy 6 Details		Reviews			
Strategy 6: Parents of migrant PK-5th Pena students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively.		Formative			Summative
		Nov	Feb	Apr	June
Population: PK-5th Migrant Students Timeline: October 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Sign-in Sheets Visitation Logs Summative: Session Evaluations and Participants Surveys **Monitor:** Parent Liaison Migrant Program Campus Administration		0%	0%	0%	→

Strategy 7 Details	Reviews			
Strategy 7: Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs. Population:Campus Administration, Faculty and Staff Timeline: Each Six Weeks 2019-2020 **Strategy's Expected Result/Impact:** Formative: District Benchmarks Attendance Reports 3wk progress reports Summative: Report Card STAAR **Monitor:** Campus Administration Teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	50%	80%	→

Strategy 8 Details	Reviews			
Strategy 8: Teachers and staff will complete a survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results. Population:Migrant Students Teachers and Staff Timeline: April 2020 **Strategy's Expected Result/Impact:** Formative: Parent Meeting Evaluations Summative: Survey Results Implementation of Survey Suggestions **Monitor:** Campus Administration Teachers Staff	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	0%	0%	75%	→

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: The academic progress of migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion from 1st to 2nd grade.	Nov	Feb	Apr	June
Population:Migrant Students Timeline: Sept. , Nov. , Dec. , 2019- Feb. , April , June 2020 **Strategy's Expected Result/Impact:** Formative: Three Week Progress Reports Summative: Six Week Report Cards TPRI and Tejas LEE Assessment Decrease in student retention rates for 1st & 2nd Grade students. **Monitor:** Special Programs Administrator Principal Teachers	50%	50%	80%	100%

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program. Population: PK-5th Migrant Students Timeline:June 2020-July 2020 **Strategy's Expected Result/Impact:** Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Documentation Decrease in student retention rates for 1st & 2nd Grade students. **Monitor:** Special Programs Administrator Principal Summer Teachers Summer School Lead Teacher	Nov	Feb	Apr	June
	0%	0%	0%	→

Strategy 11 Details	Reviews			
	Formative			Summative
Strategy 11: Migrant students will be offered extended day tutorial session at Pena Elementary where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. Population: Migrant and PFS students Timeline: September 2019-May 2020 SSI Tutorial Schedule/Regular Tutorial Schedule **Strategy's Expected Result/Impact:** Increase promotion rates & test performance **Monitor:** Campus Admin Classroom Teacher Teacher MSC	Nov	Feb	Apr	June
	50%	50%	50%	→

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

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

Performance Objective 4: Pena Elementary will Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Reading Fine Arts and PE programs by 5% over 2018-2019 participation.

Evaluation Data Sources: District, Regional and State competition participation numbers

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Encourage student participation in BISD Annual Track & Field Events to maintain students fitness level.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: ALL Students TI MI LEP SE AR GT DYS Timeline: March 2020-May 2020 　**Strategy's Expected Result/Impact:** Formative: Student Roster Summative: Competition Results **Monitor:** Administration PE Coaches Teachers	0%	0%	0%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: PE Coaches will incorporate and integrate math, reading, and writing academic concepts inherit to the Physical Education curriculum programs, Project FIT Grant Lesson and CATCH lesson in order to enhance students academic skills through the physical activity. Population:Population- ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative- Curriculum Frameworks Lesson Plans Staff Development Agenda Project Fit Lessons Summative- Monthly Campus Visitation Documentation CATCH Binder **Monitor:** Physical Ed. Specialist Physical Ed. Teachers Physical Ed. Paras Teachers Administrations	**Nov**	**Feb**	**Apr**	**June**
	50%	60%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Assess student fitness annually in grades 3-5 to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007	Nov	Feb	Apr	June
Population:Population- ALL Students TI MI LEP SE AR GT DYS Timeline: Fall 2019/Spring 2020 **Strategy's Expected Result/Impact:** Formative- Updated District Policy Classroom Observations Summative- TEA required report for Fitness Assessment Results Student Follow-up Texas Fitness Gram Program Results Project Fit Yearly Report **Monitor:** Administration Physical Ed. School Nurse CATCH Team members	50%	60%	60%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Academic Vocabulary and concepts will be reinforced through fine arts curricular activities such as participation in UIL events, dance, choral, musicals, readers theatre, gross motor skills and healthy living/ CATCH, volleyball, soccer, races to enhance student critical thinking skills, creativity and teamwork.	**Nov**	**Feb**	**Apr**	**June**
Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020	50%	60%	80%	→

Strategy's Expected Result/Impact: Formative:
Student Presentations/ Performance
Lesson Plans
Displays

Summative:
Videos
Projects
STAAR Scores

Monitor: Music Teacher
Classroom Teachers
Campus Administration

Funding Sources: West Music Company Instructional Materials - 199 Local funds - 199-11-6399-57-141-Y-11-000-Y - $610

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Increase opportunities for Pena students to participate in campus, district/community events such as Santa & Friends and other Fine Arts Showcase programs, UIL events, musicals, art exibition, DI and ballroom dancing competitions to showcase fine arts talents and develop leadership and increased student participation as noted in SB5.	**Nov**	**Feb**	**Apr**	**June**
Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 CNA pg. 7-8 SPP 8	50%	60%	75%	→
Strategy's Expected Result/Impact: Formative: Presentation/ Performances Summative: UIL Competition Rosters Assemblies Talent Show				
Monitor: Music Teacher Classroom Teachers Campus Administration				
Funding Sources: Transportation Budget - 199 Local funds - 199-11-6494-00-141-Y-11-0-00-Y - $2,000, General Supplies- Music - 199 Local funds - 199-11-6399-57-141-Y-11-000-Y				

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Pena 5th grade choir will have public performances at the district/campus, parent meetings and community outreach activities to apply their music and fine arts talents.	Nov	Feb	Apr	June
Population: ALL Students TI MI LEP SE AR GT DYS Timeline:October 2019-May 2020 **Strategy's Expected Result/Impact:** Formative: Presentation/ Performances Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show **Monitor:** Music Teacher Classroom Teachers Campus Administration	50%	60%	75%	→

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Club Code, and UIL Academics. at the local, state and national level.	Nov	Feb	Apr	June
Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT Timeline:August 2019-June 2020	50%	60%	80%	→

Strategy 7: Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Club Code, and UIL Academics. at the local, state and national level.
Population:
All Students
At Risk
Special Ed
LEP
Migrant
Dyslexia
GT

Timeline:August 2019-June 2020

Strategy's Expected Result/Impact: Formative:
Local Tournament Results
Campus/District Math benchmark scores

Summative:
End of Year USCF rating
District/Region/State Overall places
STAAR Results

Monitor: Campus Administration
Teachers
Chess Coaches
Chess Tutor
DI Coaches

Funding Sources: CHESS Budget Change 10/09/2018 - 199 G/T Advanced Academics - 199-36-6497-24-141-Y-99-021-Y, GT - 199 G/T Advanced Academics - 199-11-6399-00-141-Y-21-000-Y, Supplies & Materials Chess - 199 G/T Advanced Academics - 199-36-6399-24-141-Y-99-021-Y, Meals & Travel Chess - 199 G/T Advanced Academics - 199-36-6412-24-141-Y-99-021-Y, Incentives - 199 G/T Advanced Academics - 199-36-6498-24-141-Y-99-024-Y

Strategy 8 Details	Reviews			

Strategy 8: Increase opportunities for Pena students to participate in campus, SPEEDY PAWS Running Club to develop healthy habits and daily physical movement and prepare their physical endurance to participate in community runs minimal twice a year.
 	
Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:August 2019-June 2020
CNA pg. 14
    Strategy's Expected Result/Impact: Formative:
    Student Roster
 	
    Summative:
    Participation/Competition Results
    Monitor: Running Club Sponsor
    Physical Education Teachers
    Administration
    Parents - Community Events
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	0%	0%	0%	✖

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

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

Performance Objective 1: Pena Elementary will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by submitting timely work orders for renovation/upgrade/improvement over the next 5 years.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
Population: All Campus Personnel/Departments	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2019-August 2020 **Strategy's Expected Result/Impact:** Campus based implementation of energy saving strategies to decrease energy usage. Formative: Monthly comparison of energy usage. Summative: Annual comparison of energy usage. **Monitor:** Principal Assistant Principal Custodians	50%	60%	75%	→

Strategy 2 Details	Reviews			
Strategy 2: Pena Elementary will create and implement a systematic approach to the upgrades and improvements needed for facilities to include prioritizing based on yearly safety needs of the campus.	**Formative**			**Summative**
Population: All indoor and outdoor campus facilities	**Nov**	**Feb**	**Apr**	**June**
Timeline: August 2019- June 2020 CNA pg. 14-16 SPP2 **Strategy's Expected Result/Impact:** Campus safety inspections will indicate priority need of improvements needed. Formative:Safety inspections/Work Order completions Summative: Evaluation/analysis of survey data. **Monitor:** Principal Assistant Principal Custodian Secretary **Funding Sources:** Maint/Operation - 199 Local funds - 199-51-6315-00-141-Y-99-000-Y - $6,000, Extra Duty /Overtime - 199 Local funds - 199-51-6121-47-141-Y-99-000-Y - $100	25%	50%	80%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Evaluate and recommend necessary upgrades for instructional facilities and equipment such as AC and/or fan for the GYM to ensure an appropriate environment and student safety.	**Nov**	**Feb**	**Apr**	**June**

Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
Timeline: August 2019-June 2020
 	
    Strategy's Expected Result/Impact: Increase use of safe and durable equipment while participating in core PE programs.
    Monitor: Administration
    PE Coaches
    C & I PE Specialist
	25%	50%	75%	→

Strategy 4 Details	Reviews			
Strategy 4: Pena Elementary will ensure through maintenance calendar and campus procedures that all school grounds are maintained to meet safety and aesthetic standards for all students to attend school.	Formative			Summative
	Nov	Feb	Apr	June
Population: All Students Timeline:August 2019-June 2020 CNA pg. 14-16 SPP 4	50%	60%	75%	→

Population:
All Students

Timeline:August 2019-June 2020

CNA pg. 14-16
SPP 4

Strategy's Expected Result/Impact: Formative:
Custodial Meetings
Custodial Upkeep/Routine Cleaning Area Inspections

Summative-
Fire Extinguisher Audit Report
Maintenance Order Completions
Yearly Safety Compliance Reports

Monitor: Campus AdministrationCampus Safety Coordinator
Emergency Operations Coordinator
Custodians
Teachers

Funding Sources: Extra-Duty Overtime - 199 Local funds - 199-11-6121-00-141-Y-11-000-Y - $100, Extra-Duty
Overtime - 199 Local funds - 199-23-6121-08-141-Y-99-0-00-Y - $100

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

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

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

Evaluation Data Sources: Compliance with Campus Budget Guidelines. Fiscal reports for district, internal and external audit reports and FIRST ratings.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement. Population: Campus Stakeholders Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published timeline. Summative: End of Year Expenditure Reports. **Monitor:** Campus Administration Grade Level Teams SBDM	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: Pena Elementary will support grade levels and departments to effectively use 100% of available budgeted funds based on needs assessments in order to increase student achievement. Population: Campus Stakeholders Timeline: August 2019-December 2019 **Strategy's Expected Result/Impact:** Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published timeline. Summative: End of Year Expenditure Reports. **Monitor:** Campus Administration Grade Level Teams SBDM	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	60%	80%	✕

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

Evaluation Data Sources: Teacher involvement and participation in support of student achievement . Summative Survey.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan. **Monitor:** Campus Administrative Team SBDM	50%	0%	0%	→

Strategy 2 Details	Reviews			
Strategy 2: Give priority to teachers that meet professional perfect attendance goals, student growth goals and sponsorship of extra-curricular activities to participate in incentives such as teacher of the week parking space, public recognition on school marquee, etc.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan. **Monitor:** Campus Administrative Team SBDM	50%	0%	0%	✗

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

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

Performance Objective 3: Pena Elementary will create and provide faculty and staff recognition and activities to improve campus morale/climate and support retention of teachers and principals.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details			Reviews			
Strategy 1: Pena Elementary will support campus SBDM committees in creating and participating in employee incentives and recognition to improve employee/campus morale and climate.			**Formative**			**Summative**
Population: Faculty and staff			Nov	Feb	Apr	June
Timeline: August 2019- June 2020						
Strategy's Expected Result/Impact: Formative: Teacher Recognition Announcements/Emails/Website Summative: CNA Staff Survey Results			50%	50%	50%	→
Monitor: Campus Administrative Team Campus Leadership Team Teachers						
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: Pena Elementary will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Raquel Pena Elementary will designate a Public Information Officer contact to provide featured articles, current and prior students/parents/staff recognition, co/extra-curricular activities, and parent/community events. Population: Raquel Pena Stakeholders Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: *Submissions of information for articles and showcases. *Regular features in media showcasing current campus accomplishments. Summative: Annual compilation of articles and presentation/showcases. **Monitor:** Campus Administration SBDM Contact Person for: Public Information Officer	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	60%	85%	→

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

Evaluation Data Sources: School calendar showing earlier start date.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details		Reviews			
Strategy 1: Raquel Pena Elementary will update website at least monthly to include the showcasing of student and community activities to support district enrollment/recruitment and retention efforts.		**Formative**			**Summative**
Timeline: August 2019-August 2020		**Nov**	**Feb**	**Apr**	**June**
Strategy's Expected Result/Impact: Formative: Monthly review of website indicating current events. Summative: End of Year Clearance of District Monthly Checklist results. **Monitor:** Campus Administration Campus TST Webmaster Contact Person for: Public Information Officer		50%	50%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue	

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

Performance Objective 1: Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) at Pena Elementary will decrease by 5% for 2019-2020 and will not be disproportionate for any population.

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Counselors will conduct bi-weekly presentations on multiple topics such as conflict resolution skills, study skills, internet safety cyber bullying etc. to train students on strategies they can use to handle these situations.	**Formative**			**Summative**
Population- ALL Students TI MI LEP SE AR GT DYS	**Nov**	**Feb**	**Apr**	**June**
	50%	60%	75%	→
Timeline:August 2019-June 2020				
Strategy's Expected Result/Impact: Decrease in discipline referrals.				

Monitor: Administration
    Counselor
    Teachers				

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Students will be read Words of Wisdom everyday during morning announcements to encourage positive behavior and character building.	Nov	Feb	Apr	June
Population- ALL Students TI MI LEP SE AR GT DYS Timeline:Daily from August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Announcement Log Participation Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations. **Monitor:** Administration Counselor Teachers	50%	60%	75%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Provide annual training for all teachers: to effectively use eSchool Classroom Incident/Office Referral to prepare and implement a plan to handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort;	**Nov**	**Feb**	**Apr**	**June**

-assure students' rights and due process are afforded
in order to have a safe and disciplined environment conducive to student learning.
 	
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative
    Agenda
    Sign-in sheets
    Action Plans
 	
    Summative
    Evaluations
    Audits
    Sign-In Sheets
    Monitor: Administration
    Counselors
    Behavior Specialist
    RTI Specialist
	50%	60%	75%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Notify parents of any discipline referral outlined in the Student code of conduct immediately in order to ensure parental awareness of student discipline.	**Nov**	**Feb**	**Apr**	**June**

Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative
    Conference Notes
    Summative
    Discipline Referral Document
    Monitor: Principal
    Asst. Principal
	50%	60%	75%	→

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Students needing assistance in the area of behavior will be identified and referred for RTI interventions. RTI behavior intervention plans will be developed for TIER II & TIER III students and documented in SuccessEd.	**Nov**	**Feb**	**Apr**	**June**
Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative RTI Behavior Plans Observation Forms Summative RTI Behavior Plans Counselor Log Counselor Referrals **Monitor:** Teachers RTI Team Nurse Counselors	50%	60%	80%	→
	0% No Progress	100% Accomplished	→ Continue/Modify	✗ Discontinue

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			

Strategy 1: Pena Elementary will ensure through master scheduling the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.
 	
Population:
All Students
TI
GT/Pre-AP/AP
MI
LEP
DYS
SE
AR
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative:
    Lesson Plan addressing Safety
    Emergency Evacuation Drill Log
 	
    Summative-
    Reviews of
    Campus Safety Action Plan
    Emergency Operating Procedures
    Decreased Incident/Accident Referrals
    Monitor: PE Teachers
    Campus Safety Coordinator
    Emergency Operations Coordinator
    PE Specialist
    Health Lead Teacher
    Campus Administration
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	50%	60%	90%	→

Strategy 2 Details	Reviews			
	Formative			Summative

Strategy 2: Counselors will train students, teachers and parents using resources developed by the Texas Education Code (TEC) under Section 38.004 in compliance with House Bill 1041 (Jenna's Law effective 09/01/2009) on
-the District's Policy/guidelines on reporting sexual abuse of children
-warning signs indicating that a child may be a victim of sexual abuse
 	
Population:
All Students
TI
GT/Pre-AP/AP
MI
LEP
DYS
SE
AR
Timeline: August 2019-October 2020
    Strategy's Expected Result/Impact: Formative:
    Student sign in sheets
    Parent Sign in sheets
    Counselor logs
    Agenda
    PD Workshop #
    Attendance Roster
 	
    Summative:
    Classroom
    PD Evaluation
    Student CIP Survey
    Monitor: Administrators
    Counselors
    Teachers
    Community Agencies
    BISD PD
	Nov	**Feb**	**Apr**	**June**

	50%	60%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: School counselor will provide available counseling options for students affected by sexual abuse in order to comply with House Bill1041 (Jenna's Law) effective 09/01/2009.	**Nov**	**Feb**	**Apr**	**June**
Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Counselor Log Agency Referrals Summative: Counselor Log **Monitor:** Administration Counselor Teachers	50%	60%	80%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Pena Elementary will develop and maintain a multi-hazard Emergency Operations Plan and is reviewed and updated annually by the campus safety and security committee.	**Nov**	**Feb**	**Apr**	**June**
The following drills must be practiced accordingly: Lockdown drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population- ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Evaluation Sheets **Monitor:** Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security	50%	60%	80%	→

Strategy 5 Details	Reviews			
	Formative			**Summative**

Strategy 5: Pena Elementary has an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In and obtain a a pass. Visitors escorted at all times.
 	
Population-
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative:
    ID Cards
    Audits
    Sign In Sheets
 	
    Summative:
    Logs
    Audit Results
    Monitor: Administrators
    Office Staff
    Teachers
    BISD Police Security
	Nov	**Feb**	**Apr**	**June**

	50%	60%	90%	→

Strategy 6 Details	Reviews			
Strategy 6: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population- ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Safety Coordinators Reports Counselors log Student Code of Conduct PEIMS -Discipline Reports Summative: Decrease in number of incidents reported to campus administration and/or PD. **Monitor:** Administrators Counselors BISD Police and Security Services.	50%	75%	90%	→

Strategy 7 Details	Reviews			
Strategy 7: Promote awareness and notification of Student Code of Conduct to students, parents, staff & community through campus distribution and campus presentations in order to promote a safe campus environment	Formative			Summative
	Nov	Feb	Apr	June
Population: All Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative Sign-in sheets Signed Student Code of Conduct Acknowledgement Forms Agendas Summative Completed Referral Forms Sign-in Forms **Monitor:** Administrators Counselors Parent Liaison	50%	60%	80%	→

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Ensure that campus counselors provide individual and group counseling sessions on a regular basis in order to ensure that students needs are addressed such as:	**Nov**	**Feb**	**Apr**	**June**
-Behaviors interfering with learning -Emotional distress -Family problems -Bullying issues (victim/perpetrator) -Lack of motivation -Self-hurting behaviors -Low Self-Esteem -Peer relationships Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 CNA 17-20 P1, 5	50%	60%	80%	→

Strategy's Expected Result/Impact: Formative
    RTI
 	
    Summative
    Counselor Log
    Counselor Referrals				

Monitor: Administration
    Teachers
    Counselors				

Title I Schoolwide Elements: 2.6				
Funding Sources: General Supplies-Counselor Decreased Budget Change 01.13.2020 - 199 Local funds - 199-31-6399-00-141-Y-99-032-Y				

Strategy 9 Details		Reviews			
		Formative			Summative
Strategy 9: Campus Safety Coordinator will conduct bi-monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted		Nov	Feb	Apr	June
Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative Agenda Sign-in Sheets Summative Safety Compliance Report from BISD Safety Dept. Decreased Injury Reports **Monitor:** Safety Coordinator-Assistant Principal		50%	60%	80%	→

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

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

Performance Objective 1: Pena Elementary will have a 10% increase of parents involved in campus/district parental involvement activities from 2018-2019 to 2019-2020.

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Revise, Complete and Disseminate a Parental Involvement Policy in English and Spanish on flexible meeting dates and times so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation and will be available to parents in English and Spanish.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population:
Parents
 	
Timeline:
Revise: 3/7/2019
Complete: 5/16/2019
Disseminate: 8/2019
    Strategy's Expected Result/Impact: Formative:
    District and Campus
    Parental Involvement Policy
    Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance.
 	
    Summative:
    Title I-A Parental Involvement Compliance Checklist
    STAAR Results
    Attendance Rates
    Discipline Referrals
    Monitor: Parent Liaison
    Teachers
    Principal
    Assistant Principal
    Campus Personnel
    Title I Schoolwide Elements: 3.1
	50%	50%	90%	→

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Disseminate School-Parent-Student printed Compacts in English and Spanish indicating each groups responsibilities to ensure student achievement	**Nov**	**Feb**	**Apr**	**June**
Population: Parents All Students At Risk Special Ed LEP Migrant Dyslexia GT Timeline: August/September 2019 CNA 17-20 P1, 2	50%	60%	90%	→

Population:
Parents
All Students
At Risk
Special Ed
LEP
Migrant
Dyslexia
GT

Timeline: August/September 2019

CNA 17-20
P1, 2

Strategy's Expected Result/Impact: Formative:
School-Parent-
Student Compacts

Summative:
Title I-A Parental Involvement Compliance Checklist
Attendance Rates
Discipline Referrals

Monitor: Parent Liaison
Teachers
Principal
Assistant Principal
Campus Personnel

Title I Schoolwide Elements: 3.1

Funding Sources: General Supplies - 211 Title I-A - 211-61-6399-00-141-Y-30-0F2 - $900

Strategy 3 Details	Reviews			
Strategy 3: Conduct Annual Title I Meetings in English and Spanish on flexible meeting dates and times to inform parents of services provided through Title I funds.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Parents Timeline: September 2019 **Strategy's Expected Result/Impact:** Formative: Increase Parental Involvement as noted in teacher communication log, open house attendance and weekly meeting attendance. Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Increased Attendance Rates Decreased Discipline Referrals **Monitor:** Parent Liaison Teachers Principal Assistant Principal Campus Personnel **Title I Schoolwide Elements:** 3.2	50%	75%	90%	→

Strategy 4 Details	Reviews			
Strategy 4: Conduct an annual Title I Parent Survey available in both English and Spanish to evaluate the effectiveness of District and/or Campus parental involvement efforts.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: Parents Timeline: March 2020 During Open House **Strategy's Expected Result/Impact:** Formative: Increase Parent Survey participation. Summative: Title I-A Parental Involvement Compliance Checklist **Monitor:** Parent Liaison Teachers Principal Assistant Principal Campus Personnel	0%	5%	100%	100%

Strategy 5 Details	Reviews			
	Formative			Summative
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: Parental Involvement Policy School-Parent-Student Compact Campus Improvement Plan Population: Parents Community Members Timeline: Nov. 2019 Jan 2020, April 2020 **Strategy's Expected Result/Impact:** Formative: Parent Participation and Input during SBDM Meetings. Summative: Composite of meeting minutes Title I-A Parental Involvement Compliance Checklist **Monitor:** Parent Liaison Parent Trainer SBDM Parent Representative Principal Assistant Principal	**Nov**	**Feb**	**Apr**	**June**
	50%	60%	80%	→

Strategy 6 Details	Reviews			
	Formative			Summative

Strategy 6: Invite parents to visit and participate with their child in meaningful activities on flexible meeting dates and times. Activities include Grandparents Day, Lunch with Parents, PE with Parents, Grade Level Presentations and Community presentation offering services such as Girls Scouts, Health Fairs to foster the parent, school and community relationships.
 	
Population:
Parents
 	
Timeline:Fall 2019/Spring 2020
    Strategy's Expected Result/Impact: Formative:
    Agendas
    Sign-in sheets
    Flyer/Brochures
    Handouts
    Session Evaluations
    Authority to Volunteer Clearance Letter
 	
    Summative:
    Composite of meeting minutes
    Title I-A Parental Involvement Compliance Checklist
 	
    STAAR Results
    Attendance Rates
    Discipline Referrals
    Monitor: Parent Liaison
    Parent Trainer
    Principal
    Counselor
	Nov
	
	50%
		Feb
		
		70%
			Apr
			
			80%
				June
				
				→

Strategy 7 Details	Reviews			
	Formative			Summative
Strategy 7: Create partnership agreements with agencies and organization and have them disseminate information during flexible meeting dates and times in both English and Spanish about the public services that they offer in order to continue building strong community partnerships.	**Nov**	**Feb**	**Apr**	**June**

Head Start On-Site Visit Fall/Spring
Telemundo, Brownsville PD
MEND Program
Population:
Parents
All Students
At Risk
Special Ed
LEP
Migrant
Dyslexia
GT
 	
Timeline: Fall 2019/Spring 2020
    Strategy's Expected Result/Impact: Formative:
Increase community involvement partnerships as noted throughout the school year's activities.
 	
Summative:
Increased partnerships
EOY Award/Social Presentations
    Monitor: Parent Liaison
Parent Trainer
Principal
Assistant Principal
Dean of Instruction
Counselor
Nurse
PE Coaches
Teachers
	50%	60%	80%	→

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Educate campus administrators and teachers during faculty and grade level meetings as to the academic and non-academic benefits of a strong parent-school partnership. Include strategies from the Customer Service training attended by parent liaison and using digital media to increase communication with parents.	Nov	Feb	Apr	June
	50%	50%	80%	→

Population:
Staff

Timeline: Fall 2019/Spring 2020

Strategy's Expected Result/Impact: Formative:
Agendas
Sign-in Sheets
Session Evaluations
Summative:
Increased parent participation
Title I-A Parental Involvement Compliance Checklist

STAAR Results
Attendance Rates
Discipline Referrals

Monitor: Parent Liaison
Parent Trainer
Principal

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Provide parent bi-weekly meetings in English and Spanish on flexible meeting dates and times to encourage participation and attendance to increase collaboration between home and school to support parental involvement and student achievement. Population: Parents Timeline:Bi-Weekly from August 2019-June 2020 CNA 17-20 P1, P2	**Nov**	**Feb**	**Apr**	**June**
	50%	60%	80%	→

Strategy's Expected Result/Impact: Formative:
Increase Parental Involvement noted: Teacher Communication Log
Open house attendance
Weekly Meeting Attendance.

Summative:
Composite of survey results
Title I-A Parental Involvement Compliance Checklist

Monitor: Parent Liaison
Parent Trainer
Principal
Assistant Principal
Dean of Instruction
Counselor
Nurse
PE Coaches

Title I Schoolwide Elements: 3.2

Funding Sources: Parent Center Food - 211 Title I-A - 211-61-6499-53-141-Y-30-0F2-Y - $900

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Parent Liaison will conduct home visits to monitor student attendance, inform parents of requested conferences, verify home residency and attend parental Involvement training.	**Nov**	**Feb**	**Apr**	**June**
Population Parents	25%	50%	80%	→

Timeline: October 2019-June 2020

CNA 17-20
P1

Strategy's Expected Result/Impact: Formative:
Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance.

Summative:Title I-A Parental Involvement Compliance Checklist

Monitor: Parent Liaison
Attendance Liaison
Principal
Assistant Principal
Dean of Instruction
Nurse

Title I Schoolwide Elements: 3.2

Funding Sources: Parent Liaison Employee Travel - 211 Title I-A - 211-61-6411-00-141-Y-30-0F2-Y - $900

Strategy 11 Details		Reviews		
		Formative		Summative
Strategy 11: Parent Liaison will collect attendance log from teachers by 8:30 a.m. to note students not in attendance and will communicate to parent via phone to encourage and improve attendance. Population: Teachers Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Daily Attendance/Tardy Log Summative: Title I-A Parental Involvement Compliance Checklist STAAR Results Attendance Rates Discipline Referrals Yearly Attendance Rate: 97.5% **Monitor:** Teachers Parent Liaison Principals Assistant Principal Dean of Instruction Counselor	Nov	Feb	Apr	June
	50%	60%	80%	→

Strategy 12 Details	Reviews			
	Formative			**Summative**
Strategy 12: Parent Presentations will be made periodically in English and Spanish on flexible meeting dates and times regarding but not limited to the listed topics:	**Nov**	**Feb**	**Apr**	**June**

Fine Arts Performance by Specific Grade Level Students
Nutrition
Gang Awareness
Bullying
CyberBullying
Dating Violence
Cyberbullying
Internet Safety
Drug, Alcohol and Tobacco
Awareness
Gun Safety
Truancy
Suicide Prevention
EOP-Safety Procedures
to educate parents to be able to recognize the signs and symptoms related to certain offenses.
 	
Timeline: August 2019-June 2020
    Strategy's Expected Result/Impact: Formative:
    Counselors log
    Lesson Plans
    Student Code of Conduct
    Acknowledgement
    PEIMS
    Discipline Reports
 	
    Summative:
 	
    PD Sign-In Rosters
    Agendas
    Monitor: Administrators
    Counselors
    Parental Involvement
    BISD Police and Security Services.
    Parent Liaison
    Title I Schoolwide Elements: 3.2
	50%	60%	80%	→

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

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

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

Evaluation Data Sources: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS. EOY Summative T-TESS Evaluations were not required due to COVID-19.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Provide Professional Development opportunities for all teachers & support staff to implement core & supplemental programs in order for students to improve student achievement and requirements.	**Formative**			**Summative**
Population- ALL Students TI MI LEP SE AR GT DYS Timeline- August 2019-July 2020 CNA pg. 14-16 SPP 7	**Nov**	**Feb**	**Apr**	**June**
	50%	75%	90%	→

Strategy's Expected Result/Impact: Formative:
. Digital Agendas
.Sign In Sheets.Benchmarks
.Progress Monitoring results
. Walkthroughs
. Lesson Plans
.Grades
 	
    Summative:
.PD Evaluations
.STAAR
.TELPAS
    IOWA				

RDA
.EOY TPRI/Tejas Lee
.EOY OWL Evaluation
STAAR Scores
TELPAS Reading Scores
PK OWL

Monitor: Bilingual/ESL District Contact
Principal
Dean of Instruction
PK-5th teachers
SPED Resource/Inclusion/BI Teachers
Curriculum & Instruction
Specialists

 - **TEA Priorities:** Recruit, support, retain teachers and principals

Funding Sources: Employee Travel - 211 Title I-A - 211-13-6411-23-141-Y-30-AYP-Y - $3,000, General Supplies - 211 Title I-A - 211-13-6399-00-141-Y-30-0F2 - $4,677, Employee Travel - 199 Local funds - 199-13-6411-23-141-Y-99-000-Y - $500, Employee Travel - 199 Local funds - 199-23-6411-23-141-Y-99-000-Y - $1,000, Employee Travel-Counselor Decrease Budget Change 01.13.2020 - 199 Local funds - 199-31-6411-23-141-Y-99-032-Y, Supplies & Materials -LCL DEFI - 211 Title I-A - 211-13-6398-00-141-Y-30-0F2-Y - $2,199, Employee Travel -Library - 199 Local funds - 199-12-6411-23-141-Y-00-000-Y - $100

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Dean of instruction and grade level designee will conduct campus Turn-Around training on various instructional topics such as cognitive strategies, explicit instruction, data analysis of CPALLS, TPRI/.Tejas LEE, District Benchmarks to increase student local and state assessment performance.	**Nov**	**Feb**	**Apr**	**June**

Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Increase in Approaching & Meeting Grade Level performance of 3rd-5th STAAR scores
 	
    Increase in Developed Areas of TPRI/Tejas Lee CPALLS EOY results.
    Monitor: Campus Administration
    .Classroom Teachers
    .Special Ed Teachers
    .Dyslexia Teachers.
    .Dean of Instruction
	50%	60%	80%	→

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Dean of Instruction/district specialist will conduct regular research based professional development workshops on -College Career Readiness Standards -TEKS Standards -ELA/Math/Science Content Programs to aide teachers with the implementation of state standards. Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: . Agendas . Sign in Sheets .Increase use of lessons that address college readiness standards. .Walkthroughs Summative: .Aligned instruction and compliance of all campus, district, state and federal guidelines resulting in student success. .Increase Masters Grade Level percentages scores per subject per grade level in STAAR. **Monitor:** Administrators Curriculum and Instruction Specialists	Nov	Feb	Apr	June
	25%	50%	70%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Teachers will participate in Tuesday's Grade level meetings to obtain instructional guidance, support and training needed to address student needs and will plan as a team every Wednesday using campus data, district's scope and sequence and frameworks as a guide to planning. Population: All Students AR LEP MI DYS TI Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: PD Session Evaluation Report Lesson Plans Classroom Observations Benchmark Scores Lead Teacher Documentation Summative: STAAR Scores T-TESS Observations **Monitor:** Administration Teachers Counselors Curriculum & Instruction Specialist Special Ed. Dept. Personnel	**Nov**	**Feb**	**Apr**	**June**
	50%	75%	90%	→

Strategy 5 Details	Reviews			
Strategy 5: Provide opportunities for Fine Arts teacher to attend professional development to obtain new ideas and strategies to incorporate into the classroom instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: ALL TI MI LEP SE AR GT DYS Timeline:August 2019-May 2020 **Strategy's Expected Result/Impact:** Formative: Walkthroughs Assemblies Lesson Plans T-TESS Summative: Increase participation in fine arts events-UIL, Ballroom Dancing, Art Shows, Talent Show # of students qualifying for All-Star Choir. **Monitor:** Music Teacher Campus Administration Elementary Music Advisor	50%	50%	80%	→

Strategy 6 Details	Reviews			
Strategy 6: Provide professional development to students, parent and teachers on designated topics such as:	**Formative**			**Summative**
Bullying Violence Presentation Drug, Alcohol and Tobacco Awareness	**Nov**	**Feb**	**Apr**	**June**
Gun Safety Truancy Conflict Resolution Career Awareness Character Education Responsible Behavior Goal Setting and Long Range Goals Dropout Prevention Human Growth & Development Signs of Child Abuse	50%	60%	80%	→

Behavior Management Intervention strategies Suicide prevention Staff Training Response to Intervention (RtI) research based interventions to allow teachers and staff to recognize antecedent behavior and address issue using preventive measure to decrease inappropriate behaviors that impede student learning or safety of self or others. Population- ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 CNA 14-16 SPP 1,5				
Strategy's Expected Result/Impact: Formative: Student sign in sheets Counselor logs Agenda PD Workshop# Attendance Roster Summative: Classroom PD Evaluation Student CIP Survey				
Monitor: Principals Assistant Principals Counselors Community Agencies District Counseling Services Behavior Specialist RTI Specialist BISD PD				
TEA Priorities: Recruit, support, retain teachers and principals				
Funding Sources: General Supplies - 199 Local funds - 199-31-6498-00-141-Y-99-032-Y - $350				

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Staff will be provided the 2019-2020 BISD Professional Development Requirements (DMA, DH, DNA Legal and Local/EIE, FFE Local) including:	**Nov**	**Feb**	**Apr**	**June**
ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019- May 2020 **Strategy's Expected Result/Impact:** Formative: PD Workshop# Agendas Summative: PD Transcript EOY Compliance **Monitor:** Administration Department Trainers Counselors	50%	60%	90%	→

Strategy 8 Details	Reviews			
	Formative			Summative
Strategy 8: Pena teachers will be trained on CAVI - Sheltered Instruction Strategies to enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency. Population: LEP Students Timeline:August 2019-December 2019 (Bilingual Schedule of Training) **Strategy's Expected Result/Impact:** Formative: ELL Portfolios Walkthroughs Lesson Plans Benchmarks Summative: Annual demonstration and obtaining of measurable progress on oral, reading, and written English proficiency measures and met expectations on yearly progress for LEP students. **Monitor:** Administration Bilingual Specialist Teachers	Nov	Feb	Apr	June
	50%	75%	90%	→

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

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

Performance Objective 1: Pena 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, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports. 5th Six weeks was extended due to COVID-19 with progress reports.

> **Summative Evaluation:** Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Teachers will implement research based and effective teaching practices with the use of technology based programs and tools that develop students skills and concepts to included but not limited to Ipads, Robots, Education Galaxy, Accelerated Reader,Spelling City, and other test banks to align instruction wiith STEAM Academy vision & goals.	**Nov**	**Feb**	**Apr**	**June**
	50%	75%	90%	→

Strategy 1: Teachers will implement research based and effective teaching practices with the use of technology based programs and tools that develop students skills and concepts to included but not limited to Ipads, Robots, Education Galaxy, Accelerated Reader,Spelling City, and other test banks to align instruction wiith STEAM Academy vision & goals.

Population:
PreK-5
At Risk
Special Ed
LEP
Migrant
Dyslexia
GT

Timeline: Sept. , Nov. , Dec. , 2019- Feb. , April , June , 2020

CNA pg. 14
SPP 1, SA 2,3

Strategy's Expected Result/Impact: Formative:
Increase usage of technology in instruction as noted in program usage report analysis
WalkthroughData

Summative:
STAAR Results
TTESS
Increase STAAR Approaching achievement
Increase % in usage report
Increase technology proficiency

Monitor: Teachers
Campus Administration
District Computer Specialist
Technology Support Teacher

TEA Priorities: Build a foundation of reading and math

Funding Sources: iPads - 263 Title III-A Bilingual - 263-11-6398-62-141-Y-25-000-Y - $3,530, ZULU Desk Licenses - 263 Title III-A Bilingual - 263-11-6395-62-141-Y-25-000-Y - $709, Robots - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6398-00-141-Y-30-STMY - $3,342, STEAM Supplies and Materials - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6398-62-141-Y-24-STMY - $6,658

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Staff will be provided with professional development hours on campus computer software programs and integration of technology to enhance instructional delivery. Preventing Cyber Bullying, Eschools, PearsonRealize, Tango Trends, , Tango Central, Spelling City, Living with Science, etc., will be included in the training. A minimum of 12 hours of technology PD will be completed by teachers through campus and district based training. Population: ALL Students TI MI LEP SE AR GT DYS Timeline- August 2019-Jan. 2020 CNA 9-13 CNA 14-16 **Strategy's Expected Result/Impact:** Formative: PD Transcript Increase usage of technology in instruction as noted in program usage report analysis WalkthroughData Summative: STAAR Results PD Evaluations **Monitor:** Principal Assistant Principal Dean of Instruction Technology Support Teacher Teachers PE Coaches Music Teacher Librarian	**Nov** 50%	**Feb** 60%	**Apr** 80%	**June** →

Strategy 3 Details	Reviews			
	Formative			**Summative**

Strategy 3: Students will be provided with opportunities to participate with online instruction and testing in order for students to be prepared for campus, district and state online assessments such as TELPAS and STAAR.
 	
Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:October 2019-April 2020
    Strategy's Expected Result/Impact: Formative:
    . Student Proficiency Usage of State assessment procedures and ETAZO inputting.
    .Lesson Plans
    . Walkthroughs
 	
    Summative:
    . Program Reports
    . TELPAS Reading Scores
    Monitor: Principal
    Campus Testing Coordinator
    Dean
    Teachers
	Nov	**Feb**	**Apr**	**June**

	25%	55%	90%	→

Strategy 4 Details	Reviews			
Strategy 4: Teachers will be required to complete an annual school technology and readiness (STaR) Chart in order to survey the teacher in what technology equipment they need.	Formative			Summative
	Nov	Feb	Apr	June

Population:
ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline: Spring 2019
    Strategy's Expected Result/Impact: Formative:
    .Teacher Completed Survey
 	
    Summative:
    .STAR Chart Response and Completion Report
    Technology Equipment Needs Report
    Monitor: Principal
    Teachers
    Technology Support Teacher
	0%	5%	5%	✗

Strategy 5 Details	Reviews			
	Formative			Summative
Strategy 5: 1st-4th Students will attend computer lab on weekly basis to work on computer station software programs that increase reading, math and science skills to help increase the level of academic success and assist students to produce computer generated projects.	**Nov**	**Feb**	**Apr**	**June**
Population:Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 Blue Computer Lab Schedule SPP 1, SA 2,3 CNA pg. 11 & 12	50%	75%	80%	→
Strategy's Expected Result/Impact: Formative . Increase student participation during assigned computer lab schedule. . .Walkthroughs . Progress Software Usage Reports Summative . Assessment Scores . Report Cards . EOY Software Usage Reports				
Monitor: Principal Assistant Principal Dean of Instruction Teachers				
Funding Sources: Desktop Computers, iPads , Apple TVs - 211 Title I-A - 211-11-6398-62-141-Y-30-0F2 - $36,854				

Strategy 6 Details		Reviews		
Strategy 6: Technology Support Teacher will maintain campus instructional technology, complete computer troubleshooting, and maintain a campus website in order to provide technical support for existing technology /upgrades.		Formative			Summative
		Nov	Feb	Apr	June
Population: ALL Students TI MI LEP SE AR GT DYS Timeline: August 2019-June 2020 Computer Lab Schedule for K-4th grade. **Strategy's Expected Result/Impact:** Formative . Increase student participation during assigned computer lab schedule. .Website .Walkthroughs Summative Assessment Scores Report Cards Teacher E-mail request for troubleshooting **Monitor:** Principal Technology Support Teacher		50%	50%	80%	→

Strategy 7 Details	Reviews			
	Formative			**Summative**
Strategy 7: Pena students will access their content area ebooks, tools, resources and web based programs during class presentations and home-base access learning Programs such as Education Galaxy, Pearson Realize, Spelling City, etc. Zulu software for iPads and toner for student projects, Charging stations for iPads, surge protectors, laptops with site license, printers with toner - administration to run campus usage reports and monitor student progress. Population: ALL Students TI MI LEP SE AR GT DYS Timeline:September 2019-June 2020 CNA Pg. 9-13 SA 2 & 3, SPP 1	**Nov**	**Feb**	**Apr**	**June**
	50%	75%	90%	→

Strategy's Expected Result/Impact: Formative:
Increase student use of ebooks, tools and online resources during class instruction as observed during walkthroughs, usage reports.

Summative:
End of Year Report Card
STAAR Assessments
Computer Program Usage Reports.

Monitor: Teachers
Principal
Assistant Principal
Dean of Instruction

Title I Schoolwide Elements: 2.4, 2.5 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: Supplies and Materials -Lcl Defi 09.30.2019 Budget Change - 162 State Compensatory - 162-11-6398-62-141-Y-30-000-Y - $11,816.46, Supplies & Materials Software - 162 State Compensatory - 162-11-6299-62-141-Y-30-000-Y - $4,000, Instructional Equipment (Computers/iPads) - 211 Title I-A - 211-11-6398-62-141-Y-30-0F2-Y, Software (Example Zulu Desk) - 211 Title I-A - 211-11-6395-62-141-Y-30-0F2-Y - $1,040, Supplies & Materials LCL DEFIAdministration Tech. Equipment - 211 Title I-A - 211-23-6398-65-141-Y-30-0F2-Y - $2,000, Supplies & Materials -LCL Defi - 211 Title I-A - 211-11-6398-62-141-Y-30-0F2-Y - $14,000, Supplies & Materials to Purchase iPads and TV Touch - 162 State Compensatory - 162-11-6398-62-141-Y-30-337-Y - $77,180, Software - 162 State Compensatory - 162-11-6395-62-141-Y-30-337-Y - $1,750

Strategy 8 Details	Reviews			
	Formative			**Summative**
Strategy 8: Librarian and instructional aide will monitor students accelerated reader points and proficiency to assist students in the selection of reading books to improve overall reading performance by implementing an incentive program to recognize literary academic progress as displayed on AR Progress Bulletin Board.	**Nov**	**Feb**	**Apr**	**June**
Population- ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 CNA pg. 14-16 SA 2 &3	50%	60%	90%	→

Strategy's Expected Result/Impact: Formative:
Weekly, Monthly AR usage reports
AR meeting 80% accuracy reports
Classroom Challenge Leader Displays

Summative:
Increase usage points and proficiency rates in Accelerated Reader Program for 1st -5th grade students

Increase fluency rates and comprehension in state and district assessments.

Monitor: Administration
Media Specialist
Library Aide

 - **TEA Priorities:** Build a foundation of reading and math

Funding Sources: General Supplies - 199 Local funds - 199-12-6399-00-141-Y-99-000-Y - $300

Strategy 9 Details	Reviews			
Strategy 9: Librarian & Classroom Teachers will work collaboratively to monitor reading progress of students in grades 1st-5th through the Accelerated Reader Program to increase reading fluency and comprehension as reflected in the TPRI/Tejas Lee and STAAR results. Population- ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative Reading Log AR Reports Summative TPRI/Tejas Lee EOY Testing Results STAAR Results **Monitor:** Administration Media Specialist Library Aide Classroom Teachers	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
	50%	60%	95%	→

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

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

Performance Objective 1: Pena Elementary will increase the overall district attendance rate to 97.5% for elementary schools and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

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

    Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Implement campus training that address procedures, roles, responsibilities and a formal written plan for Monitoring / management to ensure that campus student attendance meets District and State rates so that students meet their full educational potential	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**

Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR
 	
Timeline:August 2019
    Strategy's Expected Result/Impact: Formative
    Weekly review of campus
    attendance rates
    -Phone Master Log
 	
    Summative
    Daily Log
    Monitor Campus Attendance
    Monitor: Principal
    PEIMS Supervisor
    Parent Liaisons
    Attendance Office
    Data Entry Clerk
	50%	60%	80%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Parent attendance liaisons & data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents.	**Nov**	**Feb**	**Apr**	**June**
Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: Daily August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Requests Summative: Completed PRC **Monitor:** Campus Administration Teachers Parent Liaison Records Clerk	50%	75%	80%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Teachers will identify students not in class before the attendance marking period and post information outside classroom. Implementation of campus attendance log to ensure Pena meets State and District attendance goals.	**Nov**	**Feb**	**Apr**	**June**
Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Daily Attendance Log Data Summative: Meet ADA Goal **Monitor:** Campus Administration Teachers Parent Liaison Records Clerk	50%	75%	80%	→

Strategy 4 Details	Reviews			
	Formative			**Summative**
Strategy 4: Parents/guardians will be informed of student attendance goals and requirements through:School Marquee, Student Progress Reports, Open House Meeting, Presentations, Student/Parent/School Compact, Home Visits and Telephone Calls and Head Start Transition Meeting, Walk the Future Event	**Nov**	**Feb**	**Apr**	**June**
Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Increase Parental Involvement as noted in teacher communication log, requested conferences, student attendance and weekly meeting attendance. Sign In Sheets Agendas Summative: Title I-A Parental Involvement Compliance Checklist **Monitor:** Campus Administration Teachers Parent Liaison Records Clerk **Funding Sources:** Supplies - 162 State Compensatory - 162-61-6399-00-141-Y-30-WTF-Y - $100	50%	75%	80%	→

Strategy 5 Details	Reviews			
	Formative			**Summative**
Strategy 5: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year via public campus announcement and incentives to ensure students attend school daily.	**Nov**	**Feb**	**Apr**	**June**
Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR Timeline:Daily August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative Attendance Roster Documentation Grade Book Summative Teacher Access Center Report **Monitor:** Teachers Counselors Administration Parent Liaison Data Entry	50%	60%	80%	→

Strategy 6 Details	Reviews			
	Formative			Summative
Strategy 6: Pena will have a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents.	**Nov**	**Feb**	**Apr**	**June**
Population:AR Timeline: August 2019-June 2020 CNA pg. 7-8 D1	50%	60%	90%	100%
Strategy's Expected Result/Impact: Formative: Campus Registration Packet Evaluation Report Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Homeless Dept. Training Information Student Progress Reports Summative: STAAR Attendance Rate Retention Rate				
Monitor: Principal PEIMS Administrator Data Entry				
Funding Sources: Tech Equipment /Computer - 199 Local funds - 199-23-6398-65-141-Y-99-00-Y - $2,300				

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

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

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

Evaluation Data Sources: Available district and campus reports disaggregated for At-Risk students.
STAAR testing was cancelled due to COVID-19.

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
	Formative			**Summative**
Strategy 1: Students will participate in the After School Programs offered Monday-Friday to gain instructional reinforcement and remediation in core-area subjects in order to improve student achievement.	**Nov**	**Feb**	**Apr**	**June**
Population: ALL Timeline: August 2019-June 2020 5 days a week CNA pg. 14-16 SPP 4,8 **Strategy's Expected Result/Impact:** Formative eSchoolPLUS Generated Extended Day Schedule Extended Day Lesson Plans Extended Day Writing Journal Classroom Observations Benchmark Scores Student Progress reports Summative STAAR Scores Retention Rate **Monitor:** Principal Assistant Principal Dean Of Instruction Teachers Data Entry **Title I Schoolwide Elements:** 2.4, 2.5 **Funding Sources:** Professional Extra Duty Pay After School Program - 211 Title I-A - 211-11-6118-00-141-Y-30-ASP-Y - $32,000, Extra Duty Pay /Overtime-SUP After School Program Para Professional - 211 Title I-A - 211-11-6121-00-141-Y-30-ASP-Y - $5,000, After School Program Social Security/ Medicare - 211 Title I-A - 211-11-6141-00-141-Y-30-ASP-Y - $537, After School Program TRS - 211 Title I-A - 211-11-6146-00-141-Y-30-ASP-Y - $3,304, Employee Benefits-Locally Defined After School Program - 211 Title I-A - 211-11-6148-00-141-Y-30-ASP-Y - $86, After School Program Employee Benefits - 211 Title I-A - 211-11-6149-00-141-Y-30-ASP-Y - $555, Professional Extra Duty Pay SSI - 162 State Compensatory - 162-11-6118-00-141-Y-24-SSI-Y - $8,012, Professional Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-30-000-Y - $21,000, Professional Extra Duty Pay-Extended Day & Tutorial (Budget Change 12/18/19 from Grant 337) - 162 State Compensatory - 162-11-6118-00-141-Y-30-000-Y - $5,000	50%	60%	80%	→

Strategy 2 Details	Reviews			
Strategy 2: The Dean of Instruction will provide leadership, researched-based professional training and coordination of instructional programs necessary for a well-rounded academic program to improve performance of At-Risk students.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population: AR, TI, MI, LEP Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: PD Session Evaluation Report PD Session Attendance Report Lesson Plans Student Progress Reports Classroom Observations Benchmark Scores Summative: STAAR Scores **Monitor:** Principal Administrator for State Compensatory Education	50%	60%	80%	→

Strategy 3 Details	Reviews			
Strategy 3: The full day Pre-K program will be provided in order to better prepare qualified student academically through the use of CIRCLE strategies and HATCH Software Instruction.	**Formative**			**Summative**
	Nov	**Feb**	**Apr**	**June**
Population:AR Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Lesson Plans Classroom Observations Student Progress Reports CPALLS (BOY, MOY) Summative: CPALLS (EOY) **Monitor:** Principal Assistant Principal Dean of Instruction Teachers Administrator for State Compensatory Education **Comprehensive Support Strategy - Additional Targeted Support Strategy**	50%	75%	90%	→

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: Pena will provide homeless and unaccompanied youth with available community based vouchers, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Population: AR Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: Student Progress Reports Benchmark Scores Daily Attendance Summative: STAAR Attendance Rate Retention Rate **Monitor:** Administration Parent Liaison Counselor Nurse	Nov	Feb	Apr	June
	50%	60%	80%	→

Strategy 5 Details	Reviews			
	Formative			Summative

Strategy 5: Pena standard registration procedures will be followed for students. Student residency questionnaire will be completed to help the school determine the services the student may be eligible to receive through student referral forms. Campus principal will recommend students that meet the eligibility criteria for Homeless services. Referral will be submitted to the Homeless Dept.
Population: AR
Timeline:August 2019-June 2020
 	
CNA pg. 7-8
    Strategy's Expected Result/Impact: Formative:
    Student Progress Reports
    Attendance Rate
 	
    Summative:
    STAAR
    Attendance Rate
    Retention Rate
    Monitor: Administration
    PEIMS Administrator
    Data Entry
    Parent Liaison
    Counselor
    Nurse
    Funding Sources: Supplies & Materials - 199 Local funds - 199-23-6398-00-141-Y-99-000-Y - $700, General Supplies - 199 Local funds - 199-23-6399-00-141-Y-99-0-0-Y - $250, Supplies & Materials Software - 199 Local funds - 199-23-6395-65-141-Y-99-0-00-Y
	Nov
	50%
		Feb
		75%
			Apr
			90%
				June
				→

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: Pena Elementary data entry clerk and office personnel will attend available training on the identification of homeless and unaccompanied youth during registration to ensure barrier-free enrollment using sensitivity techniques and directing families on a timely manner the Homeless Youth Project for further intake. Population: AR Timeline:August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: PD Session Evaluation Report Student Progress Reports Benchmark Scores Summative: STAAR Attendance Rate Retention Rate **Monitor:** Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse	**Nov**	**Feb**	**Apr**	**June**
	50%	60%	80%	→

Strategy 7 Details	Reviews			

Strategy 7: Promote awareness throughout the campus and regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth.
 	
Population:
AR
 	
Timeline: August 2019-May 2020
    Strategy's Expected Result/Impact: Formative:
    Parent Meetings
    Teacher Meetings
    Student Progress Reports
 	
    Summative:
    STAAR
    Attendance Rate
    Retention Rate
    Monitor: Administration
    Parent Liaison
    Counselor
    Nurse
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	25%	60%	80%	→

Strategy 8 Details	Reviews			

Strategy 8: 5th grade students at Pena Elementary going to middle school will have an individual choice slip plan delineating their course of study.
 	
Population:
5th Grade AR
 	
Timeline:April 2019-May 2020
    Strategy's Expected Result/Impact: Formative:
    Counselor Presentation Log
    Student Choice Slips
 	
    Summative:
    Middle School Choice Slip Recommendations
    Monitor: Administration
    5th Grade Teachers
    Counselors
	Formative			**Summative**

	Nov	**Feb**	**Apr**	**June**
	25%	60%	90%	→

Strategy 9 Details	Reviews			
	Formative			Summative
Strategy 9: Administrators from Garcia Middle School and Pena Elementary will share transition student reports to properly identify students in need of assistance and schedule courses accordingly.	Nov	Feb	Apr	June
Population: 5th Grade AR Timeline:May 2020 **Strategy's Expected Result/Impact:** Formative: Benchmark Data Review Walkthroughs Summative: STAAR Scores **Monitor:** Administration Feeder School (Garcia M.S.)	0%	0%	0%	✗

Strategy 10 Details	Reviews			
	Formative			Summative
Strategy 10: Teachers will administer state mandated assessments using allowable linguistic accommodations as noted on the participation decision documentation provided for identified bilingual students in special programs folders. Population: LEP Timeline: State Assessment Calendar	**Nov**	**Feb**	**Apr**	**June**
	0%	0%	0%	→

Strategy's Expected Result/Impact: Formative:
Data Review
REACH Test
Walkthroughs
Six Week Writing Portfolios
TPRI/Tejas Lee
CIRCLE CPALLS
OWL Benchmarks

Summative:
STAAR
TELPAS
IOWA
District /Campus Benchmark Scores
BISD Writing Portfolio Collection
Monitor: LPAC Administrator
Bilingual Lead Teacher
LPAC Committee
Teachers

Strategy 11 Details	Reviews			
	Formative			**Summative**
Strategy 11: The Dyslexia program and strategies will be implemented for identified students with dyslexia and teachers will be provided IAP plans to implement accommodations and support students instructional needs.	**Nov**	**Feb**	**Apr**	**June**
Population: 504 Dyslexic Students Timeline: August 2019-June 2020 **Strategy's Expected Result/Impact:** Formative: TPRI/TejasLEE Benchmark testing Fluency Monitoring TeacherObservations TELPAS IOWA Summative: STAAR Progress Reports **Monitor:** Dyslexia Department Dyslexia Teachers Teachers RTI/Dyslexia/504 Administrators	50%	60%	80%	→

Strategy 12 Details	Reviews			
	Formative			Summative
Strategy 12: Capitalize on District community resources by creating partnership agreements with agencies and organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships.	Nov	Feb	Apr	June
Coordinate Head Start On-Site Visit Fall/Spring. Invite pre-registered PK students and their parents to a School Camp day as a transition effort from home to school. Population: PK Students Timeline: May 2020-June 2020 **Strategy's Expected Result/Impact:** Formative Agendas Sign-in Sheets On-Site Visits Presentations Summative: Increased partnerships Presentations **Monitor:** Parent Liaison Parent Trainer Principal Assistant Principal Dean of Instruction Counselor Nurse PE Coaches Teachers	50%	50%	50%	→
	0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue			

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

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

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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training.	**Formative**			**Summative**
Population:	**Nov**	**Feb**	**Apr**	**June**

ALL Students
TI
MI
LEP
SE
AR
GT
DYS
 	
Timeline:August 2019-June 2020
    Strategy's Expected Result/Impact: Formative
    Health Screening
    Nurse Referrals
 	
    Summative:
    Decrease in Health Related Absences and incidents.
    Monitor: Administration
    Nurse
    Safety Coordinator
    Teachers
	50%	60%	90%	→

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Pena Elem. will keep students, faculty and parents abreast of the Wellness/Nutrition Policy and Guidelines to be in compliance with respective policies and guidelines set forth by the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007 through	**Nov**	**Feb**	**Apr**	**June**
-Annual Health Fair -Parent meetings -Teacher and Staff Development -CATCH Teams Instructional Lessons Population: ALL Students TI MI LEP SE AR GT DYS Timeline:Open House October 2019 and March 2020 **Strategy's Expected Result/Impact:** Percent of parents attending the Health Fair as reflected in the sign in sheet, number of medical screenings and eye screenings completed. **Monitor:** Administration PE Coaches Nurse Counselors Teachers	50%	60%	80%	→

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: Maintain and improve Coordinated Approach to Child Health (CATCH) K-12 Program by implementing goals and objectives, ensure students are reaching required moderate to vigorous physical activity (MVPA), improve access to hydration stations and other indicators recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020	**Nov**	**Feb**	**Apr**	**June**
	50%	60%	80%	→
Strategy's Expected Result/Impact: Formative: Implementation Documentation Lesson Plans Book reports Health Journals Field Trips to the Cafeteria Local Running Event rosters Fitness Assessment Observation Attendance Rates Summative: CATCH Activities CATCH Binder School Health Index Improvement PlanStandardized Tests Results **Monitor:** Administration PE Coaches CATCH Champions Teachers				

Strategy 4 Details	Reviews			
Strategy 4: School Nurse will be available to promote healthy habits and maintain healthy student body by conducting regular screenings, presentations, administration of medication, first aid and training. Population: ALL Students TI MI LEP SE AR GT DYS Timeline:August 2019-June 2020 CNA 17-20 P1 **Strategy's Expected Result/Impact:** Formative Health Screening Nurse Referrals Summative: Decrease in Health Related Absences and incidents. **Monitor:** Administration Nurse Safety Coordinator Teachers **Funding Sources:** General Supplies - 199 Local funds - 199-33-6399-16-141-Y-99-0-00-Y, General Supplies - 199 Local funds - 199-33-6399-00-141-Y-99-000-Y - $250, General Supplies - 199 Local funds - 199-33-6399-65-141-Y-99-000-Y - $60	**Formative**			**Summative**
	Nov	Feb	Apr	June
	50%	60%	90%	✗

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

State Compensatory

Budget for Pena Elementary

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-141-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$21,000.00
162-11-6118-00-141-Y-30-337-Y	6118 Extra Duty Stipend - Locally Defined	$5,000.00
162-11-618-00-141-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$8,012.00
	6100 Subtotal:	**$34,012.00**
6200 Professional and Contracted Services		
162-11-6299-62-141-Y-30-337-Y	6299 Miscellaneous Contracted Services	$1,750.00
	6200 Subtotal:	**$1,750.00**
6300 Supplies and Services		
162-11-6396-00-141-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	$2,724.00
162-11-6398-62-141-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	$16,256.00
162-11-6398-62-141-Y-30-337-Y	6398 Computer Supplies/Software - Locally Defined	$77,180.00
162-11-6399-00-141-Y-30-000-Y	6399 General Supplies	$13,226.00
162-11-6399-00-141-Y-30-337-Y	6399 General Supplies	$7,840.00
162-61-6399-00-141-Y-30-WTF-Y	6399 General Supplies	$100.00
	6300 Subtotal:	**$117,326.00**

Personnel for Pena Elementary

Name	Position	Program	FTE
Delfina Aldape	Dean	SCE	1.0
Laura Garza	PK4	SCE	0.5
Nancy Trevino	PK4	SCE	0.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Students, staff and parents completed an end of year needs assessment survey during the month of April of the school year. The SBDM committee met to create the CNA. The committee reviewed the available survey results students, staff and parents provided by the District's Assessment Dept. The SBDM members then returned to their teams and reviewed the information discussed along with the EOY Assessment Results and other data such as retention numbers per grade level. Multiple measured areas were reviewed and each grade level identified their strengths and challenges. STAAR Data for 3rd-5th grade was analyzed as well as EOY TPRI/Tejas Lee data.

On April 10, 2019 the CNA was conducted.

On April 24, 2019 SBDM met to review CNA Results.

On May 16, 2019 the CIP was reviewed for effectiveness and input was collected from each SBDM Committee member.

On May 27, 2019 Proposed revisions were reviewed by campus faculty and staff.

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Site-Based Decision-Making SBDM Committee conducted a comprehensive needs assessment(CNA) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the CNA, the campus leadership committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have 90% Approaches, 60% Meets and 30% Masters percent of all students and all student groups on all parts of state mandated assessments for the 2019-2020. Each SBDM member then collected input from their grade level to prepare to review the effectiveness of the CIP.

On May 16, 2019 the CIP was reviewed for effectiveness and input was collected from each SBDM Committee member.

On May 27, 2019 Proposed revisions were reviewed by campus faculty and staff.

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

2.2: Regular monitoring and revision

As part of the ongoing monitoring and revision of our Campus Improvement Plan, teachers are asked for their input in the purchase of instructional materials and assessment to measure student performance. Teachers use data obtained from state assessments as well as other instruments, including but not limited to the IOWA, TELPAS, TPRI/Tejas Lee, CPALLS, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Input is collected for revisions and recommendations to the CIP from each SBDM committee member. The CIP was monitored through four formative review dates: December 11, 2019, February 12, 2020, May 14,2020 and June 9, 2020.

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

The CIP is posted on our campus website and is available to parents in different languages upon request verbally. The print version of the CIP is also made available in the campus office upon request.

Information provided to parents such as the Parent-School-Student Compact,Parental Involvement Policy and flyers are provided to parents in Spanish.

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

Pena Elementary will use the budgeted funds to implement school-wide reform strategies that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school extended day program, for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, At-Risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the State and local improvements plans.

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

Peña Elementary offers programs that assist students with remediation strategies in core-area subjects. Identified students are provided support services in Reading/Math/Writing/Science in order to improve their performance and overall success in the state assessment. Administration and teachers review ongoing data results and determine which students are mostly at need based on set criteria that increases in expectations for perforamance as the year progresses. Students are identified in the early September using Beginning of Year data and then again in November using District Benchmark scores. After the 1st semester, the identification of students needing to be added to

remediation tutorial classes are made in a case by case basis. Some students transfer from other campuses and districts and have no data so teacher recommendations are taken into consideration in this case. The district provides a second benchmark in the month of February and new roster of students is generated to identify those students still needing additional remediation.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

A District Parental Advisory Council (DPAC) member is nominated to represent and meet with parents to review the current Parent and Family Policy and School-Parent-Student Compact and discuss recommendations and or revisions that better support school learning community vision and goal. After their meeting, recommnedations and revisions are presented to the SBDM Committee for approval. The PFE Policy is distributed to all parents in both English and Spanish at the beginning of each school year via printed copy in start of year student packet.

On March 7, 2019 parents met with the DPAC parent representative and the parent liaison to review and revise the Parent and Family Engagement Policy as well as the School Compact.

On May 16, 2019 the 2019-2020 PFE and School Parent Student Compact were presented to the SBDM Committee and approved.

3.2: Offer flexible number of parent involvement meetings

Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parent training will concentrate on the new assessment requirements, improving reading readiness and increasing parental involvement participation. Flexible number of parental involvement meetings will be offered to parents. Parent Meetings were conducted on Friday mornings. Other parent meetings were also conducted in the evenings to share community service opportunities students. Annual Title I meetings were held on: September 19, 2019 a.m. and September 25, 2019 p.m.

Title I Personnel

Name	Position	Program	FTE
Irineo Garcia	Nurse	Federal	0.4
Karla Parker	Dyslexia Aide	Federal	1.0
Mariela Acebo	Library Aide	Federal Programs	1.0

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
Administrator	Yolanda Turbeville	Principal
Meeting Facilitator	Delfina Aldape	Dean of Instruction
Non-classroom Professional	Lorena E. Medina	Assistant Principal
Classroom Teacher	Julia Contreras	Teacher Y1 (5th)
Community Representative	Adam Reizenman	Community-Y2
Classroom Teacher	Magda Apresa	Teacher Y2- (4th)
Classroom Teacher	Jacqueline Castaneda	Teacher Y2- (2nd)
Community Representative	Rene Medina	Community-Y1
District-level Professional	Katheryn Allala	ELA Specialist-Y2
Classroom Teacher	Jessica Moncada	Teacher Y3- (3rd)
Parent	Elia Rodriguez	Parent- Y1
Parent	Claudia Arredondo	Parent-Y1
Classroom Teacher	Lee Padilla	Teacher Y1- (Kinder)
Business Representative	Myles Garza	Business-Y1
Classroom Teacher	Lori Cantu	Teacher Y1- (1st)
Classroom Teacher	Evangelina Nunez	Teacher Y1- (PK)
Classroom Teacher	Emmanuel Vasquez	Teacher Y1- (Special Programs)
Business Representative	Analee Rodriguez	Business- Y1

Campus Funding Summary

			199 Local funds		
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Copy Paper	199-11-6396-00-141-Y-11-000--Y	$1,200.00
1	1	1	General Supplies	199-11-6399-00-141-Y-11-000-Y	$5,234.00
1	1	1	General Supplies	199-11-6399-51-141-Y-11-000-Y	$1,800.00
1	1	1	General Supplies	199-11-6399-16-141-Y-11-000-Y	$1,500.00
1	1	1	General Supplies - GT	199-11-6399-00-141-Y-21-000-Y	$713.00
1	1	11	Awards	199-11-6498-00-141-Y-11-000-Y	$2,000.00
1	4	4	West Music Company Instructional Materials	199-11-6399-57-141-Y-11-000-Y	$610.00
1	4	5	Transportation Budget	199-11-6494-00-141-Y-11-0-00-Y	$2,000.00
1	4	5	General Supplies- Music	199-11-6399-57-141-Y-11-000-Y	$0.00
2	1	2	Maint/Operation	199-51-6315-00-141-Y-99-000-Y	$6,000.00
2	1	2	Extra Duty /Overtime	199-51-6121-47-141-Y-99-000-Y	$100.00
2	1	4	Extra-Duty Overtime	199-11-6121-00-141-Y-11-000-Y	$100.00
2	1	4	Extra-Duty Overtime	199-23-6121-08-141-Y-99-0-00-Y	$100.00
5	2	8	General Supplies-Counselor Decreased Budget Change 01.13.2020	199-31-6399-00-141-Y-99-032-Y	$0.00
7	1	1	Employee Travel	199-13-6411-23-141-Y-99-000-Y	$500.00
7	1	1	Employee Travel	199-23-6411-23-141-Y-99-000-Y	$1,000.00
7	1	1	Employee Travel-Counselor Decrease Budget Change 01.13.2020	199-31-6411-23-141-Y-99-032-Y	$0.00
7	1	1	Employee Travel -Library	199-12-6411-23-141-Y-00-000-Y	$100.00
7	1	6	General Supplies	199-31-6498-00-141-Y-99-032-Y	$350.00
8	1	8	General Supplies	199-12-6399-00-141-Y-99-000-Y	$300.00
9	1	6	Tech Equipment /Computer	199-23-6398-65-141-Y-99-00-Y	$2,300.00
9	2	5	Supplies & Materials	199-23-6398-00-141-Y-99-000-Y	$700.00
9	2	5	General Supplies	199-23-6399-00-141-Y-99-0-0-Y	$250.00
9	2	5	Supplies & Materials Software	199-23-6395-65-141-Y-99-0-00-Y	$0.00
9	3	4	General Supplies	199-33-6399-16-141-Y-99-0-00-Y	$0.00
9	3	4	General Supplies	199-33-6399-00-141-Y-99-000-Y	$250.00

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	3	4	General Supplies	199-33-6399-65-141-Y-99-000-Y	$60.00
				Sub-Total	$27,167.00
				Budgeted Fund Source Amount	$27,167.00
				+/- Difference	$0.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies 09.30.2019 Budget Change increase	162-11-6399-00-141-Y-30-000-Y	$16,389.54
1	1	1	General Supplies	162-11-6399-00-141-Y-30-337-Y	$7,840.00
8	1	7	Supplies and Materials -Lcl Defi 09.30.2019 Budget Change	162-11-6398-62-141-Y-30-000-Y	$11,816.46
8	1	7	Supplies & Materials Software	162-11-6299-62-141-Y-30-000-Y	$4,000.00
8	1	7	Supplies & Materials to Purchase iPads and TV Touch	162-11-6398-62-141-Y-30-337-Y	$77,180.00
8	1	7	Software	162-11-6395-62-141-Y-30-337-Y	$1,750.00
9	1	4	Supplies	162-61-6399-00-141-Y-30-WTF-Y	$100.00
9	2	1	Professional Extra Duty Pay SSI	162-11-6118-00-141-Y-24-SSI-Y	$8,012.00
9	2	1	Professional Extra Duty Pay	162-11-6118-00-141-Y-30-000-Y	$21,000.00
9	2	1	Professional Extra Duty Pay-Extended Day & Tutorial (Budget Change 12/18/19 from Grant 337)	162-11-6118-00-141-Y-30-000-Y	$5,000.00
				Sub-Total	$153,088.00
				Budgeted Fund Source Amount	$153,088.00
				+/- Difference	$0.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399-00-141-Y-25-000-Y	$6,075.00
1	1	1	Duplicating Paper	163-11-6396-00-141-Y-25-000-Y	$0.00
				Sub-Total	$6,075.00
				Budgeted Fund Source Amount	$6,075.00
				+/- Difference	$0.00

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	166-11-6399-00-141-Y-23-000-Y	$2,200.00
1	1	2	Gloves, Velcro, Vest	166-11-6399-00-141-Y-23-0B0-Y	$500.00
1	1	2	OHIS	166-31-6219-00-141-Y-23-0N7-Y	$925.00
				Sub-Total	$3,625.00
				Budgeted Fund Source Amount	$3,625.00
				+/- Difference	$0.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	211-11-6399-00-141-Y-30-0F2-Y	$19,924.00
1	1	1	Copy Paper	211-11-6396-00-141-Y-30-0F2-Y	$4,000.00
1	1	2	Computer Equipment for Non-Instruction	211-23-6398-65-141-Y-30-0F2-Y	$0.00
1	1	2	General Supplies/Toner	211-23-6399-65-141-Y-30-0F2-Y	$2,000.00
6	1	2	General Supplies	211-61-6399-00-141-Y-30-0F2	$900.00
6	1	9	Parent Center Food	211-61-6499-53-141-Y-30-0F2-Y	$900.00
6	1	10	Parent Liaison Employee Travel	211-61-6411-00-141-Y-30-0F2-Y	$900.00
7	1	1	Employee Travel	211-13-6411-23-141-Y-30-AYP-Y	$3,000.00
7	1	1	General Supplies	211-13-6399-00-141-Y-30-0F2	$4,677.00
7	1	1	Supplies & Materials -LCL DEFI	211-13-6398-00-141-Y-30-0F2-Y	$2,199.00
8	1	5	Desktop Computers, iPads , Apple TVs	211-11-6398-62-141-Y-30-0F2	$36,854.00
8	1	7	Instructional Equipment (Computers/iPads)	211-11-6398-62-141-Y-30-0F2-Y	$0.00
8	1	7	Software (Example Zulu Desk)	211-11-6395-62-141-Y-30-0F2-Y	$1,040.00
8	1	7	Supplies & Materials LCL DEFIAdministration Tech. Equipment	211-23-6398-65-141-Y-30-0F2-Y	$2,000.00
8	1	7	Supplies & Materials -LCL Defi	211-11-6398-62-141-Y-30-0F2-Y	$14,000.00
9	2	1	Professional Extra Duty Pay After School Program	211-11-6118-00-141-Y-30-ASP-Y	$32,000.00
9	2	1	Extra Duty Pay /Overtime-SUP After School Program Para Professional	211-11-6121-00-141-Y-30-ASP-Y	$5,000.00
9	2	1	After School Program Social Security/ Medicare	211-11-6141-00-141-Y-30-ASP-Y	$537.00
9	2	1	After School Program TRS	211-11-6146-00-141-Y-30-ASP-Y	$3,304.00
9	2	1	Employee Benefits-Locally Defined After School Program	211-11-6148-00-141-Y-30-ASP-Y	$86.00
9	2	1	After School Program Employee Benefits	211-11-6149-00-141-Y-30-ASP-Y	$555.00

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
				Sub-Total	$133,876.00
				Budgeted Fund Source Amount	$133,876.00
				+/- Difference	$0.00

212 Title I-C (Migrant)					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	3	3	General Supplies - Books	212-11-6399-00-141-Y-24-0F2-Y	$580.00
				Sub-Total	$580.00
				Budgeted Fund Source Amount	$580.00
				+/- Difference	$0.00

263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	6	General Supplies	263-11-6399-00-141-Y-25-000-Y	$1,350.00
8	1	1	iPads	263-11-6398-62-141-Y-25-000-Y	$3,530.00
8	1	1	ZULU Desk Licenses	263-11-6395-62-141-Y-25-000-Y	$709.00
				Sub-Total	$5,589.00
				Budgeted Fund Source Amount	$5,589.00
				+/- Difference	$0.00

289-TIV Title IV-A Student Support and Acad. Enri					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
8	1	1	Robots	289-11-6398-00-141-Y-30-STMY	$3,342.00
8	1	1	STEAM Supplies and Materials	289-11-6398-62-141-Y-24-STMY	$6,658.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$0.00
				Grand Total	$340,000.00

Addendums

	Note:	This policy addresses bullying of District students. For purposes of this policy, the term bullying includes cyberbullying.
		For provisions regarding discrimination and harassment involving District students, see FFH. Note that FFI shall be used in conjunction with FFH for certain prohibited conduct. For reporting requirements related to child abuse and neglect, see FFG.

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

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

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 class-room, school, or school-sponsored or school-related activity.

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

1.   Prohibits the bullying of a student;

2.   Prohibits retaliation against any person, including a victim, a witness, or another person, who in good faith provides information concerning an incident of bullying;

3.   Establishes a procedure for providing notice of an incident of bullying to:

   a.   A parent or guardian of the alleged victim on or before the third business day after the date the incident is reported; and

   b.   A parent or guardian of the alleged bully within a reasonable amount of time after the incident;

4.   Establishes the actions a student should take to obtain assistance and intervention in response to bullying;

5.   Sets out the available counseling options for a student who is a victim of or a witness to bullying or who engages in bullying;

6.   Establishes procedures for reporting an incident of bullying, including procedures for a student to anonymously report an incident of bullying, investigating a reported incident of bullying, and determining whether the reported incident of bullying occurred;

7.   Prohibits the imposition of a disciplinary measure on a student who, after an investigation, is found to be a victim of bullying, on the basis of that student's use of reasonable self-defense in response to the bullying; and

8.   Requires that discipline for bullying of a student with disabilities comply with applicable requirements under federal law, including the Individuals with Disabilities Education Act (20 U.S.C. Section 1400 et seq.).

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

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

Prevention and Mediation

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

1. Interfere with a student's educational opportunities; or

2. Substantially disrupt the orderly operation of a classroom, school, or school-sponsored or school-related activity.

Education Code 37.0832

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **PENA EL**

Early Childhood Literacy Progress Measure 1	Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 93% to 98% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 1	Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 99% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **PENA EL**

Early Childhood Literacy Progress Measure 2 — Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 95% to 100% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 2 — Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 79% to 84% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade   Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 92% to 97% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade   Reading

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 14% to 19% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade   Mathematics

The percent of **1st Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 59% to 64% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

Early Childhood Literacy Progress Measure 3 - 2nd Grade | Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 70% to 75% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade   Reading

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 26% to 31% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade   Mathematics

The percent of **2nd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 55% to 60% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**   Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 41% to 46% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	42%	38%	33%
2021	43%	39%	34%
2022	44%	40%	35%
2023	45%	41%	36%
2024	46%	42%	37%

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

The percent of **3rd Grade** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 65% to 70% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Reading

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 51% to 56% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade   Mathematics

The percent of **3rd Grade** students that are Meets on the **STAAR 2018-19** will increase from 79% to 84% by June 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Texas Education Agency
2018-19 Federal Report Card for Texas Public Schools
Campus Name: PENA EL
Campus ID: 031901141
District Name: BROWNSVILLE ISD

Part (i): A clear and concise description of the State's accountability system under subsection (c), including—

Part (i)(I) the minimum number of students that the State determines are necessary to be included in each of the subgroups of students, as defined in subsection (c)(2), for use in the accountability system;
The Texas accountability minimum size criteria are 25 tests for assessment related indicators or 25 students for non-assessment related indicators, such as graduation, for any student group, and 10 tests or students for the all student group.

Part (i)(II) the long-term goals and measurements of interim progress for all students and for each of the subgroups of students, as defined in subsection (c)(2);

State ESSA Goals

		All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Special Educ	EL (Current & Former)
Academic Performance (At Meets Grade Level or Above)												
Reading/ELA	Baseline 2016-17 Rates	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2017-18 through 2021-22	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
	2022-23 through 2026-27	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
	2027-28 through 2031-32	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
	2032-33	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Mathematics	Baseline 2016-17 Rates	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2017-18 through 2021-22	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
	2022-23 through 2026-27	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
	2027-28 through 2031-32	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
	2032-33	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
EL Progress												
	Baseline 2016-17 Rates											41%
	2017-18 through 2021-22											36%
	2022-23 through 2026-27											38%
	2027-28 through 2031-32											40%
Graduation Rate: 4-Year Longitudinal Rate^												
	Baseline 2016-17 Rates	89%	85%	87%	93%	86%	95%	89%	92%	86%	78%	72%
	2017-18 through 2021-22	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
	2022-23 through 2026-27	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
	2027-28 through 2031-32	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%

'^' Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (i)(III) the indicators described in subsection (c)(4)(B) used to meaningfully differentiate all public schools in the State;
a. Academic Achievement Indicator: STAAR Performance Status (Percent at Meets Grade Level or Above)
b. Other Academic Indicator for Non-High Schools: STAAR Growth Status
c. Graduation Rate: Federal Graduation Status
d. ELP Indicator: English Learner Language Proficiency Status
e. School Quality or Student Success (SQSS) Indicators: College, Career, and Military Readiness for High Schools and K-12; Student Achievement Domain Score: STAAR only for All Other Schools without Annual Graduates

Part (i)(IV) the State's system for meaningfully differentiating all public schools in the State, including—
(aa) the specific weight of the indicators described in subsection (c)(4)(B) in such differentiation;

Campus Type	Indicator	Weight
Elementary and Middle Schools	Academic Achievement	30%
	Other Academic Indicator	50%
	English Learner Language Proficiency	10%
	SQSS: Student Achievement Domain Score	10%
High Schools and K-12	Academic Achievement	50%
	4-Year Graduation Rate	10%
	English Learner Language Proficiency	10%
	SQSS: College, Career, and Military Readiness	30%

(bb) the methodology by which the State differentiates all such schools;
A weighted average of the accountability indicators will be computed from the number of items meeting targets divided by the number of items evaluated. The weighted average will be scaled to grades A (90-100), B (80-89),
C (70-79), D (60-69), and F (0-59) and further used to differentiate all public schools.
(cc) the methodology by which the State differentiates a school as consistently underperforming for any subgroup of students described in section (c)(4)(C)(iii), including the time period used by the State to determine consistent underperformance; and
TEA uses the Closing the Gaps domain to identify campuses that have consistently underperforming student groups. A student group that misses the targets in at least the same **three** indicators, for three consecutive years, is considered "consistently underperforming." Any campus not identified for comprehensive support and improvement that has at least one consistently underperforming student group is identified for targeted support and improvement. Campuses are evaluated annually for identification.
(dd) the methodology by which the State identifies a school for comprehensive support and improvement as required under subsection (c)(4)(D)(i);
The Closing the Gaps domain scaled score is used to identify schools for comprehensive support and improvement. TEA rank orders the scaled domain score for all campuses. The lowest five percent of campuses that receive Title I, Part A funds are identified for comprehensive support and improvement.
Additionally, if any Title I or non-Title I campus does not attain a 67 percent four-year federal graduation rate for the all students group, the campus is identified for comprehensive support and improvement. Non-Title I campuses are not eligible for comprehensive support grant funding.

Any Title I campus identified for targeted support and improvement for three consecutive years for the same student group(s) is identified for comprehensive support and improvement the following school year.

Part (i)(V) the number and names of all public schools in the State identified by the State for comprehensive support and improvement under subsection (c)(4)(D)(i) or implementing targeted support and improvement plans under subsection (d)(2); and
Comprehensive Support and Improvement Schools , **Targeted Support and Improvement Schools** and **Additional Targeted Support Schools** list those campuses that have been identified for comprehensive support and improvement, targeted support and improvement and additional targeted support based on performance in the Closing the Gaps domain (Excel file).

Part (i)(VI) the exit criteria established by the State as required under clause (i) of subsection (d)(3)(A), including the length of years established under clause (i)(II) of such subsection.
Campuses that do not rank in the bottom five percent of the Closing the Gaps domain for two consecutive years and have increased a letter grade (for example, from F to D or from D to C) on the Closing the Gaps domain are considered as having successfully exited comprehensive support and improvement status.Campuses identified as comprehensive support and improvement based solely on a graduation rate below 67 percent must have a four-year federal graduation rate of at least 67 percent for two consecutive years to exit comprehensive support and improvement status.
To exit additional targeted support status, the student group(s) that triggered the additional targeted support status must meet the targets for the Academic Achievement component in both reading and mathematics.

Part (ii): Student Achievement by Proficiency Level

This section provides information on student achievement on the STAAR (State of Texas Assessments of Academic Readiness) performance for mathematics, reading/ELA, and science by grade level and proficiency level for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
STAAR Percent at Approaches Grade Level or Above																						
Grade 3																						
Reading	All Students	75%	79%	**93%**	-	94%	-	-	*	-	-	92%	100%	100%	92%	81%	93%	92%	*	*	-	-
	CWD	49%	48%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	*	-	-	-	-
	CWOD	79%	85%	**92%**	-	93%	-	-	*	-	-	90%	100%	-	92%	77%	92%	91%	*	*	-	-
	EL	69%	72%	**81%**	-	84%	-	-	*	-	-	81%	-	*	77%	81%	80%	82%	*	-	-	-
	Male	73%	78%	**93%**	-	96%	-	-	*	-	-	93%	100%	100%	92%	80%	93%	-	*	*	-	-
	Female	78%	81%	**92%**	-	92%	-	-	-	-	-	89%	100%	*	91%	82%	-	92%	*	-	-	-
Mathematics	All Students	78%	84%	**97%**	-	97%	-	-	*	-	-	97%	100%	100%	97%	92%	98%	96%	*	*	-	-
	CWD	52%	57%	**100%**	-	100%	-	-	-	-	-	100%	-	100%	-	*	100%	*	-	-	-	-
	CWOD	81%	89%	**97%**	-	97%	-	-	*	-	-	96%	100%	-	97%	91%	97%	96%	*	*	-	-
	EL	75%	81%	**92%**	-	92%	-	-	*	-	-	92%	-	*	91%	92%	93%	91%	*	-	-	-
	Male	78%	84%	**98%**	-	98%	-	-	*	-	-	98%	100%	100%	97%	93%	98%	-	*	*	-	-
	Female	78%	85%	**96%**	-	96%	-	-	-	-	-	95%	100%	*	96%	91%	-	96%	*	-	-	-
Grade 4																						
Reading	All Students	74%	83%	**80%**	-	80%	*	-	*	-	-	79%	90%	41%	89%	74%	76%	84%	*	*	*	-
	CWD	44%	50%	**41%**	-	38%	*	-	-	-	-	41%	-	41%	-	38%	40%	43%	*	*	*	-
	CWOD	78%	89%	**89%**	-	88%	-	-	*	-	-	88%	90%	-	89%	85%	86%	91%	*	-	-	-
	EL	64%	72%	**74%**	-	74%	-	-	-	-	-	75%	*	38%	85%	74%	63%	84%	-	-	*	-
	Male	71%	81%	**76%**	-	76%	-	-	-	-	-	75%	80%	40%	86%	63%	76%	-	-	-	-	-
	Female	77%	84%	**84%**	-	84%	*	-	*	-	-	83%	100%	43%	91%	84%	-	84%	*	*	*	-
Mathematics	All Students	74%	82%	**79%**	-	80%	*	-	*	-	-	77%	100%	35%	89%	86%	80%	78%	*	*	*	-
	CWD	46%	53%	**35%**	-	38%	*	-	-	-	-	35%	-	35%	-	50%	40%	29%	*	*	*	-
	CWOD	78%	87%	**89%**	-	88%	-	-	*	-	-	87%	100%	-	89%	96%	91%	86%	*	-	-	-
	EL	69%	71%	**86%**	-	86%	-	-	-	-	-	84%	*	50%	96%	86%	88%	84%	-	-	*	-
	Male	74%	81%	**80%**	-	80%	-	-	-	-	-	78%	100%	40%	91%	88%	80%	-	-	-	-	-
	Female	74%	82%	**78%**	-	80%	*	-	*	-	-	76%	100%	29%	86%	84%	-	78%	*	*	*	-
Grade 5																						
Reading	All Students	86%	90%	**92%**	-	92%	*	-	*	-	-	93%	86%	73%	94%	87%	93%	91%	*	*	-	-
	CWD	55%	60%	**73%**	-	73%	-	-	-	-	-	70%	*	73%	-	80%	67%	80%	-	*	-	-
	CWOD	89%	96%	**94%**	-	94%	*	-	*	-	-	96%	85%	-	94%	88%	96%	93%	*	-	-	-
	EL	77%	83%	**87%**	-	86%	-	-	*	-	-	90%	*	80%	88%	87%	94%	75%	-	*	-	-
	Male	83%	89%	**93%**	-	92%	*	-	*	-	-	94%	86%	67%	96%	94%	93%	-	*	-	-	-
	Female	88%	92%	**91%**	-	91%	-	-	-	-	-	92%	86%	80%	93%	75%	-	91%	-	*	-	-
Mathematics	All Students	89%	96%	**98%**	-	98%	*	-	*	-	-	98%	100%	100%	98%	100%	96%	100%	*	*	-	-
	CWD	68%	81%	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-	*	-	-
	CWOD	92%	98%	**98%**	-	98%	*	-	*	-	-	97%	100%	-	98%	100%	96%	100%	*	-	-	-
	EL	85%	94%	**100%**	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-	*	-	-
	Male	88%	95%	**96%**	-	96%	*	-	*	-	-	96%	100%	100%	96%	100%	96%	-	*	-	-	-
	Female	90%	97%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-	*	-	-
Science	All Students	74%	83%	**75%**	-	74%	*	-	*	-	-	73%	86%	45%	79%	63%	78%	72%	*	*	-	-
	CWD	45%	54%	**45%**	-	45%	-	-	-	-	-	40%	*	45%	-	60%	50%	40%	-	*	-	-
	CWOD	77%	88%	**79%**	-	78%	*	-	*	-	-	78%	85%	-	79%	64%	81%	76%	*	-	-	-
	EL	60%	71%	**63%**	-	62%	-	-	*	-	-	66%	*	60%	64%	63%	78%	42%	-	*	-	-
	Male	74%	83%	**78%**	-	77%	*	-	*	-	-	77%	86%	50%	81%	78%	78%	-	*	-	-	-
	Female	73%	83%	**72%**	-	72%	-	-	-	-	-	69%	86%	40%	76%	42%	-	72%	-	*	-	-

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military

STAAR Percent at Meets Grade Level or Above

Grade 3

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading All Students	44%	46%	**48%**	-	49%	-	-	*	-	-	40%	91%	22%	52%	12%	46%	52%	*	*	-	-
CWD	26%	25%	**22%**	-	22%	-	-	-	-	-	22%	-	22%	-	*	29%	*	-	-	-	-
CWOD	46%	49%	**52%**	-	52%	-	-	*	-	-	43%	91%	-	52%	9%	49%	57%	*	*	-	-
EL	35%	32%	**12%**	-	12%	-	-	*	-	-	12%	-	*	9%	12%	13%	9%	*	-	-	-
Male	41%	44%	**46%**	-	47%	-	-	*	-	-	39%	100%	29%	49%	13%	46%	-	*	-	-	-
Female	47%	47%	**52%**	-	52%	-	-	-	-	-	42%	83%	*	57%	9%	-	52%	*	-	-	-
Mathematics All Students	48%	55%	**76%**	-	77%	-	-	*	-	-	73%	91%	89%	74%	50%	76%	76%	*	*	-	-
CWD	30%	30%	**89%**	-	89%	-	-	-	-	-	89%	-	89%	-	*	86%	*	-	-	-	-
CWOD	50%	59%	**74%**	-	75%	-	-	*	-	-	71%	91%	-	74%	45%	74%	74%	*	*	-	-
EL	41%	45%	**50%**	-	52%	-	-	*	-	-	50%	-	*	45%	50%	47%	55%	*	-	-	-
Male	49%	56%	**76%**	-	78%	-	-	*	-	-	76%	80%	86%	74%	47%	76%	-	*	-	-	-
Female	46%	53%	**76%**	-	76%	-	-	-	-	-	68%	100%	*	74%	55%	-	76%	*	-	-	-

Grade 4

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading All Students	43%	51%	**41%**	-	40%	*	-	*	-	-	38%	60%	12%	47%	17%	49%	33%	*	*	*	-
CWD	24%	25%	**12%**	-	13%	*	-	-	-	-	12%	-	12%	-	13%	20%	0%	*	*	*	-
CWOD	46%	55%	**47%**	-	46%	-	-	*	-	-	45%	60%	-	47%	19%	57%	39%	*	-	-	-
EL	30%	33%	**17%**	-	17%	-	-	*	-	-	19%	*	13%	19%	17%	19%	16%	-	-	*	-
Male	41%	51%	**49%**	-	49%	-	-	-	-	-	48%	60%	20%	57%	19%	49%	-	-	-	-	-
Female	46%	50%	**33%**	-	33%	*	-	*	-	-	30%	60%	0%	39%	16%	-	33%	*	*	*	-
Mathematics All Students	46%	52%	**39%**	-	38%	*	-	*	-	-	36%	60%	12%	44%	34%	44%	33%	*	*	*	-
CWD	27%	28%	**12%**	-	13%	*	-	-	-	-	12%	-	12%	-	25%	20%	0%	*	*	*	-
CWOD	49%	56%	**44%**	-	44%	-	-	*	-	-	42%	60%	-	44%	37%	51%	39%	*	-	-	-
EL	39%	37%	**34%**	-	34%	-	-	*	-	-	38%	*	25%	37%	34%	38%	32%	-	-	*	-
Male	48%	55%	**44%**	-	44%	-	-	-	-	-	43%	60%	20%	51%	38%	44%	-	-	-	-	-
Female	45%	49%	**33%**	-	33%	*	-	*	-	-	30%	60%	0%	39%	32%	-	33%	*	*	*	-

Grade 5

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading All Students	53%	56%	**59%**	-	59%	*	-	*	-	-	56%	79%	27%	63%	40%	59%	59%	*	*	-	-
CWD	27%	28%	**27%**	-	27%	-	-	-	-	-	20%	*	27%	-	20%	33%	20%	-	*	-	-
CWOD	56%	61%	**63%**	-	63%	*	-	*	-	-	61%	77%	-	63%	44%	63%	63%	*	-	-	-
EL	36%	37%	**40%**	-	41%	-	-	*	-	-	41%	*	20%	44%	40%	50%	25%	-	*	-	-
Male	50%	53%	**59%**	-	60%	*	-	*	-	-	55%	86%	33%	63%	50%	59%	-	*	-	-	-
Female	56%	58%	**59%**	-	59%	-	-	-	-	-	56%	71%	20%	63%	25%	-	59%	-	*	-	-
Mathematics All Students	57%	69%	**78%**	-	78%	*	-	*	-	-	76%	86%	64%	80%	69%	76%	80%	*	*	-	-
CWD	31%	40%	**64%**	-	64%	-	-	-	-	-	60%	*	64%	-	60%	67%	60%	-	*	-	-
CWOD	60%	75%	**80%**	-	80%	*	-	*	-	-	79%	85%	-	80%	71%	77%	83%	*	-	-	-
EL	46%	55%	**69%**	-	71%	-	-	*	-	-	68%	*	60%	71%	69%	72%	64%	-	*	-	-
Male	56%	68%	**76%**	-	77%	*	-	*	-	-	72%	100%	67%	77%	72%	76%	-	*	-	-	-
Female	57%	71%	**80%**	-	80%	-	-	-	-	-	82%	71%	60%	83%	64%	-	80%	-	*	-	-
Science All Students	48%	59%	**51%**	-	51%	*	-	*	-	-	47%	79%	27%	54%	37%	52%	50%	*	*	-	-
CWD	27%	34%	**27%**	-	27%	-	-	-	-	-	20%	*	27%	-	40%	50%	0%	-	*	-	-
CWOD	50%	63%	**54%**	-	54%	*	-	*	-	-	50%	77%	-	54%	36%	52%	56%	*	-	-	-
EL	31%	44%	**37%**	-	38%	-	-	*	-	-	38%	*	40%	36%	37%	50%	17%	-	*	-	-
Male	50%	62%	**52%**	-	52%	*	-	*	-	-	47%	86%	50%	52%	50%	52%	-	*	-	-	-
Female	45%	56%	**50%**	-	50%	-	-	-	-	-	46%	71%	0%	56%	17%	-	50%	-	*	-	-

STAAR Percent at Masters Grade Level

Grade 3

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading All Students	27%	25%	**31%**	-	31%	-	-	*	-	-	23%	73%	11%	34%	0%	26%	40%	*	*	-	-
CWD	10%	8%	**11%**	-	11%	-	-	-	-	-	11%	-	11%	-	*	14%	*	-	-	-	-
CWOD	29%	28%	**34%**	-	34%	-	-	*	-	-	25%	73%	-	34%	0%	28%	43%	*	*	-	-
EL	19%	14%	**0%**	-	0%	-	-	*	-	-	0%	-	*	0%	0%	0%	0%	*	-	-	-
Male	24%	23%	**26%**	-	27%	-	-	*	-	-	22%	60%	14%	28%	0%	26%	-	*	*	-	-
Female	29%	28%	**40%**	-	40%	-	-	-	-	-	26%	83%	*	43%	0%	-	40%	*	-	-	-
Mathematics All Students	24%	27%	**48%**	-	49%	-	-	*	-	-	42%	82%	56%	47%	15%	48%	48%	*	*	-	-
CWD	12%	13%	**56%**	-	56%	-	-	-	-	-	56%	-	56%	-	*	57%	*	-	-	-	-
CWOD	25%	29%	**47%**	-	48%	-	-	*	-	-	39%	82%	-	47%	9%	46%	48%	*	*	-	-
EL	18%	17%	**15%**	-	16%	-	-	*	-	-	15%	-	*	9%	15%	13%	18%	*	-	-	-
Male	26%	28%	**48%**	-	49%	-	-	*	-	-	46%	60%	57%	46%	13%	48%	-	*	*	-	-
Female	22%	25%	**48%**	-	48%	-	-	-	-	-	32%	100%	*	48%	18%	-	48%	*	-	-	-

Grade 4

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading All Students	21%	23%	**16%**	-	15%	*	-	*	-	-	12%	50%	0%	19%	6%	13%	18%	*	*	*	-
CWD	8%	8%	**0%**	-	0%	*	-	-	-	-	0%	-	0%	-	0%	0%	0%	*	*	*	-
CWOD	23%	25%	**19%**	-	18%	-	-	*	-	-	14%	50%	-	19%	7%	17%	20%	*	-	-	-
EL	12%	10%	**6%**	-	6%	-	-	-	-	-	6%	*	0%	7%	6%	6%	5%	-	-	*	-
Male	20%	22%	**13%**	-	13%	-	-	*	-	-	10%	40%	0%	17%	6%	13%	-	-	*	-	-
Female	23%	23%	**18%**	-	16%	*	-	*	-	-	13%	60%	0%	20%	5%	-	18%	*	*	*	-

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Mathematics	All Students	27%	29%	**22%**	-	21%	*	-	*	-	-	20%	40%	6%	25%	20%	20%	24%	*	*	*	-
	CWD	13%	14%	**6%**	-	6%	*	-	-	-	-	6%	-	6%	-	13%	10%	0%	*	*	*	-
	CWOD	29%	32%	**25%**	-	24%	-	-	*	-	-	23%	40%	-	25%	22%	23%	27%	*	-	-	-
	EL	20%	18%	**20%**	-	20%	-	-	*	-	-	22%	*	13%	22%	20%	13%	26%	-	-	*	-
	Male	29%	33%	**20%**	-	20%	-	-	-	-	-	18%	40%	10%	23%	13%	20%	-	-	-	-	-
	Female	25%	26%	**24%**	-	22%	*	-	*	-	-	22%	40%	0%	27%	26%	-	24%	*	*	*	-

Grade 5

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
Reading	All Students	29%	27%	**34%**	-	34%	*	-	*	-	-	33%	43%	18%	36%	17%	35%	33%	*	*	-	-
	CWD	9%	9%	**18%**	-	18%	-	-	-	-	-	10%	*	18%	-	20%	33%	0%	-	*	-	-
	CWOD	31%	31%	**36%**	-	36%	*	-	*	-	-	36%	38%	-	36%	16%	35%	37%	*	*	-	-
	EL	14%	13%	**17%**	-	17%	-	-	*	-	-	17%	*	20%	16%	17%	17%	17%	-	*	-	-
	Male	26%	25%	**35%**	-	35%	*	-	*	-	-	32%	57%	33%	35%	17%	35%	-	*	-	-	-
	Female	31%	30%	**33%**	-	33%	-	-	-	-	-	33%	29%	0%	37%	17%	-	33%	-	-	-	-
Mathematics	All Students	36%	45%	**58%**	-	58%	*	-	*	-	-	56%	64%	27%	61%	45%	63%	51%	*	*	-	-
	CWD	14%	19%	**27%**	-	27%	-	-	-	-	-	20%	*	27%	-	20%	33%	20%	-	*	-	-
	CWOD	38%	50%	**61%**	-	62%	*	-	*	-	-	61%	62%	-	61%	50%	67%	55%	*	*	-	-
	EL	24%	29%	**45%**	-	46%	-	-	*	-	-	46%	*	20%	50%	45%	50%	36%	-	*	-	-
	Male	36%	45%	**63%**	-	63%	*	-	*	-	-	60%	86%	33%	67%	50%	63%	-	*	-	-	-
	Female	35%	45%	**51%**	-	51%	-	-	-	-	-	53%	43%	20%	55%	36%	-	51%	-	*	-	-
Science	All Students	23%	28%	**23%**	-	23%	*	-	*	-	-	20%	43%	9%	25%	7%	26%	20%	*	*	-	-
	CWD	11%	13%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	-	0%	17%	0%	-	*	-	-
	CWOD	25%	30%	**25%**	-	25%	*	-	*	-	-	22%	38%	-	25%	8%	27%	22%	*	-	-	-
	EL	11%	15%	**7%**	-	7%	-	-	*	-	-	7%	*	0%	8%	7%	11%	0%	-	*	-	-
	Male	25%	32%	**26%**	-	27%	*	-	*	-	-	23%	43%	17%	27%	11%	26%	-	*	-	-	-
	Female	21%	24%	**20%**	-	20%	-	-	-	-	-	15%	43%	0%	22%	0%	-	20%	-	*	-	-

STAAR Percent at Approaches Grade Level or Above

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	77%	80%	**87%**	-	87%	80%	-	86%	-	-	86%	94%	65%	91%	83%	88%	87%	82%	86%	*	-
	CWD	46%	51%	**65%**	-	65%	*	-	-	-	-	63%	*	65%	-	69%	67%	61%	89%	80%	*	-
	CWOD	81%	85%	**91%**	-	91%	*	-	86%	-	-	90%	94%	-	91%	86%	91%	90%	89%	*	*	-
	EL	62%	65%	**83%**	-	83%	*	-	80%	-	-	84%	67%	69%	86%	83%	85%	80%	*	*	*	-
	Male	74%	77%	**88%**	-	88%	*	-	80%	-	-	87%	93%	67%	91%	85%	88%	-	80%	*	-	-
	Female	80%	82%	**87%**	-	87%	*	-	*	-	-	85%	95%	61%	90%	80%	-	87%	83%	80%	*	-
Reading	All Students	73%	74%	**88%**	-	88%	*	-	*	-	-	88%	91%	65%	92%	80%	88%	89%	100%	*	*	-
	CWD	39%	41%	**65%**	-	64%	*	-	-	-	-	64%	*	65%	-	65%	65%	64%	*	*	*	-
	CWOD	78%	80%	**92%**	-	92%	*	-	*	-	-	92%	91%	-	92%	84%	92%	92%	*	*	-	-
	EL	54%	55%	**80%**	-	81%	-	-	*	-	-	82%	*	65%	84%	80%	80%	81%	*	*	*	-
	Male	69%	71%	**88%**	-	88%	*	-	*	-	-	88%	88%	65%	92%	80%	88%	-	*	*	-	-
	Female	78%	78%	**89%**	-	88%	*	-	*	-	-	88%	94%	64%	92%	81%	-	89%	*	*	*	-
Mathematics	All Students	81%	85%	**91%**	-	91%	*	-	*	-	-	90%	100%	70%	94%	92%	92%	90%	80%	*	*	-
	CWD	53%	61%	**70%**	-	72%	*	-	-	-	-	69%	*	70%	-	76%	74%	64%	*	*	*	-
	CWOD	84%	89%	**94%**	-	94%	*	-	*	-	-	93%	100%	-	94%	96%	95%	93%	*	*	*	-
	EL	72%	78%	**92%**	-	92%	-	-	*	-	-	92%	*	76%	96%	92%	94%	90%	*	*	*	-
	Male	79%	84%	**92%**	-	92%	*	-	*	-	-	91%	100%	74%	95%	94%	92%	-	*	*	-	-
	Female	82%	86%	**90%**	-	91%	*	-	*	-	-	88%	100%	64%	93%	90%	-	90%	*	*	*	-
Science	All Students	80%	83%	**75%**	-	74%	*	-	*	-	-	73%	86%	45%	79%	63%	78%	72%	*	*	-	-
	CWD	51%	55%	**45%**	-	45%	-	-	-	-	-	40%	*	45%	-	60%	50%	40%	-	*	-	-
	CWOD	84%	88%	**79%**	-	78%	*	-	*	-	-	78%	85%	-	79%	64%	81%	76%	*	-	-	-
	EL	61%	67%	**63%**	-	62%	-	-	*	-	-	66%	*	60%	64%	63%	78%	42%	-	*	-	-
	Male	79%	82%	**78%**	-	77%	*	-	*	-	-	77%	86%	50%	81%	78%	78%	-	*	-	-	-
	Female	81%	84%	**72%**	-	72%	*	-	*	-	-	69%	86%	40%	76%	42%	-	72%	-	*	-	-

STAAR Percent at Meets Grade Level or Above

All Grades

		State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects	All Students	49%	51%	**55%**	-	56%	60%	-	29%	-	-	52%	79%	32%	59%	36%	58%	53%	36%	29%	*	-
	CWD	24%	26%	**32%**	-	33%	*	-	-	-	-	29%	*	32%	-	33%	40%	18%	*	0%	*	-
	CWOD	52%	55%	**59%**	-	59%	*	-	29%	-	-	56%	78%	-	59%	37%	61%	57%	44%	*	*	-
	EL	29%	30%	**36%**	-	37%	-	-	0%	-	-	38%	11%	33%	37%	36%	42%	29%	*	*	*	-
	Male	47%	50%	**58%**	-	58%	*	-	0%	-	-	54%	83%	40%	61%	42%	58%	-	20%	*	-	-
	Female	52%	53%	**53%**	-	53%	*	-	*	-	-	49%	74%	18%	57%	29%	-	53%	50%	0%	*	-
Reading	All Students	47%	46%	**49%**	-	50%	*	-	*	-	-	45%	77%	19%	54%	23%	52%	47%	20%	*	*	-
	CWD	21%	21%	**19%**	-	19%	*	-	-	-	-	17%	*	19%	-	18%	26%	7%	*	*	*	-
	CWOD	50%	51%	**54%**	-	54%	*	-	*	-	-	51%	76%	-	54%	24%	57%	52%	*	*	*	-
	EL	23%	22%	**23%**	-	24%	-	-	*	-	-	24%	*	18%	24%	23%	29%	17%	*	*	*	-
	Male	43%	43%	**52%**	-	52%	*	-	*	-	-	48%	82%	26%	57%	29%	52%	-	*	*	-	-
	Female	51%	49%	**47%**	-	47%	*	-	*	-	-	42%	72%	7%	52%	17%	-	47%	*	*	*	-
Mathematics	All Students	51%	56%	**63%**	-	64%	*	-	*	-	-	61%	80%	46%	66%	50%	66%	60%	60%	*	*	-

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
CWD	26%	32%	**46%**	-	47%	*	-	-	-	-	44%	*	46%	-	47%	52%	36%	*	*	*	-
CWOD	54%	61%	**66%**	-	66%	*	-	*	-	-	64%	79%	-	66%	51%	69%	63%	*	*	-	-
EL	37%	41%	**50%**	-	51%	-	-	*	-	-	51%	*	47%	51%	50%	53%	46%	*	*	*	-
Male	50%	56%	**66%**	-	67%	*	-	*	-	-	64%	82%	52%	69%	53%	66%	-	*	*	-	-
Female	51%	57%	**60%**	-	60%	*	-	*	-	-	56%	78%	36%	63%	46%	-	60%	*	*	*	-
Science All Students	53%	54%	**51%**	-	51%	*	-	*	-	-	47%	79%	27%	54%	37%	52%	50%	*	*	-	-
CWD	25%	29%	**27%**	-	27%	-	-	-	-	-	20%	*	27%	-	40%	50%	0%	-	*	-	-
CWOD	56%	58%	**54%**	-	54%	*	-	*	-	-	50%	77%	-	54%	36%	52%	56%	*	-	-	-
EL	26%	30%	**37%**	-	38%	-	-	*	-	-	38%	*	40%	36%	37%	50%	17%	-	*	-	-
Male	53%	55%	**52%**	-	52%	*	-	*	-	-	47%	86%	50%	52%	50%	52%	-	*	-	-	-
Female	53%	53%	**50%**	-	50%	-	-	-	-	-	46%	71%	0%	56%	17%	-	50%	-	*	-	-

STAAR Percent at Masters Grade Level
All Grades

	State	District	Campus	Afr Amer	Hispanic	White	Amer Ind	Asian	Pac Isl	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant	Homeless	Foster Care	Military
All Subjects All Students	23%	23%	**33%**	-	33%	40%	-	29%	-	-	29%	56%	15%	35%	16%	34%	31%	9%	14%	*	-
CWD	8%	11%	**15%**	-	16%	*	-	-	-	-	12%	*	15%	-	13%	21%	6%	*	0%	*	-
CWOD	25%	25%	**35%**	-	35%	*	-	29%	-	-	32%	54%	-	35%	16%	36%	34%	11%	*	-	-
EL	11%	11%	**16%**	-	16%	-	-	0%	-	-	16%	0%	13%	16%	16%	16%	15%	*	*	*	-
Male	22%	22%	**34%**	-	34%	*	-	0%	-	-	31%	56%	21%	36%	16%	34%	-	20%	*	-	-
Female	24%	23%	**31%**	-	31%	*	-	*	-	-	27%	56%	6%	34%	15%	-	31%	0%	0%	*	-
Reading All Students	20%	17%	**27%**	-	26%	*	-	*	-	-	22%	54%	8%	30%	8%	26%	28%	0%	*	*	-
CWD	7%	7%	**8%**	-	8%	*	-	-	-	-	6%	*	8%	-	6%	13%	0%	*	*	*	-
CWOD	22%	19%	**30%**	-	29%	*	-	*	-	-	26%	53%	-	30%	8%	28%	31%	*	*	-	-
EL	8%	7%	**8%**	-	8%	-	-	*	-	-	8%	*	6%	8%	8%	8%	7%	*	*	*	-
Male	17%	15%	**26%**	-	25%	*	-	*	-	-	22%	53%	13%	28%	8%	26%	-	*	*	-	-
Female	23%	20%	**28%**	-	28%	*	-	*	-	-	23%	56%	0%	31%	7%	-	28%	*	*	*	-
Mathematics All Students	26%	30%	**42%**	-	42%	*	-	*	-	-	39%	63%	24%	45%	27%	45%	39%	20%	*	*	-
CWD	11%	15%	**24%**	-	25%	*	-	-	-	-	22%	*	24%	-	24%	30%	14%	*	*	*	-
CWOD	28%	33%	**45%**	-	45%	*	-	*	-	-	42%	62%	-	45%	27%	48%	42%	*	*	-	-
EL	16%	18%	**27%**	-	27%	-	-	*	-	-	28%	*	24%	27%	27%	27%	27%	*	*	*	-
Male	25%	30%	**45%**	-	45%	*	-	*	-	-	42%	65%	30%	48%	27%	45%	-	*	*	-	-
Female	26%	31%	**39%**	-	39%	*	-	*	-	-	35%	61%	14%	42%	27%	-	39%	*	*	*	-
Science All Students	24%	21%	**23%**	-	23%	*	-	*	-	-	20%	43%	9%	25%	7%	26%	20%	*	*	-	-
CWD	8%	11%	**9%**	-	9%	-	-	-	-	-	0%	*	9%	-	0%	17%	0%	-	*	-	-
CWOD	26%	22%	**25%**	-	25%	*	-	*	-	-	22%	38%	-	25%	8%	27%	22%	*	-	-	-
EL	7%	8%	**7%**	-	7%	-	-	*	-	-	7%	*	0%	8%	7%	11%	0%	-	*	-	-
Male	25%	23%	**26%**	-	27%	*	-	*	-	-	23%	43%	17%	27%	11%	26%	-	*	-	-	-
Female	23%	19%	**20%**	-	20%	*	-	*	-	-	15%	43%	0%	22%	0%	-	20%	-	*	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (iii): Academic Growth and Graduation Rate

Part (iii)(I): Academic Growth
This section provides information on students' academic growth for mathematics and reading/ELA for public elementary schools and secondary schools which don't have a graduation rate, for the 2018-19 school year. These results include all students tested, regardless of whether they were in the accountability subset. (CWD: children with disability; CWOD: children without disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Academic Growth Score											
Reading											
All Students	71	-	71	*	-	*	-	-	69	68	73
CWD	68	-	69	*	-	-	-	-	67	68	77
CWOD	72	-	72	*	-	*	-	-	70	-	71
EL	73	-	73	-	-	-	-	-	75	77	73
Male	68	-	68	*	-	-	-	-	66	69	70
Female	74	-	74	*	-	*	-	-	73	67	75
Mathematics											
All Students	70	-	70	*	-	*	-	-	69	59	69
CWD	59	-	61	*	-	-	-	-	57	59	65
CWOD	72	-	71	*	-	*	-	-	72	-	71
EL	69	-	69	-	-	-	-	-	72	65	69
Male	74	-	74	*	-	-	-	-	73	72	77
Female	65	-	66	*	-	*	-	-	66	42	62

Part (iii)(II): Graduation Rate
This section provides information on high school graduation rates for the class of 2018.

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL^	Homeless	Foster Care
Federal Graduation Rates													
4-year Longitudinal Cohort Graduation Rate (Gr 9-12): Class of 2018													
All Students	-	-	-	-	-	-	-	-	-	-	-	-	-
CWD	-	-	-	-	-	-	-	-	-	-	-	-	-
CWOD	-	-	-	-	-	-	-	-	-	-	-	-	-
EL	-	-	-	-	-	-	-	-	-	-	-	-	-
Male	-	-	-	-	-	-	-	-	-	-	-	-	-
Female	-	-	-	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.
'^'   Ever EL in grades 9-12

Part (iv): English Language Proficiency

This section provides information on the number and percentage of English learners achieving English language proficiency based on the 2019 TELPAS (Texas English Language Proficiency Assessment System) data.
(EL: English learner)

Total EL in Class	Proficiency of EL	Rate of Proficiency
191	21	11%

'^'   Indicates data reporting does not meet for Minimum Size.
'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (v): School Quality or Student Success (SQSS)

This section provides information on the other indicator of school quality or student success, which is college, career and military readiness (CCMR) for high schools and average performance rate of the three STAAR performance levels of all students, regardless of whether they were in the accountability subset, for elementary and secondary schools without a graduation rate. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL
Student Success (Student Achievement Domain Score: STAAR Component Only)											
STAAR Component Score	58	-	59	60	-	48	-	-	56	37	45
School Quality (College, Career, and Military Readiness Performance)											
%Students meeting CCMR	-	-	-	-	-	-	-	-	-	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates there are no students in the group.

Part (vi): Goal Meeting Status

This section provides information on the progress of all students and each student group toward meeting the long-term goals or interim objectives on STAAR academic performance, federal graduation rate, and English learners' language proficiency. (CWD: children with disability; EL: English learner)

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
STAAR Performance Status											
Reading											
Interim Goals (2018-2022)	44%	32%	37%	60%	43%	74%	45%	56%	33%	19%	29%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	52%	42%	46%	66%	51%	78%	53%	62%	43%	31%	39%
Target Met	N		Y						Y	N	Y
Interim Goals (2028-2032)	62%	54%	58%	73%	62%	82%	63%	70%	55%	45%	52%
Target Met	N		N						N	N	N
Long-Term Goals	72%	66%	69%	80%	72%	87%	73%	78%	67%	60%	65%
Target Met	N		N						N	N	N
Mathematics											
Interim Goals (2018-2022)	46%	31%	40%	59%	45%	82%	50%	54%	36%	23%	40%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2023-2027)	54%	41%	49%	65%	53%	85%	57%	61%	45%	34%	49%
Target Met	Y		Y						Y	Y	Y
Interim Goals (2028-2032)	63%	54%	59%	73%	63%	88%	66%	69%	57%	48%	59%
Target Met	Y		Y						Y	N	Y
Long-Term Goals	73%	66%	70%	80%	73%	91%	75%	77%	68%	62%	70%
Target Met	N		N						N	N	N

English Learner Language Proficiency Status

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)											36%
Target Met											N
Interim Goals (2023-2027)											38%
Target Met											N
Interim Goals (2028-2032)											40%
Target Met											N
Long-Term Goals											40%
Target Met											N

Federal Graduation Status^

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	CWD	EL +
Interim Goals (2018-2022)	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%
Target Met											
Interim Goals (2023-2027)	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%	92%
Target Met											
Interim Goals (2028-2032)	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											
Long-Term Goals	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%	94%
Target Met											

'+'   STAAR Performance and Graduation use EL(Current & Monitored), EL English Learner Language Proficiency uses EL (Current).
      Blank cells above represent student group indicators that do not meet the minimum size criteria.
'^'   Student groups with graduation rates that were at or above 90 percent are required to exceed that rate by at least a tenth of a percent in the following year(s).

Part (vii): STAAR Participation

This section provides the percentage of students assessed and not assessed on STAAR for mathematics, reading/ELA, and science. (CWD: children with disability; CWOD: children without disability; EL: English learner)

Participation Rate

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**100%**	-	100%	100%	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**100%**	-	100%	*	-	100%	-	-	100%	100%	-	100%	100%	100%	100%	100%
	EL	**100%**	-	100%	-	-	100%	-	-	100%	100%	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	*	-	100%	-	-	100%	100%	100%	100%	100%	100%	-	100%
	Female	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	100%
Reading	All Students	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**100%**	-	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Mathematics	All Students	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	100%
	CWD	**100%**	-	100%	*	-	-	-	-	100%	*	100%	-	100%	100%	100%	*
	CWOD	**100%**	-	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	*
	Male	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	-	100%	*
Science	All Students	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	100%	*
	CWD	**100%**	-	100%	-	-	-	-	-	100%	*	100%	-	100%	100%	100%	-
	CWOD	**100%**	-	100%	*	-	*	-	-	100%	100%	-	100%	100%	100%	100%	*
	EL	**100%**	-	100%	-	-	*	-	-	100%	*	100%	100%	100%	100%	100%	-
	Male	**100%**	-	100%	*	-	*	-	-	100%	100%	100%	100%	100%	100%	-	*
	Female	**100%**	-	100%	-	-	-	-	-	100%	100%	100%	100%	100%	-	100%	-

Non-Participation Rate

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
All Subjects	All Students	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	**0%**	-	0%	*	-	0%	-	-	0%	0%	-	0%	0%	0%	0%	0%
	EL	**0%**	-	0%	-	-	0%	-	-	0%	0%	0%	0%	0%	0%	0%	*
	Male	**0%**	-	0%	*	-	0%	-	-	0%	0%	0%	0%	0%	0%	-	0%
	Female	**0%**	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	0%
Reading	All Students	**0%**	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	**0%**	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	**0%**	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	**0%**	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	*

		Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	Non Econ Disadv	CWD	CWOD	EL	Male	Female	Migrant
	Male	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Mathematics	All Students	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	0%
	CWD	0%	-	0%	*	-	-	-	-	0%	*	0%	-	0%	0%	0%	*
	CWOD	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	*
	Male	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	-	0%	*
Science	All Students	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	0%	*
	CWD	0%	-	0%	-	-	-	-	-	0%	*	0%	-	0%	0%	0%	-
	CWOD	0%	-	0%	*	-	*	-	-	0%	0%	-	0%	0%	0%	0%	*
	EL	0%	-	0%	-	-	*	-	-	0%	*	0%	0%	0%	0%	0%	-
	Male	0%	-	0%	*	-	*	-	-	0%	0%	0%	0%	0%	0%	-	*
	Female	0%	-	0%	-	-	-	-	-	0%	0%	0%	0%	0%	-	0%	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (viii): Civil Rights Data

Part (viii)(I) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights on measures of school quality, climate, and safety, including counts of in-school suspensions, out-of-school suspensions, expulsions, school related arrests, referrals to law enforcement, chronic absenteeism (including both excused and unexcused absences), incidences of violence, including bullying and harassment. (EL: English learner)

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Students Without Disabilities												
In-School Suspensions												
	Male	11	0	11	0	0	0	0	0	5		
	Female	0	0	0	0	0	0	0	0	0		
	Total	11	0	11	0	0	0	0	0	5		
Out-of-School Suspensions												
	Male	10	0	10	0	0	0	0	0	4		
	Female	0	0	0	0	0	0	0	0	0		
	Total	10	0	10	0	0	0	0	0	4		
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Under Zero Tolerance Policies	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
School-Related Arrests												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Referrals to Law Enforcement												
	Male	0	0	0	0	0	0	0	0	0		
	Female	0	0	0	0	0	0	0	0	0		
	Total	0	0	0	0	0	0	0	0	0		
Students With Disabilities												
In-School Suspensions												
	Male	2	0	2	0	0	0	0	0	2		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	2	0	2	0	0	0	0	0	2		2
Out-of-School Suspensions												
	Male	4	0	4	0	0	0	0	0	0		2
	Female	0	0	0	0	0	0	0	0	0		0
	Total	4	0	4	0	0	0	0	0	0		2
Expulsions												
With Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
	Total	0	0	0	0	0	0	0	0	0		0
Without Educational Services	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities	Students with Disabilities (Section 504)
Under Zero Tolerance Policies	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
School-Related Arrests	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
Referrals to Law Enforcement	Total	0	0	0	0	0	0	0	0	0		0
	Male	0	0	0	0	0	0	0	0	0		0
	Female	0	0	0	0	0	0	0	0	0		0
All Students Chronic Absenteeism	Total	0	0	0	0	0	0	0	0	0		0
	Male	28	0	26	0	0	2	0	0	11	8	0
	Female	20	0	20	0	0	0	0	0	11	5	0
	Total	48	0	46	0	0	2	0	0	22	13	0

	Total
Incidents of Violence	
Incidents of rape or attempted rape	0
Incidents of sexual assault (other than rape)	7
Incidents of robbery with a weapon	0
Incidents of robbery with a firearm or explosive device	0
Incidents of robbery without a weapon	0
Incidents of physical attack or fight with a weapon	0
Incidents of physical attack or fight with a firearm or explosive device	0
Incidents of physical attack or fight without a weapon	23
Incidents of threats of physical attack with a weapon	0
Incidents of threats of physical attack with a firearm or explosive device	0
Incidents of threats of physical attack without a weapon	11
Incidents of possession of a firearm or explosive device	0
Allegations of Harassment or bullying	
On the basis of sex	0
On the basis of race	1
On the basis of disability	0
On the basis of sexual orientation	0
On the basis of religiion	0

Part (viii)(II) This section provides information from the 2015-16 CRDC surveys, submitted by school districts to the Office for Civil Rights, on the number of students enrolled in preschool programs and accelerated coursework to earn postsecondary credit while still in high school.

		Total students	African American	Hispanic	White	Indian or Alaska Native	Asian	Pacific Islander	Two or More Races	EL	Students with Disabilities
Preschool Programs	Male	26	0	26	0	0	0	0	0	20	2
	Female	38	0	38	0	0	0	0	0	20	2
	Total	64	0	64	0	0	0	0	0	40	4
Accelerated Coursework											
Advanced Placement Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
International Baccalaureate Courses	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-
Dual Enrollment/Dual Credit Programs	Male	-	-	-	-	-	-	-	-	-	-
	Female	-	-	-	-	-	-	-	-	-	-
	Total	-	-	-	-	-	-	-	-	-	-

'*'　　Indicates results are masked due to small numbers to protect student confidentiality.
'-'　　Indicates there are no students in the group.
　　　Blank cell indicates the student group is not applicable to this report.

Part (ix): Teacher Quality Data

This section provides information on the professional qualifications of teachers, including information disaggregated by high- and and low-poverty schools on the

number and percentage of (I) inexperienced teacher, principals, and other school leaders; (II) teachers teaching with emergency or provisional credentials; and (III) teachers who are not teaching in the subject or field for which the teacher is certified or licensed.

High Poverty

	All School	
	Number	Percent
Inexperienced Teachers, Principals, and Other School Leaders	0.0	-
Teachers Teaching with Emergency or Provisional Credentials	0.0	-
Teacher Who Are Not Teaching in the Subject or Field for Which the Teacher is Certified or Licensed	0.6	1.7%

'-'   Indicates there are no data available in the group.
Blank cell Indicates data are not applicable to this report.

Part (x): Per-pupil Expenditure

This section provides information on the per-pupil expenditures of federal, state, and local funds, including actual personnel expenditures and actual non-personnel expenditures, disaggregated by source of funds, for each school district and campus for the preceding fiscal year.

To be updated by June 30th, 2020.

Part (xi): STAAR Alternate 2 Participation

This section provides information on the number and percentage of students with the most-significant cognitive disabilities who take STAAR Alternate 2, by grade and subject for the 2018-19 school year..

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Grade 3						
Reading	5,881	1%	66	2%	-	-
Mathematics	5,880	1%	66	2%	-	-
Grade 4						
Reading	6,312	2%	60	2%	-	-
Mathematics	6,311	2%	60	2%	-	-
Grade 5						
Reading	6,133	1%	74	2%	-	-
Mathematics	6,131	1%	74	2%	-	-
Science	6,133	1%	74	2%	-	-
Grade 6						
Reading	6,038	1%	52	2%	-	-
Mathematics	6,036	1%	52	2%	-	-
Grade 7						
Reading	5,616	1%	62	2%	-	-
Mathematics	5,616	2%	62	2%	-	-
Grade 8						
Reading	5,251	1%	63	2%	-	-
Mathematics	5,254	2%	63	3%	-	-
Science	5,250	1%	63	2%	-	-
End of Course						
English I	5,150	1%	60	1%	-	-
English II	4,680	1%	46	1%	-	-
Algebra I	5,122	1%	61	2%	-	-
Biology	4,954	1%	49	1%	-	-
All Grades						
All Subjects	101,751	1%	1,107	2%	-	-
Reading	45,064	1%	483	2%	-	-
Mathematics	40,350	1%	438	2%	-	-

	State Number of ALT2	State Rate of ALT2	District Number of ALT2	District Rate of ALT2	Campus Number of ALT2	Campus Rate of ALT2
Science	16,337	1%	186	2%	-	-

'*'   Indicates results are masked due to small numbers to protect student confidentiality.
'-'   Indicates zero observations reported for this group.

Part (xii): Statewide National Assessment of Educational Progress (NAEP)

This section provides results on the state academic assessments in reading and mathematics in grades 4 and 8 of the 2019 National Assessment of Educational Progress, compared to the national average of such results.

State Level: 2019 Percentages at NAEP Achievement Levels

Grade	Subject	Student Group	% Below Basic TX	% Below Basic US	% At or Above Basic TX	% At or Above Basic US	% At or Above Proficient TX	% At or Above Proficient US	% At Advanced TX	% At Advanced US
Grade 4	Reading	Overall	39	34	61	66	30	35	7	9
		Black	52	52	48	48	16	18	2	3
		Hispanic	48	45	52	55	21	23	3	4
		White	22	23	78	77	48	45	12	12
		American Indian	*	50	*	50	*	19	*	3
		Asian	11	18	89	82	65	57	25	22
		Pacific Islander	*	42	*	58	*	25	*	4
		Two or More Races	26	28	74	72	38	40	6	11
		Econ Disadv	50	47	50	53	19	21	3	3
		Students with Disabilities	79	73	21	27	8	10	1	2
		English Language Learners	61	65	39	35	12	10	2	1
	Mathematics	Overall	16	19	84	81	44	41	9	9
		Black	24	35	76	65	32	20	3	2
		Hispanic	19	27	81	73	35	28	4	3
		White	8	11	92	89	59	52	16	12
		American Indian	*	33	*	67	*	24	*	4
		Asian	4	7	96	93	82	69	45	28
		Pacific Islander	*	36	*	64	*	28	*	6
		Two or More Races	9	16	91	84	51	44	9	10
		Econ Disadv	21	29	79	71	32	26	3	3
		Students with Disabilities	55	54	45	46	13	14	1	2
		English Language Learners	24	41	76	59	29	16	2	1
Grade 8	Reading	Overall	33	27	67	73	25	34	2	4
		Black	53	46	47	54	41	15	n/a	1
		Hispanic	38	37	62	63	19	22	1	2
		White	20	18	80	82	35	42	3	5
		American Indian	*	41	*	59	*	19	*	1
		Asian	8	13	92	87	59	57	11	13
		Pacific Islander	*	37	*	63	*	25	*	2
		Two or More Races	26	24	74	76	25	37	1	5
		Econ Disadv	43	40	57	60	15	20	n/a	1
		Students with Disabilities	81	68	19	32	3	7	n/a	n/a
		English Language Learners	66	72	34	28	4	4	n/a	n/a
	Mathematics	Overall	32	31	68	69	30	34	7	10
		Black	48	53	52	47	16	14	2	2
		Hispanic	37	43	63	57	21	20	3	4
		White	20	20	80	80	44	44	13	13
		American Indian	*	49	*	51	*	15	*	3
		Asian	10	12	90	88	71	64	36	33
		Pacific Islander	*	45	*	55	*	21	*	4
		Two or More Races	25	27	75	73	41	38	11	12
		Econ Disadv	41	46	59	54	19	18	2	3
		Students with Disabilities	73	73	27	27	5	6	1	2
		English Language Learners	60	72	40	28	8	5	1	1

State Level: 2019 NAEP Participation Rates for Students with Disabilities and Limited English Proficient Students

Grade	Subject	Student Group	Rate
Grade 4	Reading	Students with Disabilities	77%
		English Learners	94%
	Mathematics	Students with Disabilities	79%
		English Learners	97%
Grade 8	Reading	Students with Disabilities	83%
		English Learners	96%
	Mathematics	Students with Disabilities	88%
		English Learners	97%

Grade	Subject	Student Group	Rate

'*' Indicates reporting standards not met.
'n/a' Indicates data reporting is not applicable for this group.

Part (xiii): Cohort Rate of Graduates Enrolled in Postsecondary Education

This section provides information on the cohort rate at which students who graduated from high school in the 2016-17 school year enrolled in a Texas public postsecondary education institution in the 2017-18 academic year. (CWD: children with disability; EL: English learner)

There is no data for this campus.

Grade	Subject	Student Group	Rate

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **PENA EL**

Campus Number: **031901141**

2019 Accountability Rating: **B**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Mathematics

Academic Achievement in Science

Postsecondary Readiness

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District Name: BROWNSVILLE ISD　　Total Students: 556
Campus Name: PENA EL　　Grade Span: PK - 05
Campus Number: 031901141　　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)

STAAR Performance Rates by Tested Grade, Subject, and Performance Level

Grade 3 Reading
At Approaches Grade Level or
Above

		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)
	2019	76%	80%	**94%**	-	94%	-	-	-	-	-	100%	*	94%	*	93%	89%
	2018	77%	80%	**70%**	-	70%	-	-	*	-	-	31%	*	70%	78%	69%	69%
At Meets Grade Level or Above	2019	45%	46%	**51%**	-	51%	-	-	-	-	-	22%	*	52%	*	43%	40%
	2018	43%	42%	**32%**	-	31%	-	-	*	-	-	0%	*	29%	56%	31%	24%
At Masters Grade Level	2019	27%	26%	**33%**	-	33%	-	-	-	-	-	11%	*	34%	*	25%	23%
	2018	25%	22%	**14%**	-	13%	-	-	*	-	-	0%	*	13%	22%	12%	7%

Grade 3 Mathematics
At Approaches Grade Level or
Above

		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)
	2019	79%	85%	**99%**	-	99%	-	-	-	-	-	100%	*	100%	*	98%	97%
	2018	78%	86%	**90%**	-	90%	-	-	*	-	-	64%	*	89%	100%	90%	89%
At Meets Grade Level or Above	2019	49%	56%	**79%**	-	79%	-	-	-	-	-	89%	*	82%	*	77%	69%
	2018	47%	54%	**48%**	-	47%	-	-	*	-	-	21%	*	46%	67%	46%	43%
At Masters Grade Level	2019	25%	27%	**51%**	-	51%	-	-	-	-	-	56%	*	52%	*	45%	37%
	2018	23%	27%	**23%**	-	22%	-	-	*	-	-	7%	*	21%	44%	21%	15%

Grade 4 Reading
At Approaches Grade Level or
Above

		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)
	2019	75%	83%	**80%**	-	80%	*	-	*	-	-	41%	-	80%	78%	79%	77%
	2018	73%	79%	**85%**	*	85%	-	-	-	-	-	67%	*	85%	83%	84%	79%
At Meets Grade Level or Above	2019	44%	51%	**41%**	-	41%	*	-	*	-	-	12%	-	43%	22%	39%	28%
	2018	46%	49%	**53%**	*	54%	-	-	-	-	-	22%	*	56%	33%	52%	47%
At Masters Grade Level	2019	22%	23%	**17%**	-	16%	*	-	*	-	-	0%	-	17%	11%	13%	15%
	2018	24%	23%	**26%**	*	26%	-	-	-	-	-	0%	*	26%	25%	24%	23%

Grade 4 Mathematics
At Approaches Grade Level or
Above

		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)
	2019	75%	82%	**81%**	-	82%	*	-	*	-	-	35%	-	83%	67%	79%	85%
	2018	78%	86%	**96%**	*	97%	*	-	-	-	-	78%	*	98%	85%	96%	98%
At Meets Grade Level or Above	2019	48%	53%	**40%**	-	40%	*	-	*	-	-	12%	-	40%	44%	38%	36%
	2018	49%	56%	**65%**	*	66%	*	-	-	-	-	44%	*	67%	54%	63%	63%
At Masters Grade Level	2019	28%	30%	**23%**	-	23%	*	-	*	-	-	6%	-	22%	33%	21%	21%
	2018	27%	30%	**31%**	*	32%	*	-	-	-	-	22%	*	32%	23%	29%	31%

Grade 4 Writing
At Approaches Grade Level or
Above

		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)
	2019	67%	78%	**81%**	-	82%	*	-	*	-	-	41%	-	83%	67%	80%	77%
	2018	63%	74%	**91%**	*	93%	*	-	-	-	-	67%	*	93%	77%	90%	92%
At Meets Grade Level or Above	2019	35%	44%	**49%**	-	49%	*	-	*	-	-	6%	-	48%	56%	49%	43%
	2018	39%	48%	**71%**	*	73%	*	-	-	-	-	22%	*	71%	69%	70%	73%
At Masters Grade Level	2019	11%	14%	**13%**	-	13%	*	-	*	-	-	0%	-	14%	11%	10%	11%
	2018	11%	14%	**25%**	*	25%	*	-	-	-	-	11%	*	26%	15%	22%	27%

Grade 5 Reading^
At Approaches Grade Level or
Above

		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)
	2019	86%	91%	**92%**	-	92%	*	-	-	-	-	70%	*	92%	*	94%	92%
	2018	84%	90%	**90%**	-	90%	*	-	-	-	-	33%	*	92%	71%	89%	88%
At Meets Grade Level or Above	2019	54%	56%	**60%**	-	60%	*	-	-	-	-	30%	*	59%	*	57%	52%
	2018	54%	59%	**63%**	-	62%	*	-	-	-	-	0%	*	65%	50%	60%	61%

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**33%**	-	33%	*	-	-	-	-	20%	*	32%	*	32%	23%
	2018	26%	28%	**34%**	-	33%	*	-	-	-	-	0%	*	33%	36%	30%	28%
Grade 5 Mathematics^ At Approaches Grade Level or Above	2019	90%	96%	**98%**	-	98%	*	-	-	-	-	100%	*	98%	*	97%	98%
	2018	91%	97%	**100%**	-	100%	*	-	-	-	-	100%	*	100%	100%	100%	100%
At Meets Grade Level or Above	2019	58%	70%	**80%**	-	79%	*	-	-	-	-	70%	*	79%	*	78%	77%
	2018	58%	74%	**86%**	-	86%	*	-	-	-	-	67%	*	86%	87%	85%	88%
At Masters Grade Level	2019	36%	46%	**58%**	-	58%	*	-	-	-	-	30%	*	57%	*	57%	54%
	2018	30%	43%	**48%**	-	48%	*	-	-	-	-	17%	*	51%	33%	48%	46%
Grade 5 Science At Approaches Grade Level or Above	2019	75%	84%	**75%**	-	75%	*	-	-	-	-	40%	*	75%	*	73%	69%
	2018	76%	85%	**83%**	-	83%	*	-	-	-	-	33%	*	85%	73%	82%	82%
At Meets Grade Level or Above	2019	49%	60%	**53%**	-	52%	*	-	-	-	-	30%	*	52%	*	48%	46%
	2018	41%	51%	**47%**	-	46%	*	-	-	-	-	0%	*	51%	20%	45%	44%
At Masters Grade Level	2019	24%	28%	**24%**	-	24%	*	-	-	-	-	10%	*	23%	*	20%	15%
	2018	17%	20%	**17%**	-	16%	*	-	-	-	-	0%	*	17%	13%	15%	15%
All Grades All Subjects At Approaches Grade Level or Above	2019	78%	81%	**87%**	-	87%	67%	-	*	-	-	60%	100%	88%	76%	86%	85%
	2018	77%	78%	**88%**	*	89%	80%	-	*	-	-	58%	79%	89%	83%	88%	88%
At Meets Grade Level or Above	2019	50%	52%	**56%**	-	56%	50%	-	*	-	-	28%	80%	57%	46%	53%	48%
	2018	48%	49%	**59%**	*	59%	60%	-	*	-	-	21%	43%	59%	54%	57%	57%
At Masters Grade Level	2019	24%	23%	**31%**	-	31%	33%	-	*	-	-	13%	60%	31%	27%	27%	25%
	2018	22%	21%	**28%**	*	27%	60%	-	*	-	-	7%	29%	28%	26%	25%	25%
All Grades ELA/Reading At Approaches Grade Level or Above	2019	75%	76%	**88%**	-	88%	*	-	*	-	-	64%	*	89%	85%	88%	85%
	2018	74%	74%	**82%**	*	82%	*	-	*	-	-	43%	80%	83%	77%	81%	80%
At Meets Grade Level or Above	2019	48%	47%	**51%**	-	51%	*	-	*	-	-	19%	*	52%	31%	47%	40%
	2018	46%	44%	**50%**	*	50%	*	-	*	-	-	7%	40%	51%	46%	48%	47%
At Masters Grade Level	2019	21%	18%	**27%**	-	27%	*	-	*	-	-	8%	*	27%	23%	23%	20%
	2018	19%	17%	**25%**	*	24%	*	-	*	-	-	0%	20%	24%	29%	22%	21%
All Grades Mathematics At Approaches Grade Level or Above	2019	82%	86%	**92%**	-	92%	*	-	*	-	-	69%	*	93%	69%	91%	93%
	2018	81%	85%	**96%**	*	96%	*	-	*	-	-	76%	100%	96%	95%	95%	96%
At Meets Grade Level or Above	2019	52%	57%	**65%**	-	65%	*	-	*	-	-	47%	*	66%	46%	63%	60%
	2018	50%	55%	**67%**	*	68%	*	-	*	-	-	38%	60%	67%	70%	66%	67%
At Masters Grade Level	2019	26%	31%	**44%**	-	43%	*	-	*	-	-	25%	*	44%	38%	40%	38%
	2018	24%	28%	**35%**	*	35%	*	-	*	-	-	14%	40%	35%	32%	33%	33%
All Grades Writing At Approaches Grade Level or Above	2019	68%	76%	**81%**	-	82%	*	-	*	-	-	41%	-	83%	67%	80%	77%
	2018	66%	71%	**91%**	*	93%	*	-	-	-	-	67%	*	93%	77%	90%	92%
At Meets Grade Level or Above	2019	38%	44%	**49%**	-	49%	*	-	*	-	-	6%	-	48%	56%	49%	43%
	2018	41%	45%	**71%**	*	73%	*	-	*	-	-	22%	*	71%	69%	70%	73%
At Masters Grade Level	2019	14%	15%	**13%**	-	13%	*	-	*	-	-	0%	-	14%	11%	10%	11%
	2018	13%	13%	**25%**	*	25%	*	-	-	-	-	11%	*	26%	15%	22%	27%

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Texas Academic Performance Report
2018-19 Campus STAAR Performance

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (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%	**75%**	-	75%	*	-	-	-	-	40%	*	75%	*	73%	69%
	2018	80%	82%	**83%**	-	83%	*	-	-	-	-	33%	*	85%	73%	82%	82%
At Meets Grade Level or Above	2019	54%	55%	**53%**	-	52%	*	-	-	-	-	30%	*	52%	*	48%	46%
	2018	51%	51%	**47%**	-	46%	*	-	-	-	-	0%	*	51%	20%	45%	44%
At Masters Grade Level	2019	25%	21%	**24%**	-	24%	*	-	-	-	-	10%	*	23%	*	20%	15%
	2018	23%	19%	**17%**	-	16%	*	-	-	-	-	0%	*	17%	13%	15%	15%

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

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	69	**74**	-	74	*	-	*	-	-	59	-	76	61	73	76
	2018	63	65	**67**	*	66	-	-	-	-	-	39	*	67	65	67	68
Grade 4 Mathematics	2019	65	64	**54**	-	54	*	-	*	-	-	38	-	55	44	54	52
	2018	65	66	**67**	*	67	*	-	-	-	-	89	*	66	75	65	67
Grade 5 ELA/Reading	2019	81	78	**70**	-	70	*	-	-	-	-	80	*	69	*	67	66
	2018	80	81	**85**	-	85	*	-	-	-	-	92	*	85	83	84	82
Grade 5 Mathematics	2019	83	88	**88**	-	87	*	-	-	-	-	90	*	87	*	87	90
	2018	81	87	**93**	-	93	*	-	-	-	-	100	*	92	100	93	89
All Grades Both Subjects	2019	69	69	**72**	-	71	*	-	*	-	-	62	*	72	61	70	71
	2018	69	71	**79**	*	79	*	-	-	-	-	77	69	78	83	78	78
All Grades ELA/Reading	2019	68	67	**72**	-	72	*	-	*	-	-	67	*	72	68	70	71
	2018	69	69	**76**	*	76	*	-	-	-	-	60	*	77	75	76	76
All Grades Mathematics	2019	70	71	**71**	-	71	*	-	*	-	-	57	*	72	55	71	72
	2018	70	72	**81**	*	81	*	-	-	-	-	93	*	80	89	80	80

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 556

Campus Name: PENA EL

2018-19 Campus Prior Year and Student Success Initiative

Grade Span: PK - 05

Campus Number: 031901141

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)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**62%**	-	62%	-	-	-	-	-	33%	61%	67%
	2018	38%	44%	**63%**	-	63%	-	-	-	-	-	*	62%	60%
Mathematics	2019	45%	57%	**22%**	-	22%	-	-	-	-	-	17%	13%	*
	2018	47%	57%	**90%**	*	95%	-	-	-	-	-	*	90%	100%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**91%**	-	90%	*	-	-	-	-	70%	91%	81%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**9%**	-	10%	*	-	-	-	-	30%	9%	19%
STAAR Cumulative Met Standard														
	2019	86%	91%	**93%**	-	93%	*	-	-	-	-	70%	94%	88%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**95%**	-	95%	*	-	-	-	-	80%	95%	100%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**5%**	-	5%	*	-	-	-	-	20%	5%	0%
STAAR Cumulative Met Standard														
	2019	90%	96%	**98%**	-	98%	*	-	-	-	-	100%	98%	100%

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

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
(Current EL Students)

		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%	**87%**	81%	81%	-	-	-	-	-	-	89%	81%	81%
	2018	77%	78%	**88%**	81%	81%	-	-	-	*	*	-	88%	82%	82%
At Meets Grade Level or Above	2019	50%	52%	**56%**	38%	38%	-	-	-	-	-	-	33%	38%	38%
	2018	48%	49%	**59%**	45%	45%	-	-	-	*	*	-	50%	45%	46%
At Masters Grade Level	2019	24%	23%	**31%**	14%	14%	-	-	-	-	-	-	22%	14%	14%
	2018	22%	21%	**28%**	14%	14%	-	-	-	*	*	-	13%	15%	15%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**88%**	79%	79%	-	-	-	-	-	-	*	79%	80%
	2018	74%	74%	**82%**	69%	69%	-	-	-	*	*	-	*	70%	71%
At Meets Grade Level or Above	2019	48%	47%	**51%**	22%	22%	-	-	-	-	-	-	*	22%	23%
	2018	46%	44%	**50%**	33%	33%	-	-	-	*	*	-	*	34%	34%
At Masters Grade Level	2019	21%	18%	**27%**	5%	5%	-	-	-	-	-	-	*	5%	6%
	2018	19%	17%	**25%**	9%	9%	-	-	-	*	*	-	*	10%	10%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**92%**	92%	92%	-	-	-	-	-	-	*	92%	92%
	2018	81%	85%	**96%**	96%	96%	-	-	-	*	*	-	*	96%	96%
At Meets Grade Level or Above	2019	52%	57%	**65%**	54%	54%	-	-	-	-	-	-	*	54%	53%
	2018	50%	55%	**67%**	59%	59%	-	-	-	*	*	-	*	59%	59%
At Masters Grade Level	2019	26%	31%	**44%**	28%	28%	-	-	-	-	-	-	*	28%	28%
	2018	24%	28%	**35%**	22%	22%	-	-	-	*	*	-	*	23%	23%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**81%**	72%	72%	-	-	-	-	-	-	*	72%	73%
	2018	66%	71%	**91%**	87%	87%	-	-	-	-	-	-	*	87%	84%
At Meets Grade Level or Above	2019	38%	44%	**49%**	38%	38%	-	-	-	-	-	-	*	38%	36%
	2018	41%	45%	**71%**	61%	61%	-	-	-	-	-	-	*	61%	60%
At Masters Grade Level	2019	14%	15%	**13%**	6%	6%	-	-	-	-	-	-	*	6%	6%
	2018	13%	13%	**25%**	17%	17%	-	-	-	-	-	-	*	17%	16%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**75%**	64%	64%	-	-	-	-	-	-	*	64%	63%
	2018	80%	82%	**83%**	72%	72%	-	-	-	-	-	-	-	72%	72%
At Meets Grade Level or Above	2019	54%	55%	**53%**	41%	41%	-	-	-	-	-	-	*	41%	42%
	2018	51%	51%	**47%**	31%	31%	-	-	-	-	-	-	-	31%	31%
At Masters Grade Level	2019	25%	21%	**24%**	9%	9%	-	-	-	-	-	-	*	9%	8%
	2018	23%	19%	**17%**	8%	8%	-	-	-	-	-	-	-	8%	8%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**72%**	70%	70%	-	-	-	-	-	-	83%	70%	71%
	2018	69%	71%	**79%**	78%	78%	-	-	-	-	-	-	*	78%	78%
All Grades ELA/Reading	2019	68%	67%	**72%**	70%	70%	-	-	-	-	-	-	*	70%	72%
	2018	69%	69%	**76%**	76%	76%	-	-	-	-	-	-	*	76%	77%
All Grades Mathematics	2019	70%	71%	**71%**	70%	70%	-	-	-	-	-	-	*	70%	70%
	2018	70%	72%	**81%**	80%	80%	-	-	-	-	-	-	*	80%	80%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**62%**	67%	67%	-	-	-	-	-	-	-	67%	67%
	2018	38%	44%	**63%**	58%	58%	-	-	-	-	-	-	*	58%	60%
Mathematics	2019	45%	57%	**22%**	*	*	-	-	-	-	-	-	-	*	*
	2018	47%	57%	**90%**	100%	100%	-	-	-	-	-	-	-	100%	100%

TEXAS EDUCATION AGENCY

District Name: BROWNSVILLE ISD

Campus Name: PENA EL

Campus Number: 031901141

Texas Academic Performance Report
2018-19 Campus STAAR Participation

Total Students: 556

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	100%	-	100%	-	-	100%	100%	100%
Included in Accountability	94%	95%	**94%**	-	94%	100%	-	38%	-	-	97%	93%	87%
Not Included in Accountability													
Mobile	4%	2%	**5%**	-	5%	0%	-	63%	-	-	3%	6%	9%
Other Exclusions	1%	2%	**1%**	-	1%	0%	-	0%	-	-	0%	1%	3%
Not Tested	1%	0%	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	0%	-	0%	-	-	0%	0%	0%
2018 STAAR Participation													
(All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	100%	100%	100%	-	*	-	-	100%	100%	100%
Included in Accountability	94%	95%	**94%**	60%	94%	71%	-	*	-	-	88%	94%	94%
Not Included in Accountability													
Mobile	4%	3%	**5%**	40%	5%	29%	-	*	-	-	12%	5%	4%
Other Exclusions	1%	2%	**0%**	0%	0%	0%	-	*	-	-	0%	1%	1%
Not Tested	1%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Absent	1%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%
Other	0%	0%	**0%**	0%	0%	0%	-	*	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD

Campus Name: PENA EL

Campus Number: 031901141

Total Students: 556

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**96.8%**	*	96.8%	*	-	*	-	-	94.9%	96.8%	96.6%
2016-17	95.7%	95.8%	**96.9%**	*	96.9%	95.9%	-	*	-	-	96.1%	96.9%	96.6%
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: PENA EL

Campus Number: 031901141

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

Total Students: 556

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Received TxCHSE	0.8%	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%	-	-	-	-	-	-	-	-	-	-	-

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

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 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

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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)

District Name: BROWNSVILLE ISD

Campus Name: PENA EL

Campus Number: 031901141

Total Students: 556

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 556
Campus Name: PENA EL
2018-19 Campus CCMR-Related Indicators
Grade Span: PK - 05
Campus Number: 031901141
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)
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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report
2018-19 Campus CCMR-Related Indicators

Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
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%	-	-	-	-	-	-	-	-	-	-	-

Texas Academic Performance Report
2018-19 Campus Student Information

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

Student Information	--------------- Campus ---------------		District	State
	Count	Percent	District	State
Total Students	556	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	79	14.2%	8.0%	4.4%
Kindergarten	71	12.8%	5.9%	6.9%
Grade 1	67	12.1%	6.8%	7.1%
Grade 2	69	12.4%	6.6%	7.2%
Grade 3	73	13.1%	6.5%	7.3%
Grade 4	97	17.4%	6.9%	7.6%
Grade 5	100	18.0%	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	4	0.7%	0.1%	12.6%
Hispanic	547	98.4%	98.3%	52.6%
White	2	0.4%	1.4%	27.4%
American Indian	1	0.2%	0.0%	0.4%
Asian	1	0.2%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	1	0.2%	0.0%	2.4%
Economically Disadvantaged	498	89.6%	88.5%	60.6%
Non-Educationally Disadvantaged	58	10.4%	11.5%	39.4%
Section 504 Students	78	14.0%	8.7%	6.5%
English Learners (EL)	243	43.7%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	43	7.7%	5.4%	3.6%
At-Risk	398	71.6%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	54			
By Type of Primary Disability				
Students with Intellectual Disabilities	22	40.7%	55.3%	42.4%
Students with Physical Disabilities	10	18.5%	11.5%	21.9%
Students with Autism	**	**	12.2%	13.7%
Students with Behavioral Disabilities	13	24.1%	18.9%	20.6%
Students with Non-Categorical Early Childhood	*	*	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	71	13.9%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
By Ethnicity:				
African American	1	0.2%		
Hispanic	64	12.5%		
White	5	1.0%		
American Indian	0	0.0%		
Asian	1	0.2%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates--------			--------Special Education Rates--------		
	Campus	District	State	Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	1.6%	10.7%	3.1%	37.5%	16.2%	5.5%
Grade 2	11.3%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	2.5%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	1.1%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.0%	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	22.1	19.2	18.9
Grade 1	19.8	17.8	18.8
Grade 2	20.4	17.8	18.7
Grade 3	17.1	19.2	18.9
Grade 4	17.5	21.6	19.2
Grade 5	18.8	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: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

Staff Information	--------------- Campus --------------- Count/Average	Percent	District	State
Total Staff	53.4	100.0%	100.0%	100.0%
Professional Staff:	42.4	79.4%	56.5%	64.1%
Teachers	35.1	65.8%	44.0%	49.8%
Professional Support	5.2	9.8%	9.5%	10.1%
Campus Administration (School Leadership)	2.0	3.8%	2.9%	3.0%
Educational Aides:	11.0	20.6%	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	1.0	n/a	11.0	1,097.0
Total Minority Staff:	50.1	93.8%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	31.9	90.7%	90.3%	27.7%
White	2.3	6.4%	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	1.0	2.8%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	6.5	18.6%	32.0%	23.8%
Females	28.6	81.4%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	31.9	91.0%	79.4%	73.6%
Masters	3.2	9.0%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	6.1	17.5%	14.3%	28.9%
6-10 Years Experience	11.0	31.3%	17.6%	19.0%
11-20 Years Experience	12.1	34.5%	39.3%	29.3%
Over 20 Years Experience	5.8	16.7%	26.0%	15.7%
Number of Students per Teacher	15.8	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	8.0	8.8	6.3
Average Years Experience of Principals with District	8.0	8.4	5.4
Average Years Experience of Assistant Principals	11.0	8.4	5.3
Average Years Experience of Assistant Principals with District	11.0	8.2	4.7
Average Years Experience of Teachers:	14.3	15.1	11.1
Average Years Experience of Teachers with District:	13.3	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	$46,101	$49,170	$50,408
6-10 Years Experience	$47,821	$50,423	$52,786
11-20 Years Experience	$53,369	$55,575	$56,041
Over 20 Years Experience	$71,248	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$53,336	$55,810	$54,122
Professional Support	$60,346	$67,073	$64,069
Campus Administration (School Leadership)	$86,812	$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: PENA EL
Campus Number: 031901141

Total Students: 556
Grade Span: PK - 05
School Type: Elementary

Program Information	--------------- Campus ---------------			
	Count	**Percent**	**District**	**State**
Student Enrollment by Program:				
Bilingual/ESL Education	239	43.0%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	41	7.4%	12.0%	8.1%
Special Education	54	9.7%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	1.4	4.1%	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	0.0	0.0%	0.5%	2.0%
Regular Education	29.7	84.6%	78.8%	71.4%
Special Education	3.2	9.1%	11.4%	9.1%
Other	0.8	2.3%	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