

Brownsville Independent School District

Pena Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020

Public Presentation Date: January 13, 2021

Mission Statement

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

Vision

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

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

Value Statement

Peña Elementary students, faculty and staff are...

Prepared and Respectful

Engaged in Positive Behavior

Noble in Character

Accountable for our Success.

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Comprehensive Needs Assessment

Revised/Approved: May 14, 2020

Needs Assessment Overview

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

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

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

Peña Elementary campus initiatives include the following:

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

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

Annual Campus Goals

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

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

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

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

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

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

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

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

Demographics

Demographics Summary

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

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

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

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

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

Demographics Strengths

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

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

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

Need Statements Identifying Demographics Needs

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

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

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

Student Learning

Student Learning Summary

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

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

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

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

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

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

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

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

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

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

Kinder / TPRI: (48 students tested)

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

Kinder / Tejas Lee: (7 Students Tested)

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

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

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

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

*Not enough students in student group post results.

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

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

2nd Grade / Tejas Lee (2 Student Tested)

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

Lead4ward Summary Kinder-5th Grade Reading

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

Lead4ward Summary Kinder-5th Grade Math

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

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

Student Learning Strengths

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

Need Statements Identifying Student Learning Needs

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

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

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

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

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

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

School Processes & Programs

School Processes & Programs Summary

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

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

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

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

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

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

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

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

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

According to the latest staff needs assessment survey collected, Peña Elementary is in need of professional development in the area of Reading with an emphasis on technology. Our instructional delivery needs have drastically seen a change due to COVID-19. The school shifted from Face to Face instructing to Closed Instructing for the latter part of the

2019-2020 school year. This change prompted all staff members to shift their professional development to remote learning and the use of technology to support instruction. Aside from remote learning, professional needs are still present in the implementation the ELARS to be able to align instruction to the STAAR expectations and ensure students meet the standards including the SSI grade.

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

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

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

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

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

School Processes & Programs Strengths

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

Need Statements Identifying School Processes & Programs Needs

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

EOY Lead4ward sub-population data.

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

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

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

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

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

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

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

Perceptions

Perceptions Summary

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

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

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

The Site Based Decision Making Committee has two business representative, two community members and two parent representatives that are nominated by school administration. The parent and community membership in the SBDM represents the ethnic and socio make-up of the community. New SBDM Members attend an SBDM training (September 2020). Communication to parents is via the school website, school messenger, flyers and parent conference, as well as Class Dojo and SeeSaw is implemented by some of our classroom teachers. Each teacher is required to keep documentation of all and any contacts made with parents. All communication is done in a language parents can understand to better assist parents. Teachers make calls during their conference time or after school to communicate with their parents. register with the parental involvement office and are cleared to volunteer at our campus. Our parent volunteer numbers decreased this past year. Parents however are always willing to collaborate with different members of the school to improve the learning environment for students. Parents attend bi-weekly meeting to obtain information and strategies to impact student learning in a meaningful way. Many PK/K parents are involved with a noticeable decrease in parent volunteers from the upper grades. A parent liaison (vacancy) is available to contact parents and assist parents with multiple instructional skills as well as parenting program skills to better support their child's learning. Volunteer parents support the District Literacy initiative by participating in book reads and plays when author's are invited to Peña Elementary. A campus performance schedule allows for each student at Peña Elementary to participate in an event showcasing their talent to their parents and community. Each grade level is assigned a month, starting with 5th grade to prepare a presentation aligned to

the months theme and parents are welcomed to see their child perform and recognize their multiple talents. We have a high number of parents that attend these events along with extended members of the family and ex-students that come with their brothers and sisters.

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

Perceptions Strengths

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

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

Need Statements Identifying Perceptions Needs

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

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

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

Priority Need Statements

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

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

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

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

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

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

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

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

Need Statement 3 Areas: School Processes & Programs

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

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

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

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

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

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

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

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

Need Statement 6 Areas: Demographics - Student Learning

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

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

Need Statement 7 Areas: Student Learning - Perceptions

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

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

Need Statement 8 Areas: Perceptions

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

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

Need Statement 9 Areas: School Processes & Programs

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

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

Need Statement 10 Areas: Demographics - School Processes & Programs

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

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

Need Statement 11 Areas: Demographics

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

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

Need Statement 12 Areas: School Processes & Programs - Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

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

Student Data: Student Groups

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

Student Data: Behavior and Other Indicators

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

Employee Data

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

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation

Goals





Revised/Approved: May 14, 2020









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







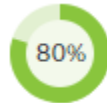





Performance Objective 1: Pena Elementary student performance for all students, all grades, all subjects will exceed 2019 STAAR percent Meets Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science by 2 percentage points. No 2020 STAAR percents are available due to COVID-19.









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













Summative Evaluation: Some progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>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.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <p>DBM Fall and Spring Scores Progress Monitoring Report Card Grades CPALLS BOY and MOY TPRI and Tejas LEE BOY and MOY Walkthroughs Lesson Plans</p> <p>Summative: STAAR 2021 TELPAS EOY TPRI/Tejas Lee/ CPALLS</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Title I Schoolwide Elements: 2.4 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 8</p> <p>Funding Sources: GT Materials - 199 G/T Advanced Academics - 199-11-6399-00-141-Y-21-000-Y - \$1,050, General Supplies - Printing - 199 Local funds - 199-11-6399-16-141-Y-11-000-Y - \$1,300, Copy Paper -moved money to 6398-62 for Chromebooks - 211 Title I-A - 211-11-6396-00-141-Y-30-0F2-Y - \$0, General Supplies B. C. 11.12.2020 Decrease of \$4494.50 - 163 State Bilingual - 163-11-6399-00-141-Y-25-000-Y - \$490.50, Copy Paper B.C. 11.12.2020 Decrease of \$1090.00 - 163 State Bilingual - 163-11-6396-00-141-Y-25-000-Y - \$0, Equipment Laminate - 211 Title I-A - 211-11-6398-00-141-Y-30-0F2-Y - \$3,500, General Supplies - 199 Local funds - 199-11-6399-00-141-Y-11-000-Y - \$6,133, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-141-Y-25-000-Y - \$3,888, General Supplies - 211 Title I-A - 211-11-6399-00-141-Y-30-0F2-Y - \$24,067, Copy Paper- BC to 6399 - 199 Local funds - 199-11-6396-00-141-Y-11-000-Y - \$0, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-141-Y-25-000-0 - \$139, General Supplies B. C. 11.19.2020 Decrease of \$9,000 - 162 State Compensatory - 162-11-6399-00-141-Y-30-000-Y - \$30,200, General Supplies-PE - 199 Local funds - 199-11-6399-51-141-Y-11-000-Y - \$1,500, Copy Paper (B. C. 11.18.2020 Decrease of \$2,000) - 162 State Compensatory - 162-11-6396-00-141-Y-30-0F2-Y - \$0</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Struggling students will be identified and assessed for present competencies and be provided research based interventions aligned to their IEPs/AIP/RTI plan to improve student success in federal, state, district and campus expectations Committee members will make state assessment recommendations based on identified students' individual needs and document PLAAFPs for SPED students. Milestone's/Strategy's Expected Results/Impact: PLAAFP and IEP Goal Implementation Staff Responsible for Monitoring: ARD/504/RTI Committee Members Teachers Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 1, 2 - School Processes & Programs 1, 2, 8 Funding Sources: Gloves - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0B0-Y - \$600, Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0P3-Y - \$1,280, Supplies - 166 State Special Ed. - 166-11-6399-00-141-Y-23-0P0 - \$1,000, Toner - 166 State Special Ed. - 166-11-6399-62-141-Y-23-000-Y - \$500, OHI Reports - 166 State Special Ed. - 166-31-6219-00-141-Y-23-0N7-Y - \$1,000, General Supplies (B.C. Increase 11/18/20) - 211 Title I-A - 211-23-6399-00-141-Y-30-0F2-Y - \$1,154	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Students maintaining A, A-B Honor Roll will be recognized on a six week basis in front of their peers and parents to encourage continued high academic achievement and promote college and career readiness. Milestone's/Strategy's Expected Results/Impact: Formative: Report Card Grades Summative: Cumulative Grade Staff Responsible for Monitoring: Campus Administration Counselors Teachers Title I Schoolwide Elements: 2.5 - Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Student Learning 6 - Perceptions 2 Funding Sources: Awards - 199 Local funds - 199-11-6498-00-141-Y-11-000-Y - \$2,600	Formative			Summative
	Oct	Jan	Mar	June
				

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

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

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

Strategy 12 Details		Reviews			
Strategy 12: Raquel Pena Elementary will ensure that BISD Plan of Action for ELA and Reading guidelines continue in order to support improvement by: * Following the instructional expectations such as the use of journals ,technology programs and implementation of novels * Participating in professional learning requirements set forth by the district C&I Dept. * Completing progress monitoring using TPRI/Tejas LEE, fluency to indicate 10 wpm growth by six weeks Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson Plans Fluency Six Weeks Reports DBM Fall/Spring Results Summative: EOY Fluency Report State Assessments Results Staff Responsible for Monitoring: Administration Teachers Population: PK-5th Grade ALL - Start Date: August 12, 2020 - End Date: May 26, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
		 No Progress  Accomplished  Continue/Modify  Discontinue			

Performance Objective 1 Need Statements:

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









School Processes & Programs
Need Statement 8: Increase quality instruction in all content areas to meet TEKS and state assessment objectives. Data Analysis/Root Cause: EOY Lead4ward Performance Data analysis and walkthroughs indicate the need to improve instruction.
Perceptions
Need Statement 2: Need to increase engagement and participation in real-world experiences. Data Analysis/Root Cause: Students need have the skills for them to be successful using remote learning in a blended environment.









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

Performance Objective 2: Pena Elementary early childhood performance will increase by 5 percentage points over end-of-year 2019 results. 2020 EOY results are not available due to COVID-19.

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

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. Milestone's/Strategy's Expected Results/Impact: Increase composite overall level of proficiency in TELPAS Increase in District /Campus Benchmark Scores Staff Responsible for Monitoring: Campus Administration Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: The campus will implement a coordinated systematic assessment plan to monitor students progress data in order to provide reinforcement strategies to improve students skills as measured in campus, district and state EOY assessments. Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring Calendar Progress Monitoring Brigance Inventory Campus Assessment Results Summative: Increased percentage of students meeting campus, district and state assessment proficiency goals. STAAR TELPAS TPRI/Tejas LEE CPALLS Staff Responsible for Monitoring: Campus Administration Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				





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









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









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













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







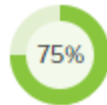

Summative Evaluation: Significant progress made toward meeting Objective









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

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

Strategy 4 Details	Reviews			
Strategy 4: In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for PK-2nd grade migrant students pre-test and post-test results will be used by teachers and administrators to determine the migrant students performing below grade level. Milestone's/Strategy's Expected Results/Impact: Formative: SOY, BOY and MOY TPRI/Tejas LEE results DBM Fall/Spring Results Summative: EOY CPALLS, TPRI, Tejas LEE Assessment results Staff Responsible for Monitoring: Principal Teachers Counselor Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 5 Details	Reviews			
Strategy 5: Migrant students 3rd- 5th STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Milestone's/Strategy's Expected Results/Impact: Formative: STAAR Remediation NGS STAAR Report DBM Fall/Spring Results Summative: STAAR Assessment Test Results Staff Responsible for Monitoring: Teachers Campus Administration Population: 3rd -5th Grade PFS Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 6 Details	Reviews			
Strategy 6: Parents of migrant PK-5th Pena students will be provided with awareness sessions in order to illustrate how to support their children academically more effectively. Milestone's/Strategy's Expected Results/Impact: Formative: Sign-in Sheets Visitation Logs Summative: Session Evaluations and Participants Surveys Staff Responsible for Monitoring: Parent Liaison Campus Administration Population: PK-5th Migrant Students - Start Date: October 1, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 7 Details	Reviews			
Strategy 7: Teachers will be provided with appropriate migrant information in a timely manner in order to provide appropriate interventions an increase awareness of of migrant student needs. Milestone's/Strategy's Expected Results/Impact: Formative: DBM Fall/Spring results Attendance Reports 3wk progress reports Summative: Report Cards State Assessment Results Staff Responsible for Monitoring: Campus Administration Teachers Population: Campus Administration, Faculty and Staff	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Teachers and staff will complete annual CNA survey to evaluate the effectiveness of the Migrant Education Program. Appropriate adjustments will be made to better serve migrant students based on results. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher/Parent requests Summative: Survey Results Staff Responsible for Monitoring: Campus Administration Teachers Staff Population: Migrant Students - Start Date: March 8, 2021 - End Date: March 12, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 9 Details	Reviews			
Strategy 9: The academic progress of migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion from 1st to 2nd grade. Milestone's/Strategy's Expected Results/Impact: Formative: Progress Reports Six Weeks Report Card Grades Summative: Cumulative Report Card Grades TPRI and Tejas LEE Assessment Retention rates for 1st & 2nd Grade students. Staff Responsible for Monitoring: Campus Administration Teachers Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 10 Details	Reviews			
Strategy 10: Elementary migrant students will have an equal opportunity to attend the school district summer school programs to ensure promotion if needed or, to participate in the enrichment migrant summer program. Milestone's/Strategy's Expected Results/Impact: Formative: Eligibility Lists And Attendance Sheets Summative: Participants Surveys Teacher Surveys End-of- Summer School Programs Staff Responsible for Monitoring: Campus Administration Summer Teachers Summer School Lead Teacher Population: Migrant Students - Start Date: May 31, 2021 - End Date: June 18, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 11 Details	Reviews			
Strategy 11: Migrant students will be offered extended day /tutorial session at Pena Elementary where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students.	Formative			Summative
	Oct	Jan	Mar	June

Milestone's/Strategy's Expected Results/Impact: Increase promotion rates & test performance SSI Tutorial Schedule/Regular Tutorial Schedule Staff Responsible for Monitoring: Campus Administration Teachers Population: Migrant Students - Start Date: August 12, 2020 - End Date: May 26, 2021				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 3 Need Statements:





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









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









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













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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will increase their problem solving skills and enhance their understanding of patterns and purposeful critical thinking strategies by participating in district programs such as Brainsville, Chess, Destination Imagination, Club Code, and UIL Academics. at the local, state and national level.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Local Tournament Results Campus/District Math benchmark scores</p> <p>Summative: End of Year USCF rating District/Region/State Overall places STAAR Results</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers Advance Academics Dept. Chess Coaches Chess Tutor DI Coaches</p> <p>Population: All Students At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 26, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 1, 3 - Student Learning 1, 6 - School Processes & Programs 1, 3, 8 - Perceptions 2</p> <p>Funding Sources: Transportation Robotics - 289-TIV Title IV-A Student Support and Acad. Enri - 289-11-6494-00-141-Y-24-TEC-Y - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Increase opportunities for Pena students to participate in campus, district/community events such as Santa & Friends and other Fine Arts Showcase programs, UIL events, musicals, art exhibition, DI and ballroom dancing competitions to showcase fine arts talents and develop leadership and increased student participation as noted in SB5. Milestone's/Strategy's Expected Results/Impact: Formative: Presentation/ Performances Summative: UIL Competition Rosters Assemblies Talent Show Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 3 Funding Sources: General Supplies -Choir - 199 Local funds - 199-11-6399-57-141-Y-11-000-Y - \$610, Transportation - 199 Local funds - 199-11-6494-00-141-Y-11-000-Y - \$2,500	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Pena 5th grade choir will have public performances at the district/campus, parent meetings and community outreach activities to apply their music and fine arts talents. Milestone's/Strategy's Expected Results/Impact: Formative: Presentation/ Performances Summative: Choir Performance Readers Theater Performance Ballroom Dancing Participation UIL Competition Rosters Assemblies Talent Show Staff Responsible for Monitoring: Music Teacher Classroom Teachers Campus Administration Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: October 1, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

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

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

Performance Objective 4 Need Statements:

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

Student Learning

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

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

School Processes & Programs

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

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

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

Perceptions





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

















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

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

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Pena Elementary will ensure through maintenance calendar and campus procedures that all school grounds are maintained to meet safety and aesthetic standards for all students to attend school. Personal Protection Equipment will be ordered for student and campus use.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Custodial Meetings Custodial Upkeep/Routine Cleaning Area Inspections</p> <p>Summative- Fire Extinguisher Audit Report Maintenance Order Completions Yearly Safety Compliance Reports</p> <p>Staff Responsible for Monitoring: Campus Safety Coordinator Custodians</p> <p>Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: Supplies COVID Personal Protection Equipment (Sanitizer.Disinfectant). B.C. 09.22.2020 Increase - 211 Title I-A - 211-51-6315-00-141-Y-30-ASP-Y - \$5,000, Janitorial Supplies - 199 Local funds - 199-51-6315-01-141-Y-99-121-Y - \$500, Supplies - 199 Local funds - 199-51-6315-00-141-Y-99-000-Y - \$6,000, Toilet/Paper Towels/Hand soap - 199 Local funds - 199-51-6315-00-141-Y-99-121-Y - \$5,613</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Pena Elementary will create and implement a systematic approach to the upgrades and improvements needed for facilities to include prioritizing based on yearly safety needs of the campus. Milestone's/Strategy's Expected Results/Impact: Formative: Safety inspections/Work Order completions Summative: Evaluation/analysis of survey data. Staff Responsible for Monitoring: Principal Assistant Principal Custodial Staff Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2 - Student Learning 3 - Perceptions 1	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Pena Elementary will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Milestone's/Strategy's Expected Results/Impact: Campus based implementation of energy saving strategies to decrease energy usage. Formative: Monthly energy usage. Summative: Annual energy usage. Staff Responsible for Monitoring: Administration Custodians Staff Population: All - Start Date: July 1, 2020 - End Date: July 31, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 4 Details	Reviews			
Strategy 4: Evaluate and recommend necessary upgrades for instructional facilities and equipment to building areas such as the GYM to ensure an appropriate environment and student safety. Milestone's/Strategy's Expected Results/Impact: Increase use of safe and durable equipment while participating in core PE programs. Staff Responsible for Monitoring: Administration PE Coaches Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:









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

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: Met 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. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly expenditure balance to meet various department percentage of funds used as indicated in published time line. Summative: End of Year Expenditure Reports. Staff Responsible for Monitoring: Campus Administration Grade Level Teams SBDM Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 1, 3 - School Processes & Programs 3	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 1 Need Statements:

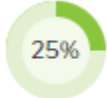







Demographics
Need Statement 1: Need to improve student enrollment and retention. Data Analysis/Root Cause: Parents are choosing other options for schooling other than public schools in town (as per our enrollment drop from 557 students to 531 students) variety of programs being offered such STEAM.
Need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

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

Performance Objective 2: Pena Elementary will commit to a support plan which includes improved motivation for 100% of teachers.

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

Summative Evaluation: Significant 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. Milestone's/Strategy's Expected Results/Impact: Teacher retention plan will reflect motivational strategies available to teachers. Formative: Draft a motivational strategy plan. Summative: Approved motivational strategy plan. Staff Responsible for Monitoring: Campus Administrative Team SBDM Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

Performance Objective 3: 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. Milestone's/Strategy's Expected Results/Impact: Formative: Teacher Recognition Announcements/Emails/Website Summative: CNA Staff Survey Results Staff Responsible for Monitoring: Campus Administration SBDM Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

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

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

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. Milestone's/Strategy's Expected Results/Impact: Formative: Submissions of information for articles and showcases. Regular features in media showcasing current campus accomplishments. Summative: Annual compilation of articles and presentation/showcases. Staff Responsible for Monitoring: Campus Administration Campus Public Information Officer- Librarian Teachers Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 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: Met 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. Milestone's/Strategy's Expected Results/Impact: Formative: Monthly review of website indicating current events. Summative: End of Year Clearance of District Monthly Checklist results. Staff Responsible for Monitoring: Campus Administration Campus TST Webmaster Public Information Officer-Librarian Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				









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









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

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

Summative Evaluation: Met 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. Milestone's/Strategy's Expected Results/Impact: Decrease in discipline referrals. Staff Responsible for Monitoring: Administration Counselor Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Students will be read Words of Wisdom everyday during morning announcements to encourage positive behavior and character building. Timeline:Daily from August 2019-June 2020 Milestone's/Strategy's Expected Results/Impact: Formative: Announcement Log Participation Summative: Decrease in discipline referrals. Decrease in counseling referrals addressing difficulty with peer relations. Staff Responsible for Monitoring: Administration Counselor Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

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





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





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









Performance Objective 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: Met Objective









Strategy 1 Details	Reviews			
Strategy 1: Ensure that campus counselors provide individual and group counseling sessions on a regular basis in order to ensure that students needs are addressed such as: Behaviors interfering with learning , Emotional distress, Family problems, Bullying (victim/perpetrator), Lack of motivation, Self-hurting behaviors, Low Self-Esteem, Peer relationships Milestone's/Strategy's Expected Results/Impact: Formative RTI Summative Counselor Log Counselor Referrals Staff Responsible for Monitoring: Administration Teachers Counselors Title I Schoolwide Elements: 2.6 - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021 Need Statements: Demographics 2 - Student Learning 3, 6 - Perceptions 2 Funding Sources: General Supplies - 199 Local funds - 199-31-6399-00-141-Y-99-032-Y - \$110, General Supplies - 199 Local funds - 199-31-6498-00-141-Y-99-000-Y - \$350	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Pena Elementary will ensure through master scheduling the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1 in compliance with Senate Bill 891 effective 9/1/09.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative</p> <p>PE Schedule</p> <p>Emergency Evacuation Drill Log</p> <p>Summative-</p> <p>Reviews of</p> <p>Campus Safety Action Plan</p> <p>Emergency Operating Procedures</p> <p>Decreased Incident/Accident Referrals</p> <p>Staff Responsible for Monitoring: PE Teachers</p> <p>Campus Safety Coordinator</p> <p>Campus Administration</p> <p>Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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

Strategy 5 Details	Reviews			
Strategy 5: Pena Elementary will develop and maintain a multi-hazard Emergency Operations Plan and is reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Milestone's/Strategy's Expected Results/Impact: Formative: After Action Reviews, Sign-In Sheets, Evaluations, Audits Summative: Evaluation Sheets Staff Responsible for Monitoring: Administrators, Principals & Assistant Principals, Faculty & Staff, Administration and BISD Police & Security Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 6 Details	Reviews			
Strategy 6: Pena Elementary has an identification security system. All faculty must obtain and display an Identification Card while on school grounds. Visitors must present an identification at Sign-In and obtain a pass. Visitors escorted at all times. Milestone's/Strategy's Expected Results/Impact: Formative: ID Cards Audits Sign In Sheets Summative: Logs Audit Results Staff Responsible for Monitoring: Administrators Campus Security Officer Office Staff Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 23, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Campus based Law Enforcement: Security Officer(s) will be placed and assigned throughout the year at Pena. Milestone's/Strategy's Expected Results/Impact: Formative: Daily Safety Procedures in place. Summative: Decrease in number of incidents reported by campus. Staff Responsible for Monitoring: Administrators Counselors BISD Police and Security Services. Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 8 Details	Reviews			
Strategy 8: Promote awareness and notification of Student Code of Conduct to students, parents, staff & community through campus distribution and campus presentations in order to promote a safe campus environment Milestone's/Strategy's Expected Results/Impact: Formative Student Code of Conduct Acknowledgement Forms Counselor Presentations Summative Office Referrals Sign-in Forms Staff Responsible for Monitoring: Administrators Counselors Teachers Population: All - Start Date: August 26, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 9 Details	Reviews			
Strategy 9: Campus Safety Coordinator will conduct bi-monthly safety meetings with all staff. Monthly safety inspections for fire extinguisher maintenance will be conducted Milestone's/Strategy's Expected Results/Impact: Formative	Formative			Summative
	Oct	Jan	Mar	June

<p>Agenda Sign-in Sheets</p> <p>Summative Compliance Report Decreased Injury Reports</p> <p>Staff Responsible for Monitoring: Safety Coordinator-Assistant Principal</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p>				
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Performance Objective 2 Need Statements:





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









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







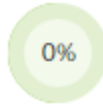





Performance Objective 1: Pena Elementary will have a 2% increase of parents involved in campus/district parental involvement activities from 2019-2020 to 2020-2021.









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









Summative Evaluation: No progress made toward meeting Objective













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

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

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

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

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

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

Performance Objective 1 Need Statements:

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

Student Learning





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









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









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Provide Professional Development opportunities for all teachers & support staff to implement core & supplemental programs in order for students to improve student achievement and requirements.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative:</p> <p>Agendas Sign In Sheets Walkthroughs Lesson Plans</p> <p>Summative: PD Evaluations STAAR TELPAS EOY TPRI/Tejas Lee</p> <p>Staff Responsible for Monitoring: Administration Teachers SPED Resource/Inclusion Teachers</p> <p>TEA Priorities: Recruit, support, retain teachers and principals - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 6 - School Processes & Programs 1, 2 - Perceptions 2</p> <p>Funding Sources: Employee Travel (B.C. Decrease request 11.12.2020 of \$50 from original)) - 199 Local funds - 199-23-6411-23-141-Y-99-000-Y - \$950, TRA Online Fees Teachers - 199 Local funds - 199-11-6497-00-141-Y-36-000-Y - \$4,400, Substitutes - 211 Title I-A - 211-11-6112-18-141-Y-30-AYP-Y - \$1,971, Employee Travel - 211 Title I-A - 211-13-6411-23-141-Y-30-AYP-Y - \$3,000, TRA Online Fees Admin - 199 Local funds - 199-23-6497-00-141-Y-36-000-Y - \$400, Travel - 199 Local funds - 199-13-6411-23-141-Y-99-000-Y - \$500</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Provide opportunities for Special Programs teachers such as Music, PE, Dyslexia and Library, Teachers, Counselor to attend professional conferences/PD to obtain new ideas and strategies to incorporate into the classroom instruction.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs Lesson Plans Professional Leaves</p> <p>Summative: Transcript Verification Workshop Evaluations T-TESS</p> <p>Staff Responsible for Monitoring: Special Program Teachers Campus Administration</p> <p>ESF Levers: Lever 1: Strong School Leadership and Planning - Population: ALL TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2 - School Processes & Programs 1, 2</p> <p>Funding Sources: Counselor-Online Fee - 199 Local funds - 199-31-6497-00-141-Y-99-032-Y - \$90, Employee Travel - 199 Local funds - 199-23-6411-23-141-Y-99-000-Y - \$950, Travel - 199 Local funds - 199-12-6411-23-141-Y-99-000-Y - \$200</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Dean of instruction will conduct campus training on various instructional topics such as cognitive strategies, explicit instruction, data analysis of CPALLS, TPRI/Tejas LEE, District Benchmarks, College Career Readiness Standards, TEKS Standards, ELA/Math/Science Content Programs to support teachers with the implementation of state standards to increase student local and state assessment performance.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Increase in Developed Areas of TPRI/Tejas Lee CPALLS EOY results.</p> <p>Summative: Increase in Approaching & Meeting Grade Level performance of 3rd-5th STAAR scores</p> <p>Staff Responsible for Monitoring: Campus Administration Teachers</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 6 - School Processes & Programs 1, 2, 6 - Perceptions 2</p> <p>Funding Sources: General Supplies - 211 Title I-A - 211-13-6399-00-141-Y-30-0F2-Y - \$4,000</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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

Strategy 6 Details	Reviews			
<p>Strategy 6: Pena teachers will be trained on CAVI - Sheltered Instruction Strategies to enhance the ability to understand and use curricula, assessment and effective instructional strategies for LEP students including planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English Proficiency.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: EL Portfolios Walkthroughs Lesson Plans</p> <p>Summative: T-TESS Observations Lesson Plans Annual measurable progress on oral, reading, and written English proficiency measures and met expectations on yearly progress for LEP students.</p> <p>Staff Responsible for Monitoring: Administration Teachers</p> <p>Population: BIL Students - Start Date: August 12, 2020 - End Date: December 18, 2020</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 7 Details	Reviews			
Strategy 7: Provide professional development to designated group of students, parent and teachers on required topics such as: Signs of Child Abuse, Conflict Resolution, Suicide prevention (staff training), Bullying Violence Presentation, Human Growth & Development, Behavior Management Intervention strategies, Truancy, Dropout Prevention, Career Awareness-Goal Setting and Long Range Goals , Character Education, Responsible Behavior, Drug, Alcohol and Tobacco Awareness, Gun Safety Milestone's/Strategy's Expected Results/Impact: Formative: Student sign in sheets Counselor logs PD Workshop Parent Meeting Agenda and Sign In Formative: Student Presentations Parent Presentations Staff Presentations PD Evaluations Staff, Parent and Staff CIP Survey Results Staff Responsible for Monitoring: Campus Administration Counselors Nurse Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Need Statements:

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

School Processes & Programs

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

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

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

Perceptions





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





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





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






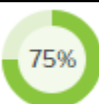


Evaluation Data Sources: EOY Student grades, electronic portfolios, Professional Development System Summary Reports, Fixed Assets inventory, Expenditure reports.





Summative Evaluation: Significant progress made toward meeting Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement research based and effective teaching practices with the use of digital panel boards and technology based programs that develop students skills and concepts to include but not limited to Ipads, Robots, Education Galaxy, Spelling City, Flocabulary by Nearpod and other test banks to align instruction with STEAM Academy vision & goals.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Technology Usage Reports Walkthrough</p> <p>Summative: STAAR Results TTESS ISET Return of Investment EOY Report</p> <p>Staff Responsible for Monitoring: Teachers Campus Administration Technology Support Teacher</p> <p>TEA Priorities: Build a foundation of reading and math - Population: PreK-5 At Risk Special Ed LEP Migrant Dyslexia GT - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 5, 6 - School Processes & Programs 1, 2, 5 - Perceptions 2</p> <p>Funding Sources: Equipment - 162 State Compensatory - 162-11-6398-00-141-Y-30-0F2-Y - \$14,000, Equipment (B.C. Decrease \$148 to cover copier prints) - 199 Local funds - 199-23-6398-00-141-Y-99-000-Y - \$0, Computer Supplies - 162 State Compensatory - 162-11-6399-62-141-Y-30-0F2-Y - \$2,500, Software - 162 State Compensatory - 162-11-6299-00-141-Y-30-0F2-Y - \$5,000, STEMScopes 08.04.2020 Budget Increase - 211 Title I-A - 211-11-6299-62-141-30-0F2-Y - \$3,156, Summit K-12 Software B.C. 11.12.2020 Increase \$5584.50 - 163 State Bilingual - 163-11-6299-62-141-Y-25-000-Y - \$5,584.50, Labor - 211 Title I-A - 211-11-6299-00-141-Y-30-0F2 - \$1,400</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Technology Support Teacher will maintain campus instructional technology, complete computer troubleshooting, maintain a campus website and provide technical support to teachers to become proficient in the use of existing technology programs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative TST Google Request Form Website</p> <p>Summative Technology Usage Report TST Google Request Form Completion % Assessment Scores</p> <p>Staff Responsible for Monitoring: Campus Administration Technology Support Teacher</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: June 30, 2021</p> <p>Need Statements: School Processes & Programs 8</p> <p>Funding Sources: General Supplies - 199 Local funds - 199-11-6399-62-141-Y-11-000-Y - \$1,600</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Pena students will access their content area Pearson ebooks , etools, resources and web based programs such Education Galaxy and Spelling City during class and home using iPads, laptops, Chrome Books to enhance their learning and use printers, toners and ancillary tools to produce projects that showcase their learning. Administration will purchase computers to monitor the usage of such programs.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Technology Usage in the Classroom Walkthroughs Software Usage Reports</p> <p>Summative: Computer Program Usage Reports T-TESS End of Year Report Card STAAR Assessments</p> <p>Staff Responsible for Monitoring: Teachers Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - TEA Priorities: Build a foundation of reading and math - Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 5, 6 - School Processes & Programs 5 - Perceptions 2</p> <p>Funding Sources: Supplies & Materials -LCL DEFI 4th JOEY BC 11.18.2020 Increase of \$2000 BC 11.19. 2020 Increase of \$9,000 - 162 State Compensatory - 162-11-6398-62-141-Y-30-000-Y - \$43,000, Equipment Under 5000 B.C. 08.04.2020 Increase \$4,500 to Original - 211 Title I-A - 211-23-6398-65-141-Y-30-0F2-Y - \$6,346, Equipment Under 5000 Chrome Books/COW B.C. 08.04.2020 Decrease \$4,500 from Original/B.C.11/1 Increase \$4,000, Additional Funds \$42,265 3/29 - 211 Title I-A - 211-11-6398-62-141-Y-30-0F2-Y - \$76,765, Equipment Admin - 199 Local funds - 199-23-6398-65-141-Y-99-000-Y - \$1,924</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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

Strategy 6 Details	Reviews			
<p>Strategy 6: Students will have access to a computer lab on a weekly basis to provide them an opportunity to increase their computer skills and usage of instructional software programs that increase reading, math and science skills increasing their level of academic success and technology proficiency.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative</p> <p>Computer Lab Schedule Walkthroughs Software Usage Reports</p> <p>Summative Assessment Scores Report Cards EOY Software Usage Reports</p> <p>Staff Responsible for Monitoring: Administration Teachers Technology Support Teacher</p> <p>Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 1, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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

Performance Objective 1 Need Statements:

Student Learning
<p>Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.</p> <p>Need Statement 5: Need to upgrade technology hardware (such as iPads ,laptops, Chrome books, Joey carts, Digital Panel boards, printers and Technology software (such as Education Galaxy, Spelling City, Padlet) Data Analysis/Root Cause: Remote Learning Survey, CNA Survey and Technology inventory indicate a low percentage of students having access to devices for at home learning.</p> <p>Need Statement 6: Need to increase engagement and participation in real-world experiences. Data Analysis/Root Cause: Students need have the skills for them to be successful using remote learning in a blended environment.</p>

School Processes & Programs

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

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

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

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

Perceptions









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







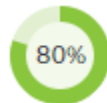

Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)













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

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

Summative Evaluation: Significant 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 Milestone's/Strategy's Expected Results/Impact: Formative Weekly review of campus attendance rates -Phone Master Log Summative Daily Log Monitor Campus Attendance Staff Responsible for Monitoring: PEIMS Supervisor Parent Liaisons Data Entry Clerk Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: Parent attendance liaisons & data entry clerk will consistently monitor and communicate students daily absences and tardiness to parents. Milestone's/Strategy's Expected Results/Impact: Formative: Parent Contact Log Summative: End of Year Parent Liaison Compliance Binder Attendance Letters Staff Responsible for Monitoring: PEIMS Supervisor Parent Liaison Data Entry Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				

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





Strategy 5 Details		Reviews			
Strategy 5: Recognize and award incentives to students with perfect attendance every six weeks and at the end of the year via public campus announcement and incentives to ensure students attend school daily. Milestone's/Strategy's Expected Results/Impact: Formative Attendance Roster Documentation Summative EOY Year Attendance Report Staff Responsible for Monitoring: Teachers Counselors Administration Data Entry Population: All Students TI GT/Pre-AP/AP MI LEP DYS SE AR - Start Date: August 12, 2020 - End Date: May 26, 2021		Formative			Summative
		Oct	Jan	Mar	June
					
Strategy 6 Details		Reviews			
Strategy 6: Pena will have a process in place to allow students to enroll in school immediately, even if lacking documentation normally required for enrollment; such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents and maintain an accurate accountability of all school records. Milestone's/Strategy's Expected Results/Impact: Formative: Campus Registration Packet Evaluation Report Homeless and Unaccompanied Youth Identifying Criteria as defined by the McKinney-Vento Act Homeless Dept. Training Information Student Progress Reports Summative: Enrollment Report Attendance Rate Staff Responsible for Monitoring: PEIMS Administrator Data Entry Records Clerk Title I Schoolwide Elements: 3.1 - Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021 Funding Sources: Travel (B.C. Request Increase 11.12.2020) Records Clerk - 199 Local funds - 199-23-6411-00-141-Y-99-000-Y - \$50		Formative			Summative
		Oct	Jan	Mar	June
					
 No Progress  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 2%





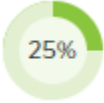

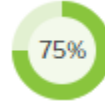

Evaluation Data Sources: DBM Fall/Spring Results and 2021 STAAR Results









Summative Evaluation: Some progress made toward meeting Objective







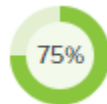





Strategy 1 Details	Reviews			
<p>Strategy 1: Students will participate in the After School Programs offered Monday-Friday and AFT to gain instructional reinforcement and remediation in core-area subjects in order to improve student achievement.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative</p> <p>eSchoolPLUS Master Schedule</p> <p>Lesson Plans</p> <p>Report Card grades</p> <p>DBM Fall/Spring Results</p> <p>Summative</p> <p>EOY Report Card grades</p> <p>STAAR Results</p> <p>Retention Rate</p> <p>Staff Responsible for Monitoring: Administration</p> <p>Teachers</p> <p>Secretary</p> <p>Title I Schoolwide Elements: 2.4, 2.5 - Population: All - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Student Learning 1, 2, 4 - School Processes & Programs 1, 2, 4</p> <p>Funding Sources: Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-30-333-Y - \$25,000, Extra Duty Pay (08.04.2020 Budget Decrease) (09.22.2020 Budget Decrease) - 211 Title I-A - 211-11-6118-00-141-Y-30-ASP-Y - \$17,357, Teacher Retirement/TRS CARE - 211 Title I-A - 211-11-6146-00-141-Y-30-ASP-Y - \$2,694, Social Security/Medicare - 211 Title I-A - 211-11-6141-00-141-Y-30-ASP-Y - \$437, Extra Duty Pay - 162 State Compensatory - 162-11-6118-00-141-Y-24-SSI-Y - \$5,586, Employee Benefits - 211 Title I-A - 211-11-6149-00-141-Y-30-ASP-Y - \$452, Extra Duty Pay/Overtime -SUP PE - 211 Title I-A - 211-11-6121-00-141-Y-30-ASP-Y - \$1,000, Employee Benefits-Locally DEF - 211 Title I-A - 211-11-6148-00-141-Y-30-ASP-Y - \$70</p>	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Pena standard registration procedures will be followed for students. Student residency questionnaire will be completed to help the school determine the services the student may be eligible to receive through student referral forms. Campus principal will recommend students that meet the eligibility criteria for Homeless services. Referral will be submitted to the Homeless Dept.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: Registration Packets</p> <p>Summative: Enrollment Report Attendance Rate Retention Rate</p> <p>Staff Responsible for Monitoring: Administration PEIMS Administrator Data Entry Parent Liaison Counselor Nurse</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - Population: At-Risk - Start Date: August 12, 2020 - End Date: May 26, 2021</p> <p>Need Statements: Demographics 2 - Student Learning 3</p> <p>Funding Sources: Computer Supplies Non Inst. Toner - 199 Local funds - 199-23-6399-65-141-Y-99-000-Y - \$58, General Supplies (B.C.Increase 08.27.2020) - 199 Local funds - 199-23-6399-00-141-Y-99-000-Y - \$1,018</p>	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The Dean of Instruction will provide leadership, support, researched-based professional training and coordination of instructional programs necessary for a well-rounded academic program to improve performance of At-Risk students.</p> <p>Milestone's/Strategy's Expected Results/Impact: Formative: PD Session Agenda & Sign In Lesson Plans Classroom Observations DBM Fall/Spring Results</p> <p>Summative: PD Session Attendance Report PD Session Evaluation Report STAAR Results</p> <p>Staff Responsible for Monitoring: Principal</p> <p>Population: AR, TI, MI, LEP - Start Date: August 12, 2020 - End Date: May 26, 2021</p>	Formative			Summative
	Oct	Jan	Mar	June
				

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

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

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

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

Performance Objective 2 Need Statements:

Demographics
Need Statement 2: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.
Student Learning
Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.
Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.
Need Statement 3: Need to increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships. Data Analysis/Root Cause: Students are not meeting district attendance goals as per PEIMS attendance reports.
Need Statement 4: Need to increase the available learning time. Data Analysis/Root Cause: Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.
School Processes & Programs
Need Statement 1: Need to Increase % of students meeting 90% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the achievement gap across student population as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.
Need Statement 2: Need to Increase Academic Growth and Comparative Closing the Gaps Designation as measured from 2019 STAAR results to 2021 STAAR results. Data Analysis/Root Cause: Based on the 2019 STAAR results and EOY Lead4ward sub-population data.
Need Statement 4: Need to increase the available learning time. Data Analysis/Root Cause: Due to COVID-19 , students will have instructional gaps that will need to be addressed in order to have students prepared to be successful.

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

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


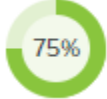


Evaluation Data Sources: Nurse time and effort reports













Student attendance rates

CATCH lesson plans and artifacts

Attendance Report

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. Milestone's/Strategy's Expected Results/Impact: Formative Health Screening Nurse Referrals Summative: Decrease in Health Related Absences and incidents. Staff Responsible for Monitoring: Administration Nurse Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 Need Statements: Demographics 2 - Student Learning 3 Funding Sources: General Supplies- Nurse - 199 Local funds - 199-33-6399-00-141-Y-99-000-Y - \$200, General Supplies-Nurse Toner for Printer - 199 Local funds - 199-33-6399-65-141-Y-99-000-Y - \$75	Formative			Summative
	Oct	Jan	Mar	June
				

Strategy 2 Details	Reviews			
Strategy 2: Pena Elem. will keep students, faculty and parents abreast of the Wellness/Nutrition Policy and Guidelines to be in compliance with respective policies and guidelines set forth by the Texas Public School Nutrition Policy effective 08/01/2004 and revisions 08/01/2007 through: Annual Health Fair, Parent meetings, Teacher and Staff Development and CATCH Teams Instructional Lessons Milestone's/Strategy's Expected Results/Impact: Percent of parents attending the Health Fair as reflected in the sign in sheet, number of medical screenings and eye screenings completed. Staff Responsible for Monitoring: Administration Nurse Counselors Teachers Cafeteria Manager Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: October 5, 2020 - End Date: March 8, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
Strategy 3 Details	Reviews			
Strategy 3: Maintain and improve Coordinated Approach to Child Health (CATCH) K-12 Program by implementing goals and objectives, ensure students are reaching required moderate to vigorous physical activity (MVPA), improve access to hydration stations and other indicators recommended by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009. Milestone's/Strategy's Expected Results/Impact: Formative: Lesson Plans Field Trips to the Cafeteria Fitness Assessment Observation Summative: CATCH Activities CATCH Binder Staff Responsible for Monitoring: Administration CATCH Champions Teachers Population: ALL Students TI MI LEP SE AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021	Formative			Summative
	Oct	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Need Statements:

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

Student Learning

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

State Compensatory

Personnel for Pena Elementary

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

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

2.2: Regular monitoring and revision

As part of the ongoing monitoring and revision of our Campus Improvement Plan, teachers are asked for their input in the purchase of instructional materials and assessment to measure student performance. Teachers use data obtained from state assessments as well as other instruments, including but not limited to the IOWA, TELPAS, TPRI/Tejas Lee, CPALLS, OWL Monitoring, previous STAAR scores, REACH test results, and benchmark tests, to make program decisions that directly impact the implementation of new

instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments. Input is collected for revisions and recommendations to the CIP from each SBDM committee member. Plan of Action will be developed to identify gaps in learning due to COVID-19 (Closed Instructing- March 23- May 27, 2020). The SBDM Committee met on May 14, 2020 to evaluate the CIP effectiveness.

The CIP was monitored through four formative review dates:

October, January, March and June

SBDM Meetings: Nov. 11, 2020, December 16, 2020, April 7, 2021, April 28, 2021 and May 26, 2021.

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

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

Board Approved Date: November 4, 2020

Public Presentation Date: January 13, 2021

2.4: Opportunities for all children to meet State standards

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

2.5: Increased learning time and well-rounded education

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

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

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

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

3.2: Offer flexible number of parent involvement meetings

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

The Annual Title I meetings were held on:

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

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

Title I Personnel

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

2020-2021 Site Based Decision Making Committee

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

Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies - Printing	199-11-6399-16-141-Y-11-000-Y	\$1,300.00
1	1	1	General Supplies	199-11-6399-00-141-Y-11-000-Y	\$6,133.00
1	1	1	Copy Paper- BC to 6399	199-11-6396-00-141-Y-11-000-Y	\$0.00
1	1	1	General Supplies-PE	199-11-6399-51-141-Y-11-000-Y	\$1,500.00
1	1	3	Awards	199-11-6498-00-141-Y-11-000-Y	\$2,600.00
1	4	2	General Supplies -Choir	199-11-6399-57-141-Y-11-000-Y	\$610.00
1	4	2	Transportation	199-11-6494-00-141-Y-11-000-Y	\$2,500.00
2	1	1	Janitorial Supplies	199-51-6315-01-141-Y-99-121-Y	\$500.00
2	1	1	Supplies	199-51-6315-00-141-Y-99-000-Y	\$6,000.00
2	1	1	Toilet/Paper Towels/Hand soap	199-51-6315-00-141-Y-99-121-Y	\$5,613.00
5	2	1	General Supplies	199-31-6399-00-141-Y-99-032-Y	\$110.00
5	2	1	General Supplies	199-31-6498-00-141-Y-99-000-Y	\$350.00
7	1	1	Employee Travel (B.C. Decrease request 11.12.2020 of \$50 from original))	199-23-6411-23-141-Y-99-000-Y	\$950.00
7	1	1	TRA Online Fees Teachers	199-11-6497-00-141-Y-36-000-Y	\$4,400.00
7	1	1	TRA Online Fees Admin	199-23-6497-00-141-Y-36-000-Y	\$400.00
7	1	1	Travel	199-13-6411-23-141-Y-99-000-Y	\$500.00
7	1	2	Counselor-Online Fee	199-31-6497-00-141-Y-99-032-Y	\$90.00
7	1	2	Employee Travel	199-23-6411-23-141-Y-99-000-Y	\$950.00
7	1	2	Travel	199-12-6411-23-141-Y-99-000-Y	\$200.00
8	1	1	Equipment (B.C. Decrease \$148 to cover copier prints)	199-23-6398-00-141-Y-99-000-Y	\$0.00
8	1	2	General Supplies	199-11-6399-62-141-Y-11-000-Y	\$1,600.00
8	1	3	Equipment Admin	199-23-6398-65-141-Y-99-000-Y	\$1,924.00
9	1	6	Travel (B.C. Request Increase 11.12.2020) Records Clerk	199-23-6411-00-141-Y-99-000-Y	\$50.00
9	2	2	Computer Supplies Non Inst. Toner	199-23-6399-65-141-Y-99-000-Y	\$58.00
9	2	2	General Supplies (B.C.Increase 08.27.2020)	199-23-6399-00-141-Y-99-000-Y	\$1,018.00
9	3	1	General Supplies- Nurse	199-33-6399-00-141-Y-99-000-Y	\$200.00
9	3	1	General Supplies-Nurse Toner for Printer	199-33-6399-65-141-Y-99-000-Y	\$75.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$39,631.00
Budgeted Fund Source Amount					\$39,631.00
+/- Difference					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies B. C. 11.19.2020 Decrease of \$9,000	162-11-6399-00-141-Y-30-000-Y	\$30,200.00
1	1	1	Copy Paper (B. C. 11.18.2020 Decrease of \$2,000)	162-11-6396-00-141-Y-30-0F2-Y	\$0.00
8	1	1	Equipment	162-11-6398-00-141-Y-30-0F2-Y	\$14,000.00
8	1	1	Computer Supplies	162-11-6399-62-141-Y-30-0F2-Y	\$2,500.00
8	1	1	Software	162-11-6299-00-141-Y-30-0F2-Y	\$5,000.00
8	1	3	Supplies & Materials -LCL DEFI 4th JOEY BC 11.18.2020 Increase of \$2000 BC 11.19. 2020 Increase of \$9,000	162-11-6398-62-141-Y-30-000-Y	\$43,000.00
9	2	1	Extra Duty Pay	162-11-6118-00-141-Y-30-333-Y	\$25,000.00
9	2	1	Extra Duty Pay	162-11-6118-00-141-Y-24-SSI-Y	\$5,586.00
Sub-Total					\$125,286.00
Budgeted Fund Source Amount					\$125,286.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies B. C. 11.12.2020 Decrease of \$4494.50	163-11-6399-00-141-Y-25-000-Y	\$490.50
1	1	1	Copy Paper B.C. 11.12.2020 Decrease of \$1090.00	163-11-6396-00-141-Y-25-000-Y	\$0.00
8	1	1	Summit K-12 Software B.C. 11.12.2020 Increase \$5584.50	163-11-6299-62-141-Y-25-000-Y	\$5,584.50
Sub-Total					\$6,075.00
Budgeted Fund Source Amount					\$6,075.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Gloves	166-11-6399-00-141-Y-23-0B0-Y	\$600.00
1	1	2	Supplies	166-11-6399-00-141-Y-23-0P3-Y	\$1,280.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Supplies	166-11-6399-00-141-Y-23-0P0	\$1,000.00
1	1	2	Toner	166-11-6399-62-141-Y-23-000-Y	\$500.00
1	1	2	OHI Reports	166-31-6219-00-141-Y-23-0N7-Y	\$1,000.00
Sub-Total					\$4,380.00
Budgeted Fund Source Amount					\$4,380.00
+/- Difference					\$0.00
197 Projects--TRE/Library					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	7	Equipment more than 150-5000	197-33-6398-00-141-Y-99-021-Y	\$960.00
8	1	7	Computers- Instruction	197-12-6398-62-141-Y-99-000-Y	\$1,500.00
8	1	7	Contracted Services	197-12-6299-62-141-Y-99-000-Y	\$3,500.00
Sub-Total					\$5,960.00
Budgeted Fund Source Amount					\$5,960.00
+/- Difference					\$0.00
199 G/T Advanced Academics					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	GT Materials	199-11-6399-00-141-Y-21-000-Y	\$1,050.00
Sub-Total					\$1,050.00
Budgeted Fund Source Amount					\$1,050.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper -moved money to 6398-62 for Chromebooks	211-11-6396-00-141-Y-30-0F2-Y	\$0.00
1	1	1	Equipment Laminate	211-11-6398-00-141-Y-30-0F2-Y	\$3,500.00
1	1	1	General Supplies	211-11-6399-00-141-Y-30-0F2-Y	\$24,067.00
1	1	2	General Supplies (B.C. Increase 11/18/20)	211-23-6399-00-141-Y-30-0F2-Y	\$1,154.00
2	1	1	Supplies COVID Personal Protection Equipment (Sanitizer.Disinfectant). B.C. 09.22.2020 Increase	211-51-6315-00-141-Y-30-ASP-Y	\$5,000.00
6	1	1	PI General Supplies	211-61-6399-00-141-Y-30-0F2-Y	\$900.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	2	PI Food & Refreshments for Meetings	211-61-6499-53-141-Y-30-0F2-Y	\$900.00
6	1	3	PI Employee Travel Mileage	211-61-6411-00-141-Y-30-0F2-Y	\$900.00
7	1	1	Substitutes	211-11-6112-18-141-Y-30-AYP-Y	\$1,971.00
7	1	1	Employee Travel	211-13-6411-23-141-Y-30-AYP-Y	\$3,000.00
7	1	3	General Supplies	211-13-6399-00-141-Y-30-0F2-Y	\$4,000.00
8	1	1	STEMScopes 08.04.2020 Budget Increase	211-11-6299-62-141-30-0F2-Y	\$3,156.00
8	1	1	Labor	211-11-6299-00-141-Y-30-0F2	\$1,400.00
8	1	3	Equipment Under 5000 B.C. 08.04.2020 Increase \$4,500 to Original	211-23-6398-65-141-Y-30-0F2-Y	\$6,346.00
8	1	3	Equipment Under 5000 Chrome Books/COW B.C. 08.04.2020 Decrease \$4,500 from Original/B.C.11/1 Increase \$4,000, Additional Funds \$42,265 3/29	211-11-6398-62-141-Y-30-0F2-Y	\$76,765.00
9	2	1	Extra Duty Pay (08.04.2020 Budget Decrease) (09.22.2020 Budget Decrease)	211-11-6118-00-141-Y-30-ASP-Y	\$17,357.00
9	2	1	Teacher Retirement/TRS CARE	211-11-6146-00-141-Y-30-ASP-Y	\$2,694.00
9	2	1	Social Security/Medicare	211-11-6141-00-141-Y-30-ASP-Y	\$437.00
9	2	1	Employee Benefits	211-11-6149-00-141-Y-30-ASP-Y	\$452.00
9	2	1	Extra Duty Pay/Overtime -SUP PE	211-11-6121-00-141-Y-30-ASP-Y	\$1,000.00
9	2	1	Employee Benefits-Locally DEF	211-11-6148-00-141-Y-30-ASP-Y	\$70.00
Sub-Total					\$155,069.00
Budgeted Fund Source Amount					\$155,069.00
+/- Difference					\$0.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies - Books	212-11-6399-00-141-Y-24-0F2-Y	\$485.00
Sub-Total					\$485.00
Budgeted Fund Source Amount					\$485.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399-00-141-Y-25-000-Y	\$3,888.00
1	1	1	General Supplies	263-11-6399-00-141-Y-25-000-0	\$139.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
Sub-Total					\$4,027.00
Budgeted Fund Source Amount					\$4,027.00
+/- Difference					\$0.00
289-TIV Title IV-A Student Support and Acad. Enri					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	4	1	Transportation Robotics	289-11-6494-00-141-Y-24-TEC-Y	\$200.00
Sub-Total					\$200.00
Budgeted Fund Source Amount					\$200.00
+/- Difference					\$0.00
Grand Total					\$342,163.00

Addendums

SBDM Zoom Meeting Invite

SBDM Meeting Notice / Aviso Junta de SBDM

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

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

Time/Horario: 4:00 p.m.

Location/Lugar: Join Zoom Meeting

<https://us02web.zoom.us/j/8789071269?pwd=OEpYOCtXQU1iZ2k4aGlpY2VINHo3QT09>

Meeting ID: 878 907 1269

Password: 1djfkx

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

SBDM Zoom Meeting Agenda

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

DPAC Parent Compact/PIP Presentation

Presenter: Ms. Blanca Barbosa, DPAC Member

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

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

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

Strand Committee Identification of Strengths

PK-

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

Kinder-

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

Strand Committee Identification of Strengths

1st-

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

2nd-

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

Strand Committee Identification of Strengths

3rd-

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

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

4th-

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

5th-

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

CNA Survey Identification of Strengths

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

Strand Committee Identification of Needs

PK-

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

Kinder-

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

Strand Committee Identification of Needs

1st-

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

2nd-

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

Strand Committee Identification of Needs

3rd-

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

4th-

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

5th-

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

CNA Survey Identification of Needs

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

SBDM CIP Addition Recommendations

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

SBDM CIP Deletion Recommendations

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

Proposed 2020-2021 CNA Summary

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

Thank You!

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

**Reporting
Procedures**

Student Report

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

Employee Report

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LOCAL)

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

STUDENT WELFARE
FREEDOM FROM BULLYING

FFI
(LEGAL)

Definitions

Bullying

“Bullying”:

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

Cyberbullying

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

Applicability

These provisions apply to:

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

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- 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.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 1st Grade Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 1st Grade

Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 1st Grade

Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 2nd Grade Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 2nd Grade

Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **PENA EL**

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Reading

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

Early Childhood Literacy Progress Measure 3 - 3rd Grade

Mathematics

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

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.

SBDM Meeting

- Topic/Tema:** SBDM Meeting/ *Junta de SBDM*
- Date/Fecha:** Wednesday April 7, 2021 / *miércoles de 7 de abril del 2021*
- PD Workshop:** 184452 (BISD Staff Only)
- Remote Check In:** WW141 (BISD Staff Only)
- Time/Horario:** 4:00 p.m.
- Location/Lugar:** Parent Center (Peña Faculty & Staff)
TEAMS (All other SBDM members)
- Presenters/Orador:** Yolanda Turbeville, Principal/*Directora*

Virtual Meeting Protocols

1. Mute microphones.
2. Keep video on for visual display/participation.
3. Use hand raising option to be recognized.
4. Post questions in the chat.
5. Be respectful of others at all times.
6. Register & Remote Check if applicable.



April 7, 2021 Agenda

- I. DPAC Parent Meeting -Held on April 7, 2021 at 1:00 p.m.
 - A. Will be meeting with SBDM to inform about changes to the RPE Parental Policy and RPE SPS Compact for 2021-2022 School Year.
- II. Formative Review Reminders- Plan4Learning - Please update for the Month of March
- III. Campus Needs Input from Grade Levels
- IV. 2021-2022 Campus Priority of Needs (CNA) Discussion
- V. Next Meeting: Wednesday, April 28, 2021.

Parental Policy - DPAC Required Annual Review

Sample



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT TITLE I-A PARENTS AND FAMILY ENGAGEMENT POLICY 2020-2021 Raquel Peña Elementary



I. STATEMENT OF PURPOSE

Raquel Peña Elementary is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents play an important role as children's first teacher and their support is critical to their children's success. **Raquel Peña Elementary** intends to include parents in all aspects of the district's Title I-A programs to create a school-home partnership that will promote student success. Virtual learning platforms such as Seesaw, Class Dojo, Teams, Google Classroom and Google meets will facilitate this goal.

Grade level goals for all children in **Raquel Peña Elementary** will be distributed to parents with the expectation that *all* students will work toward these goals. **Raquel Peña Elementary** recognizes that some students may need the extra assistance of Title I-A programs to reach these goals and is committed to providing that support. COVID-19 District Guidelines and Procedures will be followed when implementing these programs.

Compact- DPAC Required Annual Review



Brownsville Independent School District School-Parent-Student Compact 2020-2021 Raquel Peña Elementary School



School	Parent	Student
<p>1.-Recognize that it is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment; the school agrees to:</p> <p>2.-Provide a high quality curriculum in a supportive and effective environment that enables the children served to meet the State's student performance standards via traditional/hybrid/at-home learning.</p> <p>3.-Discuss with parents their responsibilities for supporting improved achievement.</p> <p>4.-Inform parents and students of the purpose of the curriculum and district timelines, student performance</p>	<p>1.-In recognition that it is the responsibility of parents to support their children's learning, the parents of students attending Raquel Peña Elementary School agree to:</p> <p>1.-Ensure that their children attend school and be on time every day via traditional/hybrid/at-home learning mode.</p> <p>2.-Teach and model respect and responsibility at all times.</p> <p>3.-Ensure that their children do their homework.</p> <p>4.-Encourage and model use of their children's spare time.</p>	<p>1.-In recognition that the students have the ultimate responsibility (privilege) of learning, the students at Raquel Peña Elementary agree to:</p> <p>1.-Be responsible for his/her own learning and behavior.</p> <p>2.-Attend school every day and be on time via traditional/hybrid/at-home learning schedule.</p> <p>3.-Be alert and pay attention in traditional/hybrid/at-home learning class.</p> <p>4.-Encourage other student who need help in class activities.</p>
<p>5.-Establish and implement effective methodologies to maintain and improve a positive learning environment in the school.</p> <p>6.-Promote attendance on a daily basis by announcing Perfect Attendance classes over the intercom system.</p> <p>7.-Recognize perfect attendance/academic success for students at the end of 6 weeks.</p> <p>8.-Post signs to inform all stakeholders of the Health First procedures that need to be followed when entering the campus to stop the spread of COVID-19 including Face Covering, Wash/ Sanitize Hands and Maintain Social Distancing.</p>	<p>9.-Participate in decisions related to the education of their children and monitor homework, grades attendance, and discipline through the Home Access Center (HAC).</p> <p>10.-Attend Parent/ Teacher traditional/virtual conferences to know the academic growth and behavior of their child.</p> <p>11.-Attend parental involvement activities.</p> <p>12.-Provide appropriate nourishment and rest for the physical well-being of their children.</p> <p>13.-Support students to participate in extracurricular activities (DI, Choir, Chess, etc.).</p>	<p>5.-he</p> <p>6.-ridual</p> <p>7.-chool</p> <p>8.-at a</p>

8.-Support your child to work in the traditional or virtual classroom and help them fulfill their school projects including research & community volunteer opportunities.



Distrito Escolar Independiente de Brownsville Convenio entre Escuela, Padres y Alumno 2020-2021 Escuela Primaria Raquel Peña



Escuela	Padres	Alumno
<p>Concientes de que es la responsabilidad de la escuela proveer una alta calidad en el plan de enseñanza e instrucción en el plan de apoyo efectivo para el aprendizaje; la escuela será responsable en:</p> <p>1.-Proveer una alta calidad en el plan de enseñanza en un ambiente de apoyo efectivo que facilite que los niños alcancen la meta con los grados que el Estado requiere a través del aprendizaje tradicional/híbrido en casa.</p> <p>2.-Hablar con los padres sobre sus responsabilidades para apoyar un mejor rendimiento académico.</p> <p>3.-Informar a los padres y estudiantes el propósito del plan de enseñanza y lineamientos de Distrito Escolar, los estándares de aprovechamiento del estudiante, y la instrucción que la escuela proveerá para que los estudiantes logren las metas que son establecidas.</p> <p>4.-Planear los padres y maestros tradicional/virtual.</p> <p>5.-Mantenga con los padres el progreso del estudiante.</p> <p>6.-Proveer op padres para que las clases en tradicional/virtual.</p> <p>7.-Capacitar a los referidos metodologías en un ambiente de escuela.</p> <p>8.-Promover la asistencia diaria de los estudiantes y anunciar la asistencia perfecta por clase mediante el sistema de intercomunicación.</p> <p>9.-Reconocer a los estudiantes con asistencia perfecta y éxito académico al final de la 6 semanas.</p> <p>10.-Ponerle letreros para informar a todos los partes interesadas sobre los procedimientos del Salud Primero que deben seguirse al entrar al plantel escolar para detener la propagación de COVID-19, incluidos cubrirse boca, lavarse las manos, mantener la distancia social.</p>	<p>Concientes de que es la responsabilidad de los padres apoyar el aprendizaje de su hijo, los padres del alumno que asiste a la escuela están de acuerdo en:</p> <p>1.-Asegurarse que su hijo asista a la escuela y que lleguen a tiempo todos los días tradicional/híbrido en casa.</p> <p>2.-Enseñar y dar ejemplo de respeto y de responsabilidad todo el tiempo.</p> <p>3.-Asegurarse que su hijo cumpla con tareas escolares.</p> <p>4.-Motivar el uso positivo del tiempo libre que tengan sus hijos.</p> <p>5.-Participar en la lectura familiar diariamente para que su hijo aprenda hábitos que lo hagan responsable.</p>	<p>Concientes de que el alumno tiene la mayor importancia y la máxima responsabilidad del aprendizaje, el estudiante está de acuerdo en:</p> <p>1.-Ser responsable por su propio aprendizaje y su conducta.</p> <p>2.-Asistir a la escuela todos los días y llegar a tiempo según el horario de aprendizaje tradicional/híbrido en casa.</p> <p>3.-Estar alerta y prestar atención en la clase de aprendizaje tradicional/híbrido en casa.</p> <p>4.-Animar a otros estudiantes que necesitan ayuda en las actividades del salón.</p> <p>5.-Llevar sus tareas asignadas a casa, completadas y presentarlas al maestro a tiempo.</p>
<p>8.-Apoye a su hijo para que trabaje en el aula tradicional o virtual y ayúdelo a cumplir con sus proyectos escolares, incluidas la investigación y las oportunidades de voluntariado comunitario.</p>	<p>de investigación y ser voluntario.</p> <p>9.-Participar en decisiones relativas a la educación de su hijo; y revisar las calificaciones en línea por medio de HAC.</p> <p>10.-Asistir a conferencias tradicionales/virtuales entre padres y maestros, para conocer el desarrollo académico y la conducta de sus hijos.</p> <p>11.-Asistir a las juntas de la escuela por medio del involucramiento de padres.</p> <p>12.-Asegurarse de que su hijo descanse bien y coma nutritivamente para un buen desarrollo físico.</p> <p>13.-Apoyar a los estudiantes para que participen en actividades extracurriculares (DI, coro, ajedrez, etc.).</p>	

PK Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels **We have everything.**

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy **We would like Lexia**

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? **TPT Pocket of Preschool STEM, SCIENCE and Dramatic Play Bundle**

Professional Development: What PD do you need? What subject? What model? **Early Childhood Symposium \$50.00 per teacher**

Tutorials: Which grade levels? What days of the week? What times? **N/A**

Migrant Students: What materials/supplies do we need to assist our migrant students? **We don't have any this year.**

GT Students: What materials/supplies do we need to assist our GT students? **N/A**

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? **N/A**

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject? **N/A**

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? **Student mask, Disinfecting Wipes, Disinfecting Spray, Gloves**

Copy Paper: Do we need copy paper? **Yes**

Other needs:

Kinder Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels

We have plenty of technology.

Software Renewals: Which one are we keeping? (K-5th)Studies Weekly, (K-5th)Spelling City (Learning A-Z), (3rd-5th) STEMScopes, (K-5th) Education Galaxy
We would like to keep Education Galaxy. Could we try IXL instead? ESGI for progress monitoring.

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels?

We have plenty of supplies for STEAM. Maybe we can have a classroom to work on STEAM activities.

Professional Development: What PD do you need? What subject? What model?

Hands on training for existing technology during work hours. Behavior management training, writing training, and TAC training. Training for STEAM. Defined Learning training.

Tutorials: Which grade levels? What days of the week? What times?

Tutorial for kinder in the morning from 7:30 a.m. to 8:00 a.m.

Migrant Students: What materials/supplies do we need to assist our migrant students?

No supplies needed.

GT Students: What materials/supplies do we need to assist our GT students?

No supplies needed.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus?

We would like to have disinfecting wipes, hand sanitizer, and gloves.

Copy Paper: Do we need copy paper?

Yes, we need copy paper for Kinder basic skills.

Other needs:

Black ink for classroom printer.

1st Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels
New Chargers for the I pads, Additional iPads

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy
Studies Weekly, IXL

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade level?
STEM Journals/Writing Science (Space at the top)

Professional Development: What PD do you need? What subject? What model? Language Enrichment
Tutorials: Which grade levels? What days of the week? What times? Recent Immigrant Tutorials

Migrant Students: What materials/supplies do we need to assist our migrant students? General school supplies

GT Students: What materials/supplies do we need to assist our GT students? NA

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject? NA

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? Face shields, wipes, hand sanitizer, student face mask (child size)

Copy Paper: Do we need copy paper? Yes

Other needs: Student Headphones, composition wide rule, highlighters, glue sticks, Expo Dry markers and eraser, white boards, post it notes (students finding the page).

2nd Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels **HEADPHONES, LAPTOPS, IPAD CHARGES FOR STUDENTS**

Software Renewals: Which one are we keeping? (K-5th) **Studies Weekly**, (K-5th) Spelling City (**Learning A-Z**), (3rd-5th) STEMscopes, (K-5th) Education Galaxy

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? **CLAY, PAINT, PAINT BRUSHES, CUPS, PAINT PALETTES, TOOTHPICKS, CONTAINERS FOR STEAM SUPPLIES**

Professional Development: What PD do you need? What subject? What model? **Reading Academy**

Tutorials: Which grade levels? What days of the week? What times? **RTI STUDENTS, MONDAY AND TUESDAY 3:30-4:30**

Migrant Students: What materials/supplies do we need to assist our migrant students? **Clothing, shoes, school supplies**

GT Students: What materials/supplies do we need to assist our GT students? **No materials needed**

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? **Spanish textbooks**

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject? **N/A**

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? **MASKS, GLOVES, FACE SHIELD**

Copy Paper: Do we need copy paper? **ONE BOX OF PAPER FOR EACH SECOND GRADE TEACHER**

Other needs: **CLOROX WIPES, TISSUE PAPER, IPAD CASE FOR NEW IPADS, HAND SANITIZER**

NEW SOFTWARE-IXL, PLANNING TIME EVERY 6 WEEKS

3rd Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels [We have enough technology.](#)

Software Renewals: Which one are we keeping? (K-5th)Studies Weekly, (K-5th)Spelling City (Learning A-Z), (3rd-5th) STEMScopes, (K-5thN) Education Galaxy [We should keep education galaxy](#)

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? [We don't need any STEAM supplies.](#)

Professional Development: What PD do you need? What subject? What model? [We don't need any PD since we will be taking Reading Academies next school year.](#)

Tutorials: Which grade levels? What days of the week? What times? [Tutorials should be all grade levels Monday and Tuesday due to Gaps in instruction.](#)

Migrant Students: What materials/supplies do we need to assist our migrant students? [No materials needed.](#)

GT Students: What materials/supplies do we need to assist our GT students? [No materials needed.](#)

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? [We need Spanish materials regardless of the student being GT, SPED, 504, etc.](#)

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject? [All STAAR Material to be given should include Spanish to assist those students. Grade Level request of materials were sent to DEAN during 1st semester.](#)

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? [Disinfectant Wipes, Antibacterial, Paper Towels, Face Masks, Extra Batteries, New thermometers that read temperature accurately, disinfectant spray, lysol spray, gloves](#)

Copy Paper: Do we need copy paper? [Yes a computer will never replace foundation skills.](#)

Other needs: [A printer for the grade level with ink and refillable inks. We need more extension cords,](#)

4th Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels

We do not need additional technology.

Software Renewals: Which one are we keeping? (K-5th)Studies Weekly, (K-5th)Spelling City (Learning A-Z), (3rd-5th) STEMScopes, (K-5th) Education Galaxy
We would like to continue using Education Galaxy and Studies Weekly.

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels?

We would like to obtain training for the new adopted program, Defined Learning.

Professional Development: What PD do you need? What subject? What model?

We have enough PD offers.

Tutorials: Which grade levels? What days of the week? What times?

We would like tutorials to be offered starting at the beginning of the school year, Monday through Wednesday, 3:30pm-4:30pm.

Migrant Students: What materials/supplies do we need to assist our migrant students?

GT Students: What materials/supplies do we need to assist our GT students?

We would like activity boxes for GT students to complete when they are through with assignments.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

We would like a resource that mirrors the format in which students will be tested in.

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus?

We will need disinfectant wipes and spray, hand sanitizer, and face masks.

Copy Paper: Do we need copy paper?

We do not need paper, but we do need ink.

Other needs:

5th Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, Panels

- Chromebook stylus for each student, headphones with mic for students, printer for 5th grade (current one is non-functional)

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy

- STEMscopes, Education Galaxy & Lift Off,

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels?

- STEMscopes – Dive In Engineering Kits per classroom, Ready Hands on Kits for example like these:
<https://mytechclassroom.com/stem-kits-for-elementary-school/>

Professional Development: What PD do you need? What subject? What model?

- How to STEAM PDS,

Tutorials: Which grade levels? What days of the week? What times?

- 5th Grade (Mon-Tues) 3:30–4:30pm

Migrant Students: What materials/supplies do we need to assist our migrant students?

- No materials needed.

GT Students: What materials/supplies do we need to assist our GT students?

- No materials needed.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

- The Online programs requested in the Other Needs section would benefit all of the special populations in all grade levels.

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

- English and SPANISH → ELA (Forde Ferrier Mastery Reading & Writing), Math (STAAR Master Student Practice Book and GPS Workbook), Science (Forde Ferrier CVP)

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus?

- Gloves, Masks, Disinfectant Spray (Aerosol), Disinfectant Wipes, Hand Sanitizer, Paper Towels

Copy Paper: Do we need copy paper?

- Yes and Ink for our New printer ;)

Other needs: IXL (Math, ELA, and Science) and TEACHER MADE account, Power Spelling account

Special Programs -CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: ***PE would like to continue to have Laptops, and a Panel.***

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? ***PE would like to have a stem skillastics game.***

Library would like a portable puppet stage, and props such as costumes, and hats for students to wear when performing a play. Would also like to have a portable microphone and speaker to use in the library.

Professional Development: What PD do you need? What subject? What model?

Tutorials: Which grade levels? What days of the week? What times?

Migrant Students: What materials/supplies do we need to assist our migrant students?

GT Students: What materials/supplies do we need to assist our GT students?

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? ***Music- Would appreciate boxes of child-size masks allocated to Music Room as students sometimes come to music class with masks that do not fit properly. Would appreciate the continued supply of disposable adult masks for the Music Teacher, and continued supply of hand sanitizer and Clorox spray. PE- Would like to have child size masks due to students masks tearing and or they have wrong size mask that falls off, as well as hand sanitizer and clorox spray.***

Copy Paper: Do we need copy paper? ***Yes, Music Class would appreciate copy paper for some hands-on music activities and projects throughout the school year. Library could use some colored copy paper for art activities.***

Other needs:

Campus Needs Review & Input from Grade Levels

Technology Hardware: What do we need?

New Chargers for the Ipads, Additional iPads

HEADPHONES, LAPTOPS, IPAD CHARGES FOR STUDENTS

Chromebook stylus for each student, headphones for students

PE would like to continue to have Laptops, and a Panel.

Software Renewals: Which one are we keeping?

(K-5th) Studies Weekly

(K-5th) Spelling City (Learning A-Z)

(3rd-5th) STEMscopes

(K-5th) Education Galaxy

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels?

Professional Development: What PD do you need? What subject? What model?

Tutorials: Which grade levels? What days of the week? What times?

Migrant Students: What materials/supplies do we need to assist our migrant students?

Campus Needs Review & Input from Grade Levels

GT Students: What materials/supplies do we need to assist our GT students?

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus?

Copy Paper: Do we need copy paper?

Other needs:

Thank You!

Brownsville Independent School District

Parent and Family Engagement Department



Wednesday, April 07, 2021

miércoles, 7 de abril del 2021

Time/Hora: 1:00 p.m. via TEAMS



AGENDA

- I. Welcome / Bienvenida
- II. Annual DPAC Review/Revision Anual de DPAC:
Parent Policy/Política de Participación de Padres
SPS Compact/Convenio EPA
- III. Evaluation/Evaluación

Presenter/Oradora: Delfina Aldape, Dean

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BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o la disposición de servicios, programas o actividades



Attendance

Full Name
User Action
Timestamp

Delfina Aldape
Joined
4/7/2021, 12:55:53 PM

Moses Garza
Joined before
4/7/2021, 12:55:53 PM

Blanca Barbosa
Joined before
4/7/2021, 12:55:53 PM

Lorena E. Medina
Joined
4/7/2021, 12:59:26 PM

Lorena E. Medina
Left
4/7/2021, 1:42:58 PM

sigaucin (Guest)
Joined
4/7/2021, 1:07:36 PM

SMacias (Guest)
Joined
4/7/2021, 1:15:03 PM

Legend:

Update with Current Year

Correct Spelling/Usage

Additions



ANNUAL DPAC REVIEW AND REVISION MEETING



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

TITLE I-A PARENTS AND FAMILY ENGAGEMENT POLICY

~~2020-2021~~

Raquel Peña Elementary

POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIA DE **TÍTULO** I-A
DEL DISTRITO ESCOLAR INDEPENDIENTE DE BROWNSVILLE

~~2020-2021~~

ESCUELA PRIMARIA RAQUEL PEÑA

STATEMENT OF PURPOSE

Raquel Peña Elementary is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents play an important role as children's first teacher and their support is critical to their children's success. **Raquel Peña Elementary** intends to include parents in all aspects of the district's Title I-A programs to create a school-home partnership that will promote student success. Virtual learning platforms such as Seesaw, ClassDojo, TEAMS, Schoology, Google Classroom and Google meets will facilitate this goal.

I. PROPÓSITO DE LA DECLARACIÓN

El Escuela Primaria Raquel Peña está comprometido a proveer educación de alta calidad para cada niño en éste Distrito. Para éste objetivo, las sociedades entre los padres y la comunidad son esenciales, porque ni hogar ni escuela pueden independientemente alcanzar este propósito. Todos ganamos si el hogar y la escuela trabajan juntos para promover altos logros académicos de nuestros estudiantes. Los padres, como los primeros maestros de sus niños juegan una función extremadamente importante y su apoyo es esencial para el éxito de sus hijos. La Escuela Primaria Raquel Peña intenta incluir a los padres en todos los aspectos de los programas del Título I-A del Distrito para crear una sociedad de hogar-escuela que promueva el éxito estudiantil. Las plataformas de aprendizaje virtual como Seesaw, Class Dojo, TEAMS Schoology, Google Classroom y Google meets facilitaran este objetivo.

Grade level goals for all children in **Raquel Peña Elementary** will be distributed to parents with the expectation that *all* students will work toward these goals. **Raquel Peña Elementary** recognizes that some students may need the extra assistance of Title I-A programs to reach these goals and is committed to providing that support. COVID-19 District Guidelines and Procedures will be followed when implementing these programs.

Metas de alto nivel académico para los estudiantes de la Escuela Primaria Raquel Peña serán distribuidas a los padres, con la expectativa de que todos los estudiantes trabajen hacia dichas metas. Reconocemos que algunos estudiantes podrían necesitar asistencia adicional de los programas de Título I-A para alcanzar estas metas y se ha hecho el compromiso de proveer este apoyo. Se seguirán las Pautas y Procedimientos del Distrito COVID-19 al implementar estos programas.

List of Title I-A Supplemental Services Offered on Campus

- ü Full Day Title I-A 3 Year Old Program
- ü End of Year Award Ceremony (Pre-Kinder - 5th Grade) (Virtual/F2F)
- ü Extended Day Enrichment Program (1st – 5th grade)
- ü STAAR Tutorial
- ü UIL (4th & 5th grade (Spelling, Reading, Writing, Oral Reading, Math))
- ü Accelerated Reader
- ü CATCH Wellness Activities
- ü Response to Intervention
- ü Dyslexia Program
- ü Computer Classes
- ü Guidance Counseling
- ü Health Services/ Fair
- ü Student of the Week
- ü Project Fit
- ü Destination Imagination
- ü Chess
- ü Parent/ Teacher Conference
- ü Parent Meetings (Flexible schedule to include PM sessions)
- ü Summer Bridge Program
- ü Extracurricular Activities (Ballroom Dancing, Sports, etc.)

· LISTA DE SERVICIOS SUPLEMENTARIOS OFRECIDOS EN LA ESCUELA

- ü Programa de Día Completo de Pre-K de 3 Años de edad
- ü Ceremonia de Fin de Año para (Pre-K - 5º Grado) (Virtual/C@C)
- ü Programa de Día Extendido de Enriquecimiento (1º a 5º grado)
- ü Tutoría STAAR
- ü UIL (4º y 5º grado (deletreo, lectura, escritura, lectura oral, matemáticas))
- ü Lectura Acelerada
- ü Actividades bienestar para CATCH
- ü Respuesta a Intervención
- ü Programa de dislexia
- ü Clases de computación
- ü Consejería y guía
- ü Servicios de salud/ Feria de la salud
- ü Estudiante de la semana
- ü Proyecto Fit
- ü Imaginación de destino
- ü Ajedrez
- ü Conferencia de Padres/ Maestros
- ü Juntas para padres de familia con horario flexible para incluir sesiones de PM.
- ü Puente de verano
- ü Actividades extracurriculares (bailes de salón, deportes, etc.)

II. PARENT ENGAGEMENT IN DEVELOPING AND REVISING THE POLICY

Raquel Peña Elementary District Parent Advisory Committee (DPAC) consisting of BISD parents, teachers, principals and community members developed the District's Parent and Family Engagement Policy. **Raquel Peña Elementary** will annually form an Advisory Committee to review the Parent and Family Engagement Policy and to revise it as necessary. Special attention will be given to recruiting parent volunteers of children served in the Title I-A programs, with a goal of having at least two parents of each campus on the committee. The Title I-A Parent and Family Engagement Policy will be posted on each Campus and District websites.

- **FAMILY ENGAGEMENT POLICY WILL BE DISTRIBUTED TO PARENTS ON SEPTEMBER 2020**
- **DPAC REVIEW MEETINGS ON FALL 2020/ SPRING 2021**
- **FAMILY ENGAGEMENT POLICY WILL BE REVIEWED & REVISED ON SPRING 2021**

II. PARTICIPACIÓN FAMILIAR EN EL DESARROLLO Y REVISIÓN DE LA POLÍTICA

El Comité Consultivo de Padres de la Escuela Primaria Raquel Peña constituido por padres, maestros, directores y miembros de la comunidad, desarrolló la Política de Participación de Padres y Familia del Distrito. Anualmente la Escuela Primaria Raquel Peña formará el comité consultivo para revisar y modificar la Política de la Participación de Padres y Familia como sea necesario. Se prestará especial atención en el reclutamiento de voluntarios con los padres de los niños participantes de los programas de Título I-A con el objetivo de tener en el comité por lo menos dos padres representantes por cada escuela. La Política de Título I-A se mostrará en la página de internet de cada escuela y del Distrito.

- EN LA CUAL LA ESCUELA DISTRIBUIRÁ LA POLÍTICA DE PARTICIPACIÓN FAMILIAR SEPTIEMBRE DE 2020
- LA REVISIÓN DEL DPAC ES OTOÑO 2020 Y PRIMAVERA DE 2021
- EN CUAL LA ESCUELA REVISARÁ Y CORREGIRÁ LA POLÍTICA FAMILIAR ES ENERO 2021

III. ANNUAL TITLE I-A CAMPUS PARENT MEETINGS

Raquel Peña Elementary will ensure that each campus will hold an annual Title I meeting for parents. These meetings will be held during the fall semester. The purpose of these meetings is to provide parents with information regarding Title I-A guidelines and services offered utilizing Title I-A funds as stated in the current Parent and Family Engagement Policy. The Parent and Family Engagement Policy will also be distributed to parents. Parents will be given the opportunity to offer their suggestions for any revisions to the policy. Parents may also volunteer to serve on either the district-wide (DPAC) or individual school's advisory committee (SBDM) or both.

The annual Title I-A meeting will be held at flexible times to increase the opportunity for parental participation. English and Spanish translation will be available. Written notices in both languages will be sent to parents notifying them of the date and times of the meetings. Parent volunteers, parent trainers, and parent liaisons will also contact other parents by phone regarding the meetings. Volunteers who speak both English and Spanish will make all contacts.

- **TITLE I-A PARENT MEETING ON SEPTEMBER 2020**
- **REVIEWED AND DISSEMINATED TO PARENTS ON SEPTEMBER 2020**
- **TITLE I-A SECOND MEETING WILL BE HELD IN THE SPRING 2024**

III. JUNTA ESCOLAR ANUAL PARA LOS PADRES DEL TÍTULO I

La Escuela Primaria Raquel Peña se asegurará de que cada escuela realice una junta anual para todos los padres del Título I. Estas juntas deberán llevarse a cabo durante el semestre de otoño. El propósito de estas juntas es de proveer a los padres con información acerca de Título I-A y guías y servicios proporcionados utilizando fondos del Título I-A según lo indicado en la presente política de la participación familiar. También dicha política de la participación familiar, será distribuida a los padres.

La junta anual se efectuará en horarios accesibles para incrementar la oportunidad de la participación de los padres. Traducción inglés-español estará disponible. A los padres se les notificará por medio de volantes escritos en ambos idiomas con la fecha y horario de la junta. También serán contactados por medio de llamadas telefónicas por padres voluntarios, padres educadores y coordinadores de los padres. Todo contacto será efectuado por voluntarios que hablen dos idiomas, inglés-español.

- JUNTA PARA PADRES DE TÍTULO I-A EN SEPTIEMBRE DEL 2020
- DOCUMENTOS REVISADOS Y DISEMINADOS A PADRES DE FAMILIA EN SEPTIEMBRE DEL 2020
- SEGUNDA JUNTA PARA PADRES DE TÍTULO I-A DE LLEVARÁ A CABO DURANTE LA PRIMAVERA DEL 2021

IV. SCHOOL-PARENT-STUDENT COMPACT

According to Title I-A regulations, **Raquel Peña Elementary** must share responsibility with parents for high student achievement by jointly developing a School-Parent-Student Compact. These compacts must outline the responsibilities of parents, staff, and students for promoting high student performance. Parents on **Raquel Peña Elementary** Advisory Committee/SBDM must be involved in designing the compacts. Students' responsibilities may vary by grade level.

All parents will receive the compact from their child's school with a checklist of the responsibilities that teachers, parents, and students have for helping students achieve their goals. All elementary campuses will conduct a Parent-Teacher conference to discuss the responsibilities stated for all stakeholders in the S-P-S Compact.

Parents are urged to discuss the compact with their children before they and their children sign the document. The School-Parent-Student Compact will be posted on each campus website.

- **COMPACT WILL BE DISTRIBUTED TO PARENTS ON SEPTEMBER 2020**
- **DPAC REVIEW WILL BE HELD IN THE FALL 2020 AND SPRING 2021**
- **COMPACT WILL BE REVIEWED AND REVISED IN THE SPRING 2021**

IV. CONVENIO ESCUELA-PADRES

De acuerdo a las regulaciones del Título I-A, la Escuela Primaria Raquel Peña debe compartir responsabilidades con los padres para el alto desempeño estudiantil, desarrollando en conjunto un convenio escuela-padres-estudiantes. Este convenio debe indicar las responsabilidades que los padres, el personal de la escuela y los estudiantes compartirán para promover los altos logros académicos de los estudiantes. Los padres en cada Comité Consultivo Escolar de la Escuela Primaria Raquel Peña, se **involucraron** en el diseño de estos convenios. Las responsabilidades de los estudiantes pueden variar de acuerdo a su grado de nivel escolar.

Todos los padres recibirán el convenio de la escuela de sus niños con una lista de responsabilidades que a maestros, padres y estudiantes, les ayudará a alcanzar sus metas.

Se recomienda a los padres discutir el convenio escolar con sus hijos antes de que firmen el documento. El convenio, escuela-padre-estudiante, se mostrará a través de la página de internet de cada escuela.

- FECHA EN LA CUAL LA ESCUELA DISTRIBUIRÁ EL CONVENIO ESCOLAR (SEPTIEMBRE **2020**)
- FECHAS PARA LA **REVISIÓN** DEL DPAC (OTOÑO **2020**/ PRIMAVERA **2021**)
- EL CONVENIO ESCOLAR SERÁ REVISADO Y CORREGIDO EN PRIMAVERA **2021**

V. TYPES OF FAMILY ENGAGEMENT

Raquel Peña Elementary will provide opportunities for parent engagement to become involved in their children's education. **Raquel Peña Elementary** values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of family engagement are needed in school-home-community partnership to help all children succeed. In alignment with BISD's philosophy and mission, each Campus Improvement Plan (CIP) must include a family engagement component. All parent and community volunteers must comply with the district policy regarding State of Texas background checks.

V. TIPOS DE PARTICIPACIÓN DE PADRES

La Escuela Primaria Raquel Peña proporcionará a los padres la oportunidad para que se involucren en la educación de sus hijos. La Escuela Primaria Raquel Peña valora las contribuciones de los padres en el hogar como aquellas que tienen lugar en la escuela y la comunidad. Leyendo a los niños en la casa y hablando con ellos durante las comidas familiares es tan importante como ser voluntario en la escuela, o servir en el comité de asesoramiento escolar. Muchos tipos de participación familiar son necesarios en una sociedad; escuela-hogar-comunidad para ayudar a todos los niños a tener éxito. En alianza con la filosofía y misión del Distrito Escolar Independiente de Brownsville, cada escuela en su Plan de Mejoramiento y Logros del Estudiante (CIP) deberá incluir el componente de la participación familiar. Todos los padres y la comunidad voluntaria deberán de cumplir con los requisitos de la política del Distrito acerca de la revisión de antecedentes que el Estado de Texas requiere.

- **FAMILY ENGAGEMENT ACTIVITIES AND VOLUNTEER OPPORTUNITIES OFFERED**

- ü **Parent Meetings**
- ü **Cluster Meetings**
- ü **Adult English Classes**
- ü **Nutrition Classes**
- ü **Families in Training Classes**
- ü **Dyslexia Parent Conference**
- ü **BISD Wellness Activities**
- ü **STEM Community Display**
- ü **Library Morning Session**
- ü **Computer Classes**
- ü **DPAC Campus Representative**
- ü **SHAC Campus Representative**
- ü **SBDM Campus Representative**
- ü **Region I Parent Conference Campus Representative**
- ü **Virtual Participation in meetings/event.**

v LISTA DE LAS ACTIVIDADES DE PARTICIPACIÓN FAMILIAR Y OPORTUNIDADES QUE LA ESCUELA OFRECE A LOS VOLUNTARIOS

- Juntas para padres de familia
- Juntas a nivel sector de escuelas
- Talleres para padres
- Talleres de nutrición
- Taller “Familias en entrenamiento”
- Conferencias para padres referente a la Dislexia
- Actividades de bienestar de BISD
- Exhibición de STEM para la comunidad
- Sesión de Biblioteca en la mañana
- Clases de computación
- DPAC representante del campus
- SHAC representante del campus
- SBDM representante del campus
- Representante de campus de conferencia de padres de Región I
- Participación Virtual en juntas/eventos.

VI. ADAPT PROGRAMS TO THE NEEDS OF OUR COMMUNITY

Each year **Raquel Peña Elementary** will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that Title I programs can be tailored to meet those needs. Workshops and other programs will be available to address the expressed needs. Parents will be notified of these opportunities by the individual schools.

Parents may also call the Parent and Family Engagement Department or the individual school office to express an interest in a particular workshop topic or to make recommendations about the program.

SURVEY WILL BE CONDUCTED IN THE FALL ~~2020~~ AND SPRING 2021

VI. ADECUAR PROGRAMAS A LAS NECESIDADES DE NUESTRA COMUNIDAD

Cada año la Escuela Primaria Raquel Peña evaluará las necesidades de los padres y los niños en la comunidad a través de diferentes medios los cuales incluyen enviar a los hogares encuestas a los padres de manera que los programas de Título I puedan ser diseñados para cumplir con esas necesidades.

Talleres y otros programas estarán disponibles para asistir las necesidades expuestas. A los padres se les notificará de esas oportunidades en cada escuela. Los padres también pueden llamar al Departamento de Participación de Padres y Familia del Distrito Escolar o a la oficina de la escuela para expresar de su interés en un taller o tema en particular, o para hacer recomendaciones acerca del programa.

· FECHA EN LA CUAL SE EFECTUARÁ LA EVALUACIÓN DE LAS NECESIDADES DE LOS PADRES ES OTOÑO 2020 Y PRIMAVERA DE 2021

VII. STAFF-PARENT COMMUNICATION

Raquel Peña Elementary informs parents of monthly activities and current issues through various means of communication including; announcements, telephone calls, conferences and the department website. Communication with parents should also include a school newsletter distributed by each school at least four times a year. Notices sent home should be in both English and Spanish. Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern. Staff should receive training on techniques to improve home-school communication. Parents may participate in this training.

- **Parent Meetings with flexible times**
- **Cluster Meetings**
- **Telephone Calls**
- **Flyers**
- **Parent/ Teacher (Face to Face)**
- **Parent/Teacher (Virtual)**
- **Conferences (Communication Log)**
- **Phone Conferences**
- **Classroom Communication Application (Ex: Class Dojo, Teams, Google Meet)- (Availability: 7:50a.m. - 3:30p.m.)**

VII. STAFF-PARENT COMMUNICATION (Continuation)

Raquel Peña Elementary informs parents of monthly activities and current issues through various means of communication including; announcements, telephone calls, conferences and the department website. Communication with parents should also include a school newsletter distributed by each school at least four times a year. Notices sent home should be in both English and Spanish. Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern. Staff should receive training on techniques to improve home-school communication. Parents may participate in this training.

- **Home Visits**
- **Home Access Center (HAC)**
- **Marquee**
- **Website**
- **School Messenger**
- **Staff Development Meeting**
- **Monthly Newsletters**

VII. COMUNICACIÓN ENTRE PADRES Y EL PERSONAL DOCENTE DE LA ESCUELA

La Escuela Primaria Raquel Peña informa a los padres sobre actividades mensuales y eventos actuales a través de varios métodos de comunicación incluyendo; anuncios, llamadas telefónicas, conferencias y la página de internet del Departamento. La comunicación con los padres también debe de incluir un boletín escolar distribuido por cada escuela por lo menos cuatro veces al año. Las notificaciones enviadas a casa deberán ser en inglés y español. Se animará a los padres a tomar la iniciativa y llamar a los maestros o administradores de la escuela cuando tengan una preocupación o duda. El personal recibirá entrenamiento en técnicas para mejorar la comunicación entre el hogar y la escuela. Los padres también podrían participar en este entrenamiento.

- Juntas para padres de familias con horario flexible
- Juntas a nivel sector de escuelas
- Llamadas telefónicas
- Folletos
- Conferencias padre/maestro (archivos de comunicación)
- Aplicación de comunicación de aula (Ejemplo: Class Dojo, Teams, Google Meet)- (Disponible: 7:50 a.m.-3:30 p.m.)
- Visitas a domicilios
- Home Access Center (HAC)- ("Centro de acceso de domicilio", Programa en la red)
- Marquesina
- Página red
- School Messenger. ("Mensajero Estudiantil", Programa en la red)
- Reunión desarrollo del personal
- Boletines Mensuales

VIII. EVALUATION

The district-wide Title I-A Parent Advisory Committee, which includes parents of Title I, Migrant, Bilingual, Special Needs and GT students, will participate in the process of school review and improvement. This committee will collect information in a variety of ways, including campus visits and class observations.

Parents will also be asked for their input on the content and effectiveness of the Title I-A family engagement programs through an annual evaluation of the program. The evaluation will include an assessment of overall increases in family engagement and barriers to parental participation that still need to be overcome. Raquel Peña Elementary will review its Family Engagement Policy on the basis of this annual review.

- **COMPREHENSIVE NEEDS ASSESSMENT (SCHOOL'S CNA) WILL BE CONDUCTED ON MARCH 2024**
- **TITLE I-A FAMILY ENGAGEMENT SURVEY ON APRIL 2024**

VIII. EVALUACIÓN

El comité consejero del Título I-A a nivel Distrito, el cual incluye a padres de estudiantes del Título I, Migrantes, Bilingüe, con Necesidades Especiales y Dotados y Talentosos, participará en el proceso de revisión y mejoramiento escolar. Este comité obtendrá información de diferentes formas, incluyendo visitas a la escuela y observaciones en el salón de clases.

A los padres también se les pedirá su opinión sobre el contenido y la efectividad del programa de la participación familiar bajo el Título I-A, a través de una evaluación anual de dicho programa. La evaluación incluirá una revisión completa de qué tanto se ha incrementado el involucramiento de los padres, así como también las barreras para la participación familiar que todavía necesitan ser superadas. La Escuela Primaria Raquel Peña revisará su política de participación familiar sobre las bases de esta revisión anual.

- FECHA EN LA CUAL SE EFECTUARÁ LA COMPRESIÓN DE EVALUACIÓN DE LAS NECESIDADES DE LOS PADRES EN MARZO 2024
- FECHA DE LA ENCUESTA DE PARTICIPACIÓN FAMILIAR DE TÍTULO I-A (ABRIL 2024)



ANNUAL DPAC REVIEW AND REVISION MEETING



Brownsville Independent School District

School-Parent-Student Compact

2020-2024

Raquel Peña Elementary School

Distrito Escolar Independiente de Brownsville

Convenio entre Escuela, Padres y Alumno

2020-2024

Escuela Primaria Raquel Peña

School

In recognition that it is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment, the school agrees to:

- 1.-Provide a high quality curriculum in a supportive and effective environment that enables the children served to meet the State's student performance standards via traditional/hybrid/at-home learning.
- 2.-Discuss with parents their responsibilities for supporting improved achievement.
- 3.-Inform parents and students of the purpose of the curriculum and district timelines, student performance standards, and the instruction the school will provide to enable students to achieve the state standard.
- 4.-Schedule Parent/Teacher conferences via traditional/virtual platforms at flexible times.
- 5.-Maintain Parent Communication logs twice a year and discuss student progress.

Escuela

Conscientes de que es la responsabilidad de la escuela proveer una alta calidad en el plan de enseñanza e instrucción en un el plan de apoyo efectivo para el aprendizaje; la escuela será responsable en:

- 1.-Proveer una alta calidad en el plan de enseñanza en un ambiente de apoyo efectivo que facilite que los niños alcancen la meta con los grados que el Estado requiere a través del aprendizaje tradicional/híbrido/en casa.
- 2.-Hablar con los padres sobre sus responsabilidades para apoyar un mejor rendimiento académico.
- 3.- Informar a los padres y estudiantes el propósito del plan de enseñanza y lineamientos de Distrito Escolar, los estándares de aprovechamiento del estudiante, y la instrucción que la escuela proveerá para que los estudiantes logren las metas que son establecidas por el Estado.
- 4.-Planear horarios para las conferencias entre padres y maestros a través de plataformas tradicionales/virtuales en horarios flexibles.
- 5.-Mantenga los registros de Comunicación con los padres dos veces al año y discutir el progreso del alumno.

School

In recognition that it is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment, the school agrees to:

- 6.-Provide opportunities for encouraging parents to volunteer and/or observe in the classroom.
- 7.-Train teachers and other staff on the latest instructional strategies and methodologies to maintain and improve a positive learning environment in the school.
- 8.-Promote attendance on a daily basis by announcing Perfect Attendance classes over the intercom system.
- 9.-Recognize perfect attendance/ academic success for students at the end of 6 weeks.
10. Post signs to inform all stakeholders of the Health First procedures that need to be followed when entering the campus to stop the spread of COVID-19 including Face Covering, Wash/ Sanitize Hands and Maintain Social Distance.

Escuela

Conscientes de que es la responsabilidad de la escuela proveer una alta calidad en el plan de enseñanza e instrucción en un el plan de apoyo efectivo para el aprendizaje; la escuela será responsable en:

6.-Proveer oportunidades para animar a los padres para que sean voluntarios y/u observen las clases en los salones.

7.-Capacitar a los maestros y demás personal en los referente a los últimas estrategias y metodologías para mantener y complementar un ambiente de aprendizaje positivo en la escuela

8.-Promover la asistencia diaria de los estudiantes y anunciar la asistencia perfecta por clase mediante el sistema de intercomunicación.

9.-Reconocer a los estudiante con asistencia perfecta y éxito académico al final de la 6 semanas.

10. Colocar letreros para informar a todas las partes interesadas sobre los procedimientos de Salud Primero que deben seguirse al entrar al plantel escolar para detener la propagación de COVID-19, incluidos cubre bocas, lavarse/desinfectarse las manos y mantener la distancia social.

Parent

In recognition that it is the responsibility of parents to support their children's learning, the parents of students attending Raquel Peña Elementary School agree to:

- 1.-Ensure that their children attend school and be on time every day via traditional/hybrid/at-home learning mode.
- 2.-Teach and model respect and responsibility at all time.
- 3.-Ensure that their children do their homework.
- 4.-Encourage and model use of their children's spare time.
- 5.-Participate in family reading in order to foster a love of reading and develop social skills

Padres

Conscientes de que es la responsabilidad de los padres apoyar el aprendizaje de su hijo, los padres del alumno que asiste a la escuela están de acuerdo en:

- 1.-Asegurarse que su hijo asista a la escuela y que lleguen a tiempo todos los días a través del modo de aprendizaje tradicional/híbrido/en casa.
- 2.-Enseñar y dar ejemplo de respeto y de responsabilidad todo el tiempo.
- 3.-Asegurarse que su hijo cumpla con tareas escolares.
- 4.-Motivar el uso positivo del tiempo libre que tengan sus hijos
- 5.-Participar en la lectura familiar diariamente para que sus hijo aprenda hábitos que lo hagan tener amor por la lectura.

Parent

In recognition that it is the responsibility of parents to support their children's learning, the parents of students attending Raquel Peña Elementary School agree to:

6.-Read at home for two purposes:

- a) To increase their own knowledge, and
- b) As an example to their children.

7.-Strongly recommend to their children the educational programs provide by the school or school district when using electronic devices.

8.-Support your child to work in the traditional or virtual classroom and help them fulfill their school projects including research & community volunteer opportunities.

9.-Participate in decisions related to the education of their children and monitor homework, grades attendance, and discipline through the Home Access Center (HAC).

10.-Attend Parent/ Teacher traditional/virtual conferences to know the academic growth and behavior of their child.

- a) Attend parental involvement activities.

11.-Provide appropriate nourishment and rest for the physical well-being of their children.

12.-Support students to participate in extracurricular activities (DI, Choir, Chess, etc.)

Padres

Conscientes de que es la responsabilidad de los padres apoyar el aprendizaje de su hijo, los padres del alumno que asiste a la escuela están de acuerdo en:

6.-Apoyar la lectura diaria en el hogar para realizar dos propósitos:

- a) Para incrementar su conocimiento, su fluidez y su vocabulario
- b) Para crear un hábito de lectura entre padre e hijo y fomentar un buen ejemplo en el amor a la lectura.

7.-**Altamente** recomendar a sus hijos que usen los programas educativos que brindan la escuela o el distrito escolar cuando usen dispositivos electrónicos.

8.-Apoye a su hijo para que trabaje en el aula tradicional o virtual y ayúdalo a cumplir sus proyectos escolares, incluidas las investigación y las oportunidades de voluntariado comunitario.

9.-Participar en decisiones relativas a la educación de su hijo; y revisar las calificaciones en línea por medio de HAC.

10.-Asistir a conferencias tradicionales/virtuales entre padres y maestros, para conocer el desarrollo académico y la conducta de sus hijos.

- a) Asistir a las juntas de la escuela por medio del involucramiento de padres.

11.-Asegurarse de que su hijo descanse bien y coma nutritivamente para un buen desarrollo físico

12.-Apoyar a los estudiantes para que participen en actividades extracurriculares (DI, coro, ajedrez, etc.)

Student

In recognition that the students have the ultimate responsibility (privilege) of learning, the students at Raquel Peña Elementary agree to:

- 1.-Be responsible for his/ her own learning and behavior.
- 2.-Attend school every day and be on time as per traditional/hybrid/at-home learning schedule.
- 3.-Be alert and pay attention in traditional/hybrid/at-home learning class.
- 4.-Encourage other student who need help in class activities.
- 5.-Take homework assignments home, complete them, and return them to the teacher on time.
- 6.-Take pride in his/her school, individual work, and personal appearance.
- 7.-Display respect for themselves, school staff, and others at all time and adopt a CAN DO attitude
- 8.-Participate in family reading.
- 9.-Participate in daily math activities (addition, subtraction, multiplication)
10. Participate in STEAM learning.

Alumno

Conscientes de que el alumno tiene la mayor importancia y la máxima responsabilidad del aprendizaje, el estudiante esta de acuerdo en:

- 1.-Ser responsable por su propio aprendizaje y su conducta.
- 2.-Asistir a la escuela todos los días y llegar a tiempo según el horario de aprendizaje tradicional/**híbrido**/en casa.
- 3.-Estar alerta y prestar atención en la clase de aprendizaje tradicional/**híbrido**/en casa.
- 4.-Animar a otros estudiantes que necesitan ayuda en las actividades del salón.
- 5.-Llevar sus tareas asignadas a casa, completarlas y presentarlas al maestro a tiempo.
- 6.-Sentir orgullo por su escuela, su trabajo individual y por su apariencia personal.
- 7.-Demostrar respeto por sí mismo, por el personal de la escuela y hacia otros, en todo momento y adoptar unas actitudes de decir “SI SE PUEDE “.
- 8.-**Participar** en la lectura familiar.
- 9.-Fomentar actividades en el uso de las matemáticas diariamente (sumas, restas, multiplicaciones, etc.)
- 10.-Participar en aprendizaje de STEAM

Brownsville Independent School District

Parent and Family Engagement Department



Wednesday, April 07, 2021

miércoles, 7 de abril del 2021

Time/Hora: 1:00 p.m. via TEAMS



Thank You!

Evaluation Link:

<https://forms.gle/FrhFXXmjxTWAA7Pc9>

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o la disposición de servicios, programas o actividades



Workshop Attendance

Workshop ID: 169395

Title: 11.11.2020 Pena Elem. SBDM Meeting

Registered: 12

Attended: 11

No Show: 1

Email	Job Role	Status	Last Name	First Name	Registration Date/Time	SignIn Time
Brownsville ISD - Pena Elem						
dcaldape@bisd.us	DEAN OF INSTRUCTION	Attended	Aldape	Delfina	11/10/2020 11:47:55 AM	Nov 11 2020 3:30:00:000PM
mpapresa@bisd.us	FOURTH BIL. TEACHER	Attended	Aprisa	Magda	11/12/2020 10:22:01 AM	Nov 11 2020 3:30:00:000PM
carredia@bisd.us	FIFTH BIL TEACHER	Attended	ARREOLA-MARTINEZ	CRISTINA	11/11/2020 1:48:26 PM	Nov 11 2020 4:20:00:417PM
mbuenrostro@bisd.us	SECOND BIL. TEACHER	Attended	Buenrostro	Maribel	11/11/2020 2:13:52 PM	Nov 11 2020 3:22:03:120PM
loricantu@bisd.us	FIRST BIL	Attended	Cantu	Lori	11/10/2020 12:23:52 PM	Nov 11 2020 3:28:55:323PM
gdelucio@bisd.us	THIRD BIL. TEACHER	Attended	De Lucio	Gilbert	11/10/2020 2:28:29 PM	Nov 11 2020 3:16:20:840PM
lmedina@bisd.us	ASSISTANT PRINCIPAL	Attended	Medina	Lorena	11/10/2020 3:46:17 PM	Nov 11 2020 3:30:00:000PM
lsaguiar@bisd.us	KINDER BIL. TEACHER	Attended	Padilla	Lee	11/11/2020 3:05:39 PM	Nov 11 2020 3:16:22:723PM
namtrevino@bisd.us	PRE-KINDER	Attended	Trevino	Nancy	11/10/2020 2:16:27 PM	Nov 11 2020 3:18:05:047PM
yturbeville@bisd.us	PRINCIPAL	Attended	Turbeville	Yolanda	11/20/2020 12:21:09 PM	Nov 11 2020 3:30:00:000PM

Parameters

Registration Status (Pending ,Approved ,Dropped ,Waitlist)

Signed In Status (Signed In,Did Not Sign In)

(No subject)

Erica Garcia <lucky_starz2748@yahoo.com>

Parent attended Mtg.

Wed 11/11/2020 6:26 PM

To: Delfina Aldape <dcaldape@bisd.us>

CAUTION: This email originated from outside of Brownsville ISD. Do not click links or open attachments unless you recognize the sender and know the content is safe.

Mrs. Aldape Im sorry to have suddenly leave the zoom meeting but my battery on my phone died and I wasn't home.

[Sent from Yahoo Mail on Android](#)

Virtual Meeting Protocols

Date/Fecha: Wednesday November 11, 2020 /miércoles 11 de noviembre del 2020

169395 (BISD Staff)

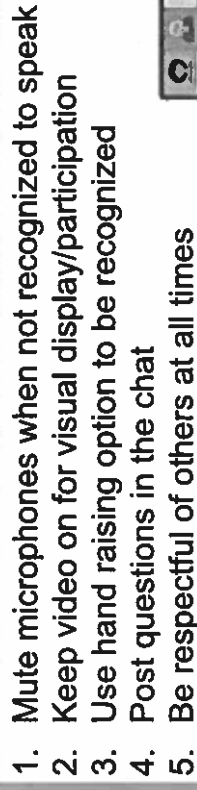
SBDM141 (BISD Staff)

3:30 p.m.




















Join Zoom Meeting

Passcode: SBDM141

Presenters/Orador: Yolanda Turbeville, Principal/Directora



2020-2021 SBDM Members & Roles

- | | | | | |
|---|---|---|---|--------------------|
|  | Stephen Garcia-Romero
Assistant Principal |  |  | Image Coming Soon! |
|  | Andrea Rodriguez-Gutierrez
Assistant Principal |  |  | Image Coming Soon! |
|  | Mrs. Rosalia Saldivia
Teacher |  |  | Image Coming Soon! |
|  | Mrs. A. Corral
Teacher |  |  | Image Coming Soon! |
|  | Mrs. C. Calhoun
Teacher |  |  | Image Coming Soon! |
|  | Mrs. S. Escobedo
Teacher |  |  | Image Coming Soon! |
|  | Yolanda Turbeville
Principal | | | |

BQB Local Policy

[https://pol.tasb.org/Policy/Download/254?filename=BQB\(LOCAL\).pdf](https://pol.tasb.org/Policy/Download/254?filename=BQB(LOCAL).pdf)

Brownsville ISD
031901

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LOCAL)

Campus-Level
Committee

A campus-level committee shall be established on each campus to assist the principal. The committee shall meet for the purpose of implementing planning processes and site-based decision making in accordance with Board policy and administrative procedures and shall be chaired by the principal.

The committee shall serve exclusively in an advisory role except that each committee shall approve staff development of a campus nature.

Excerpt

BQB Legal Policy

[https://pol.tasb.org/Policy/Download/254?filename=BQB\(LEGAL\).pdf](https://pol.tasb.org/Policy/Download/254?filename=BQB(LEGAL).pdf)

Brownsville ISD
031901

PLANNING AND DECISION-MAKING PROCESS
CAMPUS-LEVEL

BQB
(LEGAL)

Committees

A district shall maintain policies and procedures to ensure that effective planning and site-based decision making occur at each campus to direct and support the improvement of student performance for all students. Education Code 11.253(e)

A district's policy and procedures shall establish campus-level planning and decision-making committees as provided by Education Code 11.251(b)-(e).

The committees shall include representative professional staff, parents of students enrolled in a district, business representatives, and community members.

Education Code 11.251(b), .253(b)

Excerpt

Updated Parent Compact & Parent Policy

- I. Parents met on March 6, 2020 to review PI Policy and SPS Compact. Updates shared with SBDM last year.
- II. Due to COVID-19 Updates were needed.
- III. Shared with Parents: 09/15/2020 via Campus Webpage <http://penaelementary.weebly.com/parent-padres.html>

Raquel Peña Elementary



10. Post signs to inform all stakeholders of the Health First procedures that need to be followed when entering the campus to stop the spread of COVID-19 including First Coming, Wear a Suitable Mask and Maintain Social Distance

10 -Attend Parent/Teacher conferences and other opportunities to know the academic growth and behavior of their child.

11 -Attend parental involvement activities

2. -Attend school every day and be on time as per traditional/hybrid/remote learning schedule.

Sample of Updates

Campus Improvement Plan Board Approval

Brownsville Independent School District
Pena Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020

Formative and Summative Review Schedule

- I. SBDM Members have access to Plan4Learning to view CIP & Reviews
- II. Schedule for Formative Reviews: October 2020, January 2021 and March 2021
- III. Schedule for Summative Review: June 2021
- IV. Additional Reviews/Presentations: DPAC Annual Update of Campus Parental Involvement Policy and School, Parent and Student Compact for next year- March 2021.

Strategy: If Counselor input is given in meetings in collaboration with the data of attendance each year to make adjustments to plan and use data to make adjustments to the plan.	Reviews
Middle School's Expected Results/Impact: Increase composite overall level of proficiency in TELPAS Increase in District Campus Benchmark Scores	Formative
Staff Responsible for Monitoring: Campus Administration Teachers	Oct 70%
Population: All Students II MI LEP SF AR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 - Review Date: None	Mar June
	Summative

Summary of Needs

Demographics	Student Achievement	Process and Programs	Perceptions
Promote STEAM Academy campus designation to provide awareness to students and staff. Opportunities are offered at Pella Elementary choosing to enroll in BSSD.	Provide necessary parent supplies and instructional materials to target students. 2019-2020 State/Closed-Circuit Assessment available for 2020.	Upgrade Technology hardware (such as iPads, laptops, Chromebooks, etc.) and software (such as Edmodo, Canvas, etc.) at Education Gallery, Opening On: (Pella)	Promote a College and Career Readiness learning environment through various opportunities to increase student awareness and participation in real-world experiences.
Increase the number of students participating in CHESSE, DL Ballroom, Dancing, and other Extracurricular Activities.	Increase % of students meeting 80% Approaches, 60% Meets and 30% Masters in Reading & Math, Writing, Science and decrease the student population as measured using 2019 STAAR results vs. 2021 STAAR results.	Tutorials for identified students starting in September 2020 using available district and campus data as well as Extended Day Homework Assistance program.	Increase opportunities for students to participate in extracurricular activities such as Coding, DL Ballroom, Choir, Robotics, Chess, Football, Volleyball, etc.
Increase student attendance by strengthening academic programs, student/parent and teacher communication home and school partnerships.	Earn Comparative Academic Growth and Comparative Closing the Gaps Designation as measured by 2021 STAAR results.	Substitute & Registration Fee for teachers to participate in Campus, District and Regional Trainings/Planning and/or Instructional Rounds.	Increase parental involvement to support student/parent/school compact goals.

Thank You!



Dr. René Gutiérrez
Superintendent of Schools



Raquel Peña Elementary

4975 Salida de Luna Rd. - Brownsville TX 78526 - (956) 547-7100

Lorena Medina
Assistant Principal

Yolanda Turbeville
Principal

Delfina Aldape
Dean of Instruction

SBDM Minutes **School Year: 2020-2021**

Date: November 11, 2020

Time: 3:30p.m.-4:30p.m.

- I. Welcome**
 - a. Members of committee (Community members, teachers, administration)
- II. SBDM**
 - a. SBDM local policy
 - b. Role and duties of members (advisors, meetings, discussions, recommendations, provide feedback)
 - c. Members of committee are involved in reviewing, developing, and revising the campus improvement plan.
- III. Formative Reviews**
 - a. Data minimum requirement 3 times in a school year: October 2020, January 2021, March 2021.
 - b. 1-1 teacher and grade level data meetings will be administered by administration throughout course of school year.
 - c. Administration will administer more than the minimum requirement of data meetings.
 - d. **PROGRESS IS KEY**
- IV. Summative Review**
 - a. June 2021
- V. DPAC Annual Update of Campus parental involvement policy and school. Parent and student compact for next year = March 2021**
- VI. Summary of Needs**
 - a. **Demographics**
 - i. Community wants more clubs, needs of wants, activities offered
 - ii. Attendance goals and current percentages
 - b. **Student Achievement**
 - i. Data = current data available for 5th grade only
 - ii. Bilingual students = didn't meet significant progress in TELPAS as a campus, therefore we are not an "A" campus.
 - iii. Teachers are attending training throughout school year to learn effective strategies for bilingual students.
 - c. **Process and Programs**
 - i. **Technology software used, devices, updated technology smart screens received**

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina de acuerdo a raza, color, origen nacional, sexo, religión, edad, información genética, o incapacidad en el empleo o la disposición de servicios, programas o actividades

- ii. Tutorials and Homework Extended Day pending due to COVID
- iii. Substitutes and Registration Fees = used for instructional rounds and trainings.

d. Perceptions

- i. Use real world experiences for growth
- ii. Increase opportunities for extracurricular activities
- iii. Increase parental involvement

VII. Campus/District COVID Protocols

- a. Sanitize, Handwash, social distance, November 30, 2020 Face to Face, temperature checks

VIII. Plan 4 Learning

- a. Email Mrs. Aldape (Dean) to request passwords or to access this site for the Campus Improvement Plan.

IX. Questions/Concerns

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.

BISD no discrimina de acuerdo a raza, color, origen nacional, sexo, religión, edad, información genética, o incapacidad en el empleo o la disposición de servicios, programas o actividades

Workshop Attendance

Workshop ID: 171578

Title: Pena Elem. SBDM Meeting

Registered: 10
 Attended: 10
 No Show: 0

Email	Job Role	Status	Last Name	First Name	Registration Date/Time	SignIn Time
Brownsville ISD - Pena Elem						
dcaldape@bisd.us	DEAN OF INSTRUCTION	Attended	Aldape	Delfina	12/14/2020 10:08:03 PM	Dec 16 2020 4:00:00:000PM
carreola@bisd.us	FIFTH BIL TEACHER	Attended	ARREOLA-MARTINEZ	CRISTINA	12/16/2020 2:06:16 PM	Dec 16 2020 4:00:00:000PM
mbuenrostro@bisd.us	SECOND BIL. TEACHER	Attended	Buenrostro	Maribel	12/16/2020 4:45:05 PM	Dec 16 2020 4:00:00:000PM
lorcantu@bisd.us	FIRST BIL	Attended	Cantu	Lori	12/16/2020 4:45:05 PM	Dec 16 2020 4:00:00:000PM
gdelucio@bisd.us	THIRD BIL. TEACHER	Attended	De Lucio	Gilbert	12/8/2020 8:00:30 PM	Dec 16 2020 3:52:21:763PM
lmedina@bisd.us	ASSISTANT PRINCIPAL	Attended	Medina	Lorena	12/16/2020 4:03:32 PM	Dec 16 2020 4:04:04:060PM
lsaguiar@bisd.us	KINDER BIL. TEACHER	Attended	Padilla	Lee	12/16/2020 3:55:48 PM	Dec 16 2020 3:56:07:987PM
namtrevino@bisd.us	PRE-KINDER	Attended	Trevino	Nancy	12/15/2020 9:15:18 PM	Dec 16 2020 3:56:11:390PM
yturbeville@bisd.us	PRINCIPAL	Attended	Turbeville	Yolanda	12/16/2020 4:47:13 PM	Dec 16 2020 4:00:00:000PM
emvasquez@bisd.us	PHYSICAL ED	Attended	Vasquez	Emmanuel	12/16/2020 3:28:52 PM	Dec 16 2020 3:52:30:090PM

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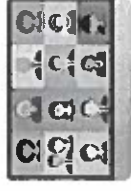
Registration Status (Pending ,Approved ,Dropped ,Waitlist)
 Signed In Status (Signed In,Did Not Sign In)

SBDM Zoom Meeting

Topic/Tema: SBDM Meeting/ Junta de SBDM
Date/Fecha: Wednesday December 16, 2020 /miércoles 16 de diciembre del 2020
PD Workshop: 171578 (BISD Staff)
Remote Check In: WW141 (BISD Staff)
Time/Horario: 4:00 p.m.
Location/Lugar: Microsoft Teams meeting [Click here to join this meeting](#)
Presenters/Orador: Yolanda Turbeville, Principal/Directora

Virtual Meeting Protocols

1. Mute microphones when not recognized to speak
2. Keep video on for visual display/participation
3. Use hand raising option to be recognized
4. Post questions in the chat
5. Be respectful of others at all times



2020-2021 SBDM Members & Roles

Yolanda Turbeville
Principal

Mrs. E. L. Loebe
Assistant Principal

Mrs. J. Adams
District Attorney

Mrs. C. Smith
District Attorney

Mrs. D. Jones
District Attorney

Mrs. E. Davis
District Attorney

Mrs. F. White
District Attorney

Mrs. G. Brown
District Attorney

Mrs. H. Green
District Attorney

Mrs. I. Black
District Attorney

Mrs. J. Gray
District Attorney

Mrs. K. Blue
District Attorney

Mrs. L. Red
District Attorney

Mrs. M. Yellow
District Attorney

Mrs. N. Purple
District Attorney

Mrs. O. Pink
District Attorney

Mrs. P. Brown
District Attorney

Mrs. Q. Green
District Attorney

Mrs. R. Black
District Attorney

Mrs. S. Gray
District Attorney

Mrs. T. Blue
District Attorney

Mrs. U. Red
District Attorney

Mrs. V. Yellow
District Attorney

Mrs. W. Purple
District Attorney

Mrs. X. Pink
District Attorney

Mrs. Y. Brown
District Attorney

Mrs. Z. Green
District Attorney

Agenda

- I. DPAC Parental Policy/ School-Parent-Student Compact Fall Updates
- II. 2020-2021 Campus Improvement Plan - Public Presentation scheduled for Jan. 13, 2021 during Parent Meeting
- III. January Formative Review Input from Grade Levels- Jan. 13, 2021

Campus Improvement Plan Public Presentation Scheduled Jan. 13, 2021

Brownsville Independent School District

Pena Elementary

2020-2021 Campus Improvement Plan

Accountability Rating: Not Rated: Declared State of Disaster



Board Approval Date: November 4, 2020

Formative and Summative Review Schedule

I. SBDM Members have access to Plan4Learning to view CIP & Reviews

II. January Formative Review Input from Grade Levels- Jan. 13, 2021

<p>Strategy 1: Conduct at least 3 data analysis meetings in collaboration with the dean of instruction each year to make adjustments to plans, and use data to drive campus decisions in order to impact student success rates.</p> <p>Measure of Success: Formative Review</p> <p>Impact: Increase in District's Formative Review Rating</p> <p>Staff Responsible for Monitoring: Campus Administration</p> <p>Population: All students TI MIEFP SEAR GT DYS - Start Date: August 12, 2020 - End Date: May 26, 2021 -</p> <p>Review Date: None</p>			
Reviews		Formative	
Oct	Jan	Mar	June
75%			

Thank You!



Yolanda Turbeville, Principal

Lorena Medina, Assistant Principal

Delfina Aldape, Dean of Instruction

SBDM Minutes

Meeting Date: December 16, 2020

Time: 4:00 p.m.- 5:00p.m.

Presenter: Delfina Aldape (Dean)

Location: Microsoft TEAMS

Minutes Prepared by: Gilbert De Lucio (3rd Grade Bilingual Teacher)

Attendance:

- **Members Present:** Yolanda Turbeville (Principal), Lorena Medina (Asst. Prin.), Delfina Aldape (Dean), Nancy Trevino (PK), Lee Padilla (K), Lori Cantu (1st), Maribel Buenrostro (2nd), Gilbert De Lucio (3rd), Cristina Arreola (5th), Emmanuel Vasquez (P.E.), Erica Ramos (Parent), Mario Aguilar (Community), Erica Garcia (Parent), Myles Garza (Business)
- **Members Not Present:** Katheryn King (Specialist), Magda Apresa (4th), Analee Rodriguez (Business)

Guests:

- **New Member:** Mario Aguilar (Community)

Purpose of Meeting:

- Updates to Parental School Policy and School, Parent, Student Compact (Fall) in English and Spanish.
- Grade Level Input for Jan.2021 Formative Review
- District/Campus Information

Discussion Highlights: What was discussed?

- **Highlight #1:** Campus Improvement Plan Public Presentation Scheduled 1/13/21

Date: Wednesday, December 16, 2020

Workshop # 171578 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

- Highlight #2: Formative Reviews: October, January, March. Summative Review: June
- Highlight #3: Discuss CIP with grade level and document what support accomplished in particular areas.
- Highlight #4: Steps to retrieve CIP via Plan 4 Learning.

Actions Taken:

- Access to CIP through Plan 4 Learning and steps to retrieve
- Share with team CIP. Discuss areas of plan that have been supported prior to 1/13/21.

Date: Wednesday, December 16, 2020

Workshop # 171578 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

Workshop Attendance

Workshop ID: 184452

Title: Pena Elem. SBDM Meeting - April

Registered: 11
 Attended: 11
 No Show: 0

Email	Job Role	Status	Last Name	First Name	Registration Date/Time	SignIn Time
Brownsville ISD - Pena Elem						
dcaldape@bisd.us	DEAN OF INSTRUCTION	Attended	Aldape	Delfina	4/6/2021 9:10:06 AM	Apr 7 2021 4:00:00:000PM
mpapresa@bisd.us	FOURTH BIL. TEACHER	Attended	Apresa	Magda	4/6/2021 1:09:13 PM	Apr 7 2021 4:04:01:557PM
carreola@bisd.us	FIFTH BIL TEACHER	Attended	ARREOLA-MARTINEZ	CRISTINA	4/6/2021 9:55:01 AM	Apr 7 2021 4:06:38:053PM
mbuenrostro@bisd.us	SECOND BIL. TEACHER	Attended	Buenrostro	Maribel	4/6/2021 10:40:40 AM	Apr 8 2021 7:31:20:677AM
lfcastilleja@bisd.us	KINDER BIL. TEACHER	Attended	Castilleja	Leticia	4/6/2021 9:18:47 AM	Apr 7 2021 3:46:19:520PM
gdelucio@bisd.us	THIRD BIL. TEACHER	Attended	De Lucio	Gilbert	4/6/2021 4:46:57 PM	Apr 7 2021 3:45:15:587PM
dagarcia-lopez@bisd.us	FIRST BIL	Attended	Garcia-Lopez	Deborah	4/8/2021 8:24:32 PM	Apr 7 2021 4:00:00:000PM
lmedina@bisd.us	ASSISTANT PRINCIPAL	Attended	Medina	Lorena	4/6/2021 9:10:06 AM	Apr 7 2021 3:53:18:910PM
namtrevino@bisd.us	PRE-KINDER	Attended	Trevino	Nancy	4/6/2021 7:41:09 PM	Apr 7 2021 3:46:03:833PM
yturbeville@bisd.us	PRINCIPAL	Attended	Turbeville	Yolanda	4/6/2021 9:10:06 AM	Apr 7 2021 4:00:00:000PM
emvasquez@bisd.us	PHYSICAL ED	Attended	Vasquez	Emmanuel	4/7/2021 2:12:03 PM	Apr 7 2021 3:45:50:457PM

Parameters

Registration Status (Pending ,Approved ,Dropped ,Waitlist)

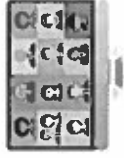
Signed In Status (Signed In,Did Not Sign In)

SBDM Meeting

Topic/Tema: SBDM Meeting/ Junta de SBDM
Date/Fecha: Wednesday April 7, 2021 /miércoles de 7 de abril del 2021
PD Workshop: 184452 (BISD Staff Only)
Remote Check In: WW141 (BISD Staff Only)
Time/Horario: 4:00 p.m.
Location/Lugar: Parent Center (Peña Faculty & Staff)
TEAMS (All other SBDM members)
Presenters/Orador: Yolanda Turbeville, Principal/Directora

Virtual Meeting Protocols

1. Mute microphones.
2. Keep video on for visual display/participation.
3. Use hand raising option to be recognized.
4. Post questions in the chat.
5. Be respectful of others at all times.
6. Register & Remote Check if applicable.



April 7, 2021 Agenda

- DPAC Parent Meeting -Held on April 7, 2021 at 1:00 p.m.
 - Will be meeting with SBDM to inform about changes to the RPE Parental Policy and RPE SPS Compact for 2021-2022 School Year.
- Formative Review Reminders- Plan4Learning - Please update for the Month of March
- Campus Needs Input from Grade Levels
- 2021-2022 Campus Priority of Needs (CNA) Discussion
- Next Meeting: Wednesday, April 28, 2021.

Parental Policy - DPAC Required Annual Review



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT
 TITLE I-A PARENTS AND FAMILY ENGAGEMENT POLICY
 2020-2021
 Raquel Peña Elementary

I. STATEMENT OF PURPOSE

Raquel Peña Elementary is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents play an important role as children's first teacher and their support is critical to their children's success. Raquel Peña Elementary intends to include parents in all aspects of the district's Title I-A programs to create a school-home partnership that will promote student success. Virtual learning platforms such as Seesaw, Class Dolo, Teams, Google Classroom and Google meets will facilitate this goal.

Grade level goals for all children in Raquel Peña Elementary will be distributed to parents with the expectation that all students will work toward these goals. Raquel Peña Elementary recognizes that some students may need the extra assistance of Title I-A programs to reach these goals and is committed to providing that support. COVID-19 District Guidelines and Procedures will be followed when implementing these programs.

2nd Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, iPads, Headphones, Laptops, iPads, Chargers for students.

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy.

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? Clay, paint, paint brushes, cups, paint palettes, toothpicks, containers for steam supplies.

Professional Development: What PD do you need? What subject? What model? Reading Academy.

Tutorials: Which grade levels? What days of the week? What times? RTI students, Monday and Tuesday 3:30-4:30.

Migrant Students: What materials/supplies do we need to assist our migrant students? Clothing, shoes, school supplies.

GT Students: What materials/supplies do we need to assist our GT students? No materials needed.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? Spanish textbooks.

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject? N/A.

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? Masks, gloves, face shield.

Copy Paper: Do we need copy paper? One box of paper for each second grade teacher.

Other needs: Clorox Wipes, tissue paper, iPad case for new iPads, hand sanitizer, new software-XL, planning time every 6 weeks.

3rd Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, iPads. We have enough technology.

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy. We should keep Education Galaxy.

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? We don't need any STEAM supplies.

Professional Development: What PD do you need? What subject? What model? We don't need any PD since we will be taking Reading Academies next school year.

Tutorials: Which grade levels? What days of the week? What times? Tutorials should be all grade levels Monday and Tuesday due to gaps in instruction.

Migrant Students: What materials/supplies do we need to assist our migrant students? No materials needed.

GT Students: What materials/supplies do we need to assist our GT students? No materials needed.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? We need Spanish materials regardless of the student being GT, SPED, 504, etc.

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject? All STAAR Material to be given should include Spanish to assist those students. Grade level request of materials were sent to DEAN during 1st semester.

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? Disinfectant Wipes, Antibacterial Paper Towels, Face Masks, Extra Batteries. New thermometers that read temperature accurately, disinfectant spray, lycod spray, gloves.

Copy Paper: Do we need copy paper? Yes a computer will never replace foundation skills.

Other needs: A printer for the grade level with ink and reliable ink. We need more extension cords.

4th Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, iPads.

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy.

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? We would like to continue using Education Galaxy and Studies Weekly.

Professional Development: What PD do you need? What subject? What model? We would like to obtain training for the subject of math. Defined Learning.

Tutorials: Which grade levels? What days of the week? What times? We have enough PD offers.

Migrant Students: What materials/supplies do we need to assist our migrant students? We would like activity boxes for GT students to complete when they are through with assignments.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? We would like a resource that mirrors the format in which students will be tested in.

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? We will need disinfectant wipes and spray, hand sanitizer, and face masks.

Copy Paper: Do we need copy paper? We do not need paper, but we do need ink.

Other needs:

5th Grade- CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: Chromebooks, Laptops, iPads.

Software Renewals: Which one are we keeping? (K-5th) Studies Weekly, (K-5th) Spelling City (Learning A-Z), (3rd-5th) STEMscopes, (K-5th) Education Galaxy.

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? We would like to continue using Education Galaxy and Studies Weekly.

Professional Development: What PD do you need? What subject? What model? We would like to obtain training for the subject of math. Defined Learning.

Tutorials: Which grade levels? What days of the week? What times? We have enough PD offers.

Migrant Students: What materials/supplies do we need to assist our migrant students? We would like activity boxes for GT students to complete when they are through with assignments.

Special Populations: What materials/supplies/resource books do we need to assist our SPED students? We would like a resource that mirrors the format in which students will be tested in.

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? We will need disinfectant wipes and spray, hand sanitizer, and face masks.

Copy Paper: Do we need copy paper? We do not need paper, but we do need ink.

Other needs: IDL (Math, ELA, and Science) and TEACHER MADE account, Power Spelling account.

Special Programs -CIP & Campus Needs Review & Revisions

Technology Hardware: What do we need? Examples: PE would like to continue to have Laptops, and a Panel.

Software Renewals: Which one are we keeping? (K-5th)Studies Weekly, (K-5th)Spelling City (Learning A-Z), (3rd-5th) STEMScopes, (K-5th) Education Galaxy

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels? PE would like to have a stem education game. Library would like to have books and props such as costumes, and hats for students to wear when performing a play. Would also like to have a portable microphone and speaker to use in the library.

Professional Development: What PD do you need? What subject? What model?

Tutorials: Which grade levels? What days of the week? What times?

Migrant Students: What materials/supplies do we need to assist our migrant students?

GT Students: What materials/supplies do we need to assist our GT students?

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus? Music-Would appreciate boxes of child-size masks allocated to Music Room as students sometimes come to music class with masks that do not fit properly. Would appreciate the continued supply of disposable adult masks for the Music Teacher, and continued supply of hand sanitizer and Clorox spray. PE- Would like to have child size masks due to students masks tearing and or they have wrong size mask that falls off, as well as hand sanitizer and clorox spray.

Copy Paper: Do we need copy paper? Yes, Music Class would appreciate copy paper for some hands-on music activities and projects throughout the school year. Other needs: Library could use some colored copy paper for art activities.

Campus Needs Review & Input from Grade Levels

GT Students: What materials/supplies do we need to assist our GT students?

Special Populations: What materials/supplies/resource books do we need to assist our SPED students?

STAAR Resource Books: Which resource books will your grade level be needing to address STAAR expectations? Title, Company, Subject?

Personal Protection Equipment: What type of PPE will be needed to address the needs of the campus?

Copy Paper: Do we need copy paper?

Other needs:

Campus Needs Review & Input from Grade Levels

Technology Hardware: What do we need?
New Chargers for the I-pads, Additional I-pads
HEADPHONES, LAPTOPS, IPAD CHARGES FOR STUDENTS
Cronbook styles for each student, headphones for students
PE would like to continue to have Laptops, and a Panel.

Software Renewals: Which one are we keeping?
(K-5th)Studies Weekly
(K-5th)Spelling City (Learning A-Z)
(3rd-5th) STEMScopes
(K-5th) Education Galaxy

STEAM: What supplies do we need to implement a STEAM program at Peña, particularly in your grade levels?

Professional Development: What PD do you need? What subject? What model?

Tutorials: Which grade levels? What days of the week? What times?

Migrant Students: What materials/supplies do we need to assist our migrant students?

Thank You!



Yolanda Turbeville, Principal

Lorena Medina, Assistant Principal

Delfina Aldape, Dean of Instruction

SBDM Minutes

Meeting Date: April 7, 2021

Time: 4:00 p.m.- 5:00p.m.

Presenter: Yolanda Turbeville (Principal), Delfina Aldape (Dean)

Location: Microsoft TEAMS / Parent Center

Minutes Prepared by: Gilbert De Lucio (3rd Grade Bilingual Teacher)

Attendance:

- Members Present: Yolanda Turbeville (Principal), Lorena Medina (Asst. Prin.), Delfina Aldape (Dean), Nancy Trevino (PK), Leticia Castilleja (K), Deborah Garcia Lopez (1st), Maribel Buenrostro (2nd), Gilbert De Lucio (3rd), Magda Apresa (4th), Cristina Arreola (5th), Emmanuel Vasquez (P.E.), Mario Aguilar (Community)

Guests:

Purpose of Meeting:

- Campus Improvement Plan & Camus Needs Review and Revisions
- Grade Level Input on CIP Needs and Revisions

Discussion Highlights: What was discussed?

- Highlight #1: Plan 4 Learning: documentation required of actions/activities by grade level under plan notes.
- Highlight #2: Campus Improvement Plan by grade level needs and revisions.
- Highlight #3: Approximate budget amount for next school year priority purchases as per Principal Mrs. Turbeville.
- Highlight #4: DPAC Parental Policy and CNA survey for parents.

Date: April 7, 2021

Workshop # 184452 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

- Highlight #5: Campus academies if interested to improve student-learning gaps.

Actions Taken:

- Each representative to meet with grade level to discuss plan of action for the next 3-4 weeks to discuss ways of improving student success.
- Complete plan4learning by grade level under notes section to include activities and or actions completed.
- Parent CNA surveys to be administered.
- Next SBDM meeting April 28, 2021.
- Share with team CIP. Discuss areas of plan that have been supported prior to 1/13/21.

Date: April 7, 2021

Workshop # 184452 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

Workshop Attendance

Workshop ID: 187048

Title: Pena Annual DPAC Review with SBDM Meeting

Registered: 11
 Attended: 11
 No Show: 0

Email	Job Role	Status	Last Name	First Name	Registration Date/Time	Sign In Time
Brownsville ISD - Pena Elem						
dcaldape@bisd.us	DEAN OF INSTRUCTION	Attended	Aldape	Delfina	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
mpapresa@bisd.us	FOURTH BIL. TEACHER	Attended	Apresa	Magda	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
carreda@bisd.us	FIFTH BIL TEACHER	Attended	ARREOLA-MARTINEZ	CRISTINA	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
mbuenrostro@bisd.us	SECOND BIL. TEACHER	Attended	Buenrostro	Maribel	4/28/2021 6:57:59 PM	Apr 28 2021 4:00:00:000PM
lfcastilleja@bisd.us	KINDER BIL. TEACHER	Attended	Castilleja	Leticia	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
gdelucio@bisd.us	THIRD BIL. TEACHER	Attended	De Lucio	Gilbert	4/28/2021 4:01:42 PM	Apr 28 2021 4:00:00:000PM Apr 28 2021 4:01:57:247PM
magutierrez2@bisd.us	FIRST BIL	Attended	Gutierrez	Maria	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
lmedina@bisd.us	ASSISTANT PRINCIPAL	Attended	Medina	Lorena	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
namtrevino@bisd.us	PRE-KINDER	Attended	Trevino	Nancy	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
yturbeville@bisd.us	PRINCIPAL	Attended	Turbeville	Yolanda	4/29/2021 12:23:07 PM	Apr 28 2021 4:00:00:000PM
emvasquez@bisd.us	PHYSICAL ED	Attended	Vasquez	Emmanuel	4/28/2021 3:47:45 PM	Apr 28 2021 3:47:55:117PM Apr 28 2021 4:00:00:000PM

Parameters

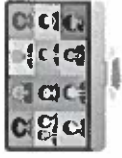
Registration Status (Pending ,Approved ,Dropped ,Waitlist)
 Signed In Status (Signed In,Did Not Sign In)

SBDM Meeting

Topic/Tema: SBDM Meeting/ Junta de SBDM
Date/Fecha: Wednesday April 28, 2021 / Miércoles de 28 de abril del 2021
PD Workshop: 187048 (BISD Staff Only)
Remote Check In: WW141 (BISD Staff Only)
Time/Horario: 4:00 p.m.
Location/Lugar: Parent Center (Peña Faculty & Staff)
TEAMS (All other SBDM members)
Presenters/Orador: Yolanda Turbeville, Principal/Directora

Virtual Meeting Protocols

1. Mute microphones.
2. Keep video on for visual display/participation.
3. Use hand raising option to be recognized.
4. Post questions in the chat.
5. Be respectful of others at all times.
6. Register & Remote Check if applicable.



April 28, 2021 Agenda

- I. DPAC Meeting with SBDM to inform changes made to the RPE Parental Policy and RPE SPS Compact for upcoming 2021-2022 School Year. Parent Meeting was held on April 7, 2021 at 1:00 p.m. -B. Barbosa, DPAC Parent Representative
- II. Formative Review Updates- Plan4Learning- EOY Continue/Delete Strategies
- III. 2021-2022 Campus Priority of Needs (CNA) Discussion
- IV. Next Meeting: Wednesday, May 26, 2021.

Brownsville Independent School District
 Parent and Family Engagement Department



Wednesday, April 07, 2021
 miércoles, 7 de abril del 2021
 Time/Hora: 1:00 p.m. via TEAMS

AGENDA

- I. Welcome / Bienvenida
- II. Annual DPAC Review/Revisión Anual de DPAC:
 Parent Policy/Política de Participación de Padres
 SPS Compact/Convenio EPA
- III. Evaluation/Evaluación

Presenter/Orador: Delfina Aldape, Dean

BISD does not discriminate on the basis of race, color, national origin, sex, religion, age, disability or genetic information in employment or provision of services, programs or activities.
 BISD no discrimina a base de raza, color, origen nacional, sexo, religión, edad, discapacidad o información genética en el empleo o la provisión de servicios, programas o actividades.

Parental Policy - DPAC Required Annual Review



Additions



ANNUAL DPAC REVIEW AND REVISION MEETING



BROWNSVILLE INDEPENDENT SCHOOL DISTRICT

TITLE I-A PARENTS AND FAMILY ENGAGEMENT POLICY

2020-2024

Parent Policy - DPAC
Required Annual Review

Raquel Peña Elementary

POLÍTICA DE PARTICIPACIÓN DE PADRES Y FAMILIA DE **TÍTULO I-A**
DEL DISTRITO ESCOLAR INDEPENDIENTE DE BROWNSVILLE

2020-2024

ESCUELA PRIMARIA RAQUEL PEÑA

STATEMENT OF PURPOSE

Raquel Peña Elementary is committed to providing quality education to every student in the district. Partnerships with parents and the community are essential to this goal as neither home nor school can achieve this goal independently. Everyone gains if school and home work together to promote high student achievement. Parents play an important role as children's first teacher and their support is critical to their children's success. Raquel Peña Elementary intends to include parents in all aspects of the district's Title I-A programs to create a school-home partnership that will promote student success. Virtual learning platforms such as Seesaw, ClassDojo, TEAMS, Schoology, Google Classroom and Google meet will facilitate this goal.

I. PROPOSITO DE LA DECLARACIÓN

El Escuela Primaria Raquel Peña está comprometido a proveer educación de alta calidad para cada niño en este Distrito. Para este objetivo, las sociedades entre los padres y la comunidad son esenciales porque el hogar y la escuela pueden independientemente alcanzar este propósito. Todos ganamos si el hogar y la escuela trabajan juntos para promover altos logros académicos de nuestros estudiantes. Los padres, como los primeros maestros de sus niños juegan una función extremadamente importante y su apoyo es esencial para el éxito de sus hijos. La Escuela Primaria Raquel Peña intenta incluir a los padres en todos los aspectos de los programas del Título I-A del Distrito para crear una sociedad de hogar-escuela que promueva el éxito estudiantil. Las plataformas de aprendizaje virtual como Seesaw, Class Dojo, TEAMS, Schoology, Google Classroom y Google meet facilitan esta objetivo.

Grade level goals for all children in Raquel Peña Elementary will be distributed to parents with the expectation that all students will work toward these goals. Raquel Peña Elementary recognizes that some students may need the extra assistance of Title I-A programs to reach these goals and is committed to providing that support. COVID-19 District Guidelines and Procedures will be followed when implementing these programs.

Meses de alto nivel académico para los estudiantes de la Escuela Primaria Raquel Peña serán distribuidos a los padres, con la expectativa de que todos los estudiantes trabajen hacia dichas metas. Reconocemos que algunos estudiantes podrían necesitar asistencia adicional de los programas de Título I-A para alcanzar estas metas y se ha hecho el compromiso de proveer este apoyo. Se seguirán las Pautas y Procedimientos del Distrito COVID-19 al implementar estos programas.

List of Title I-A Supplemental Services Offered on Campus

- ü Full Day Title I-A 3 Year Old Program
- ü End of Year Award Ceremony (Pre-Kinder - 5th Grade) (Virtual/CE)
- ü Extended Day Enrichment Program (1st - 5th grade)
- ü STAAR Tutorial
- ü UIL (4th & 5th grade (Spelling, Reading, Writing, Oral Reading, Math))
- ü Accelerated Reader
- ü CATCH Wellness Activities
- ü Response to Intervention
- ü Dyslexia Program
- ü Computer Classes
- ü Guidance Counseling
- ü Health Services/ Fair
- ü Student of the Week
- ü Project Fit
- ü Destination Imagination
- ü Chess
- ü Parent/ Teacher Conference
- ü Parent Meetings (Flexible schedule to include PM sessions)
- ü Summer Bridge Program
- ü Extracurricular Activities (Ballroom Dancing, Sports, etc.)

II. PARENT ENGAGEMENT IN DEVELOPING AND REVISING THE POLICY

Raquel Peña Elementary District Parent Advisory Committee (DPAC) consisting of BISE parents, teachers, principals and community members developed the District's Parent and Family Engagement Policy. Raquel Peña Elementary will annually form an Advisory Committee to review the Parent and Family Engagement Policy and to revise it as necessary. Special attention will be given to recruiting parent volunteers of children served in the Title I-A programs, with a goal of having at least two parents of each campus on the committee. The Title I-A Parent and Family Engagement Policy will be posted on each Campus and District websites.

- FAMILY ENGAGEMENT POLICY WILL BE DISTRIBUTED TO PARENTS ON SEPTEMBER 2020
- DPAC REVIEW MEETINGS ON FALL 2020/ SPRING 2021
- FAMILY ENGAGEMENT POLICY WILL BE REVIEWED & REVISED ON SPRING 2021

LISTA DE SERVICIOS SUPLEMENTARIOS OFRECIDOS EN LA ESCUELA

- ü Programa de Día Completo de Pre-K de 3 Años de edad
- ü Ceremonia de Fin de Año para (Pre-K - 5^o Grado) (Virtual/CE)
- ü Programa de Día Extendido de Enriquecimiento (1^o & 5^o grado)
- ü Tutoría STAAR
- ü UIL (4^o y 5^o grado (ortografía, lectura, escritura, lectura oral, matemáticas))
- ü Lectura Acelerada
- ü Actividades bienestar para CATCH
- ü Respuesta a Intervención
- ü Programa de dislexia
- ü Clases de computación
- ü Consejería y guía
- ü Servicios de salud/ Feria de la salud
- ü Estudiante de la semana
- ü Proyecto Fit
- ü Imagination de destino
- ü Ajedrez
- ü Conferencia de Padres/ Maestros
- ü Juntas para padres de familia con horario flexible para incluir sesiones de PM.
- ü Puente de verano
- ü Actividades extracurriculares (ballet de salón, deportes, etc.)

II. PARTICIPACIÓN FAMILIAR EN EL DESARROLLO Y REVISIÓN DE LA POLÍTICA

El Comité Consultivo de Padres de la Escuela Primaria Raquel Peña constituido por padres, maestros, directores y miembros de la comunidad, desarrolló la Política de Participación de Padres y Familia del Distrito. Asimismo la Escuela Primaria Raquel Peña formará el comité consultivo para revisar y modificar la Política de la Participación de Padres y Familia como sea necesario. Se prestará especial atención en el reclutamiento de voluntarios con los padres de los niños participantes de los programas de Título I-A con el objetivo de tener en el comité por lo menos dos padres representantes por cada escuela. La Política de Título I-A se mostrará en la página de internet de cada escuela y del Distrito.

- EN LA CUAL LA ESCUELA DISTRIBUIRÁ LA POLÍTICA DE PARTICIPACIÓN FAMILIAR SEPTIEMBRE DE 2020
- LA REVISIÓN DEL DPAC ES ~~OTRO~~ 2020 Y PRIMAVERA DE 2024
- EN CUAL LA ESCUELA REVISARÁ Y CORREGIRÁ LA POLÍTICA FAMILIAR ES ENERO 2024

III. ANNUAL TITLE I-A CAMPUS PARENT MEETINGS

Raquel Peña Elementary will ensure that each campus will hold an annual Title I meeting for parents. These meetings will be held during the fall semester. The purpose of these meetings is to provide parents with information regarding Title I-A guidelines and services offered utilizing Title I-A funds as stated in the current Parent and Family Engagement Policy. The Parent and Family Engagement Policy will also be distributed to parents. Parents will be given the opportunity to offer their suggestions for any revisions to the policy. Parents may also volunteer to serve on either the district-wide (DPAC) or individual school's advisory committee (SBDM) or both.

The annual Title I-A meeting will be held at flexible times to increase the opportunity for parental participation. English and Spanish translation will be available. Written notices in both languages will be sent to parents notifying them of the date and times of the meetings. Parent volunteers, parent trainers, and parent liaisons will also contact other parents by phone regarding the meetings. Volunteers who speak both English and Spanish will make all contacts.

- TITLE I-A PARENT MEETING ON SEPTEMBER 2020
- REVIEWED AND DISSEMINATED TO PARENTS ON SEPTEMBER 2020
- TITLE I-A SECOND MEETING WILL BE HELD IN THE SPRING 2024

III. JUNTA ESCOLAR ANUAL PARA LOS PADRES DEL TÍTULO I

La Escuela Primaria Raquel Peña se asegurará de que cada escuela realice una junta anual para todos los padres del Título I. Estas juntas deberán llevarse a cabo durante el semestre de otoño. El propósito de estas juntas es de proveer a los padres con información acerca de Título I-A y guías y servicios proporcionados utilizando fondos del Título I-A según lo indicado en la presente política de la participación familiar. También dicha política de la participación familiar, será distribuida a los padres.

La junta anual se efectuará en horarios accesibles para incrementar la oportunidad de la participación de los padres. Traducción inglés-español estará disponible. A los padres se les notificará por medio de volantes escritos en ambos idiomas con la fecha y horario de la junta. También serán contactados por medio de llamadas telefónicas por padres voluntarios, padres educadores y coordinadores de los padres. Todo contacto será efectuado por voluntarios que hablen dos idiomas, inglés-español.

- JUNTA PARA PADRES DE TÍTULO I-A EN SEPTIEMBRE DEL 2020
- DOCUMENTOS REVISADOS Y DISEMINADOS A PADRES DE FAMILIA EN SEPTIEMBRE DEL 2020
- SEGUNDA JUNTA PARA PADRES DE TÍTULO I-A DE ~~LEVAZCA~~ A CABO DURANTE LA PRIMAVERA DEL 2024

IV. SCHOOL-PARENT-STUDENT COMPACT

According to Title I-A regulations, Raquel Peña Elementary must share responsibility with parents for high student achievement by jointly developing a School-Parent-Student Compact. These compacts must outline the responsibilities of parents, staff, and students for promoting high student performance. Parents on Raquel Peña Elementary Advisory Committee/SBDM must be involved in designing the compacts. Students' responsibilities may vary by grade level.

All parents will receive the compact from their child's school with a checklist of the responsibilities that teachers, parents, and students have for helping students achieve their goals. All elementary campuses will conduct a Parent-Teacher conference to discuss the responsibilities stated for all stakeholders in the S-P-S Compact.

Parents are urged to discuss the compact with their children before they and their children sign the document. The School-Parent-Student Compact will be posted on each campus website.

- COMPACT WILL BE DISTRIBUTED TO PARENTS ON SEPTEMBER 2020
- DPAC REVIEW WILL BE HELD IN THE FALL 2020 AND SPRING 2024
- COMPACT WILL BE **REVIEWED** AND REVISED IN THE SPRING 2024

IV. CONVENIO ESCUELA-PADES

De acuerdo a las regulaciones del Título I-A, la Escuela Primaria Raquel Peña debe compartir responsabilidades con los padres para el alto desempeño estudiantil, desarrollando en conjunto un convenio escuela-padres-estudiantes. Este convenio debe indicar las responsabilidades que los padres, el personal de la escuela y los estudiantes compartirán para promover los altos logros académicos de los estudiantes. Los padres en cada Comité Consultivo Escolar de la Escuela Primaria Raquel Peña, se **responsabilizarán** en el diseño de estos convenios. Las responsabilidades de los estudiantes pueden variar de acuerdo a su grado de nivel escolar.

Todos los padres recibirán el convenio de la escuela de sus niños con una lista de responsabilidades que a maestros, padres y estudiantes, les ayudará a alcanzar sus metas.

Se recomienda a los padres discutir el convenio escolar con sus hijos antes de que firmen el documento. El convenio, escuela-padre-estudiante, se mostrará a través de la página de Internet de cada escuela.

- FECHA EN LA CUAL LA ESCUELA DISTRIBUIRÁ EL CONVENIO ESCOLAR (SEPTIEMBRE 2009)
- FECHAS PARA LA **REVISIÓN** DEL DPAC (OTOÑO 2009/ PRIMAVERA 2009)
- EL CONVENIO ESCOLAR SERÁ REVISADO Y CORREGIDO EN PRIMAVERA 2009.

V. TYPES OF FAMILY ENGAGEMENT

Raquel Peña Elementary will provide opportunities for parent engagement to become involved in their children's education. Raquel Peña Elementary values both the at-home contributions of parents and those that take place at the school or in the community. Reading to children at home and talking with them at family meals are as important as volunteering at school and serving on advisory committees. Many types of family engagement are needed in school-home-community partnership to help all children succeed. In alignment with BISD's philosophy and mission, each Campus Improvement Plan (CIP) must include a family engagement component. All parent and community volunteers must comply with the district policy regarding State of Texas background checks.

● FAMILY ENGAGEMENT ACTIVITIES AND VOLUNTEER OPPORTUNITIES OFFERED

- Parent Meetings
- Cluster Meetings
- Adult English Classes
- Nutrition Classes
- Families in Training Classes
- Dyslexia Parent Conference
- BISD Wellness Activities
- STEM Community Display
- Library Morning Session
- Computer Classes
- DPAC Campus Representative
- SHAC Campus Representative
- SBDM Campus Representative
- Region I Parent Conference Campus Representative
- Virtual Participation in meetings/event.

V. TIPOS DE PARTICIPACIÓN DE PADRES

La Escuela Primaria Raquel Peña proporcionará a los padres la oportunidad para que se involucren en la educación de sus hijos. La Escuela Primaria Raquel Peña valora las contribuciones de los padres en el hogar como aquellas que llenan lugar en la escuela y la comunidad. Leyendo a los niños en la casa y hablando con ellos durante las comidas familiares es tan importante como ser voluntario en la escuela, o servir en el comité de asesoramiento escolar. Muchos tipos de participación familiar son necesarios en una sociedad; escuela-hogar-comunidad para ayudar a todos los niños a tener éxito. En alianza con la filosofía y misión del Distrito Escolar Independiente de Brownsville, cada escuela en su Plan de Mejoramiento y Logros del Estudiante (CIP) deberá incluir el componente de la participación familiar. Todos los padres y la comunidad voluntaria deberán de cumplir con los requisitos de la política del Distrito acerca de la revisión de antecedentes que el Estado de Texas requiere.

V. LISTA DE LAS ACTIVIDADES DE PARTICIPACIÓN FAMILIAR Y OPORTUNIDADES QUE LA ESCUELA OFRECE A LOS VOLUNTARIOS

- Juntas para padres de familia
- Juntas a nivel sector de escuelas
- Talleres para padres
- Talleres de nutrición
- Taller "Familias en entrenamiento"
- Conferencias para padres referente a la Disciplina
- Actividades de bienestar de BISD
- Exhición de STEM para la comunidad
- Sesión de Biblioteca en la mañana
- Clases de computación
- DPAC representante del campus
- SHAC representante del campus
- Representante de campus de conferencia de padres de Región I
- Participación Virtual en Juntas/Eventos.

VI. ADAPT PROGRAMS TO THE NEEDS OF OUR COMMUNITY

Each year Raquel Peña Elementary will assess the needs of parents and children in the community through a variety of measures, including parent surveys, so that Title I programs can be tailored to meet those needs. Workshops and other programs will be available to address the expressed needs. Parents will be notified of these opportunities by the individual schools.

Parents may also call the Parent and Family Engagement Department or the individual school office to express an interest in a particular workshop topic or to make recommendations about the program.

• SURVEY WILL BE CONDUCTED IN THE FALL-2020 AND SPRING 2024

VI. ADECUAR PROGRAMAS A LAS NECESIDADES DE NUESTRA COMUNIDAD

Cada año la Escuela Primaria Raquel Peña evaluará las necesidades de los padres y los niños en la comunidad a través de diferentes medios los cuales incluyen enviar a los hogares encuestas a los padres de manera que los programas de Título I puedan ser diseñados para cumplir con esas necesidades.

Talleres y otros programas estarán disponibles para asistir las necesidades expuestas. A los padres se les notificará de esas oportunidades en cada escuela. Los padres también pueden llamar al Departamento de Participación de Padres y Familia del Distrito Escolar o a la oficina de la escuela para expresar de su interés en un taller o tema en particular, o para hacer recomendaciones sobre el programa.

FECHA EN LA CUAL SE EFECTUARÁ LA EVALUACIÓN DE LAS NECESIDADES DE LOS PADRES ES **OTONOÑO** 2020 Y PRIMAVERA DE 2024

VII. STAFF-PARENT COMMUNICATION

Raquel Peña Elementary informs parents of monthly activities and current issues through various means of communication including: announcements, telephone calls, conferences and the department website. Communication with parents should also include a school newsletter distributed by each school at least four times a year. Notices sent home should be in both English and Spanish. Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern. Staff should receive training on techniques to improve home-school communication. Parents may participate in this training.

- Parent Meetings with flexible times
- Cluster Meetings
- Telephone Calls
- Flyers
- Parent/ Teacher (Face to Face)
- Parent/Teacher (Virtual)
- Conferences (Communication Log)
- Phone Conferences
- Classroom Communication Application (Ex: Class Dojo, Teams, Google Meet) (Availability: 7:50a.m. - 3:30p.m.)

VII. STAFF-PARENT COMMUNICATION (Continuation)

Raquel Peña Elementary informs parents of monthly activities and current issues through various means of communication including: announcements, telephone calls, conferences and the department website. Communication with parents should also include a school newsletter distributed by each school at least four times a year. Notices sent home should be in both English and Spanish. Parents are encouraged to take the initiative in calling their child's teacher or campus administrator when they have a concern. Staff should receive training on techniques to improve home-school communication. Parents may participate in this training.

- Home Visits
- Home Access Center (HAC)
- Marquee
- Website
- School Messenger
- Staff Development Meeting
- Monthly Newsletters

VII. COMUNICACIÓN ENTRE PADRES Y EL PERSONAL DOCENTE DE LA ESCUELA

La Escuela Primaria Raquel Peña informa a los padres sobre actividades mensuales y eventos actuales a través de varios métodos de comunicación incluyendo: anuncios, llamadas telefónicas, conferencias y la página de internet del Departamento. La comunicación con los padres también debe de incluir un boletín escolar distribuido por cada escuela por lo menos cuatro veces al año. Las notificaciones enviadas a casa deberán ser en inglés y español. Se animará a los padres a tomar la iniciativa y llamar a los maestros o administradores de la escuela cuando tengan una preocupación o duda. El personal recibirá entrenamiento en técnicas para mejorar la comunicación entre el hogar y la escuela. Los padres también podrán participar en este entrenamiento.

- Juntas para padres de familias con horario flexible
- Juntas a nivel sector de escuelas
- Llamadas telefónicas
- Folletos
- Conferencias padre/m maestro (archivos de comunicación)
- Aplicación de comunicación de aula (Ejemplo: Clase Dojo, Teams, Google Meet). (Disponible: 7:50 a.m.-3:30 p.m.)
- Visitas a domicilios
- Home Access Center (HAC). ("Centro de acceso de domicilio". Programa en la red)
- Marquee
- Página web
- School Messenger. ("Mensaje Estudiantil". Programa en la red)
- Reunión desarrollo del personal
- Boletines Mensuales

VIII. EVALUATION

The district-wide Title I-A Parent Advisory Committee, which includes parents of Title I, Migrant, Bilingual, Special Needs and GT students, will participate in the process of school review and improvement. This committee will collect information in a variety of ways, including campus visits and class observations.

Parents will also be asked for their input on the content and effectiveness of the Title I-A family engagement programs through an annual evaluation of the program. The evaluation will include an assessment of overall increases in family engagement and barriers to parental participation that still need to be overcome. Raquel Peña Elementary will review its Family Engagement Policy on the basis of this annual review.

- COMPREHENSIVE NEEDS ASSESSMENT (SCHOOL'S CNA) WILL BE CONDUCTED ON MARCH 2024
- TITLE I-A ~~FAMILY~~ ENGAGEMENT SURVEY ON APRIL 2024

VIII. EVALUACIÓN

El comité consejero del Título I-A a nivel Distrito, el cual incluye a padres de estudiantes del Título I; Migrantes, Bilingüe, con Necesidades Especiales y Dotados y Talentosos, participará en el proceso de revisión y mejoramiento escolar. Este comité obtendrá información de diferentes formas, incluyendo visitas a la escuela y observaciones en el salón de clases.

A los padres también se les pedirá su opinión sobre el contenido y la efectividad del programa de la participación familiar bajo el Título I-A, a través de una evaluación anual de dicho programa. La evaluación incluirá una revisión completa de qué tanto se ha incrementado el involucramiento de los padres, así como también las barreras para la participación familiar que todavía necesitan ser superadas. La Escuela Primaria Raquel Peña revisará su política de participación familiar sobre las bases de esta revisión anual.

- FECHA EN LA CUAL SE EFECTUARÁ LA COMPRENSIÓN DE EVALUACIÓN DE LAS NECESIDADES DE LOS PADRES EN MARZO 2024
- FECHA DE LA ENCUESTA DE PARTICIPACIÓN FAMILIAR DE TÍTULO I-A (ABRIL 2024)



ANNUAL DPAC REVIEW AND REVISION MEETING



Brownsville Independent School District

School-Parent-Student Compact

Compact DPAC
Required Annual Review

2020-2024

Raquel Peña Elementary School

Districto Escolar Independiente de Brownsville

Convenio entre Escuela, Padres y Alumno

2020-2024

Escuela Primaria Raquel Peña

School

In recognition that it is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment, the school agrees to:

- 1.-Provide a high quality curriculum in a supportive and effective environment that enables the children served to meet the State's student performance standards via traditional/hybrid/at-home learning.
- 2.-Discuss with parents their responsibilities for supporting improved achievement.
- 3.-Inform parents and students of the purpose of the curriculum and district timelines, student performance standards, and the instruction the school will provide to enable students to achieve the state standard.
- 4.-Schedule Parent/Teacher conferences via traditional/virtual platforms at flexible times.
- 5.-Maintain Parent Communication logs twice a year and discuss student progress.

Escuela

Conscientes de que es la responsabilidad de la escuela proveer una alta calidad en el plan de enseñanza e instrucción en un plan de apoyo efectivo para el aprendizaje, la escuela será responsable en:

- 1.-Proveer una alta calidad en el plan de enseñanza en un ambiente de apoyo efectivo que facilite que los niños alcancen la meta con los grados que el Estado requiere a través del aprendizaje tradicional/híbrido/en casa.
- 2.-Hablar con los padres sobre sus responsabilidades para apoyar un mejor rendimiento académico.
- 3.- Informar a los padres y estudiantes el propósito del plan de enseñanza y lineamientos de Distrito Escolar, los estándares de aprovechamiento del estudiante, y la instrucción que la escuela proveerá para que los estudiantes logren las metas que son establecidas por el Estado.
- 4.-Planear horarios para las conferencias entre padres y maestros a través de plataformas tradicionales/virtuales en horarios flexibles.
- 5.-Mantenga los registros de Comunicación con los padres dos veces al año y discutir el progreso del alumno.

School

In recognition that it is the school's responsibility to provide a high-quality curriculum and instruction in a supportive and effective learning environment, the school agrees to:

- 6.-Provide opportunities for encouraging parents to volunteer and/or observe in the classroom.
- 7.-Train teachers and other staff on the latest instructional strategies and methodologies to maintain and improve a positive learning environment in the school.
- 8.-Promote attendance on a daily basis by announcing Perfect Attendance classes over the intercom system.
- 9.-Recognize perfect attendance/ academic success for students at the end of 6 weeks.
10. Post signs to inform all stakeholders of the Health First procedures that need to be followed when entering the campus to stop the spread of COVID-19 including Face Covering, Wash/ Sanitize Hands and Maintain Social Distance.

Escuela

Conscientes de que es la responsabilidad de la escuela proveer una alta calidad en el plan de enseñanza e instrucción en un el plan de apoyo efectivo para el aprendizaje; la escuela será responsable en:

- 6.-Proveer oportunidades para animar a los padres para que sean voluntarios y/u observen las clases en los salones.
- 7.-Capacitar a los maestros y demás personal en los referente a los últimas estrategias y metodologías para mantener y complementar un ambiente de aprendizaje positivo en la escuela
- 8.-Promover la asistencia diaria de los estudiantes y anunciar la asistencia perfecta por clase mediante el sistema de intercomunicación.
- 9.-Reconocer a los estudiante con asistencia perfecta y éxito académico al final de la 6 semanas.
10. Colocar letreros para informar a todas las partes interesadas sobre los procedimientos de Salud Primero que deben seguirse al entrar al plantel escolar para detener la propagación de COVID-19, incluidos cubre bocas, lavarse/desinfectarse las manos y mantener la distancia social.

Padres

Conscientes de que es la responsabilidad de los padres apoyar el aprendizaje de su hijo, los padres del alumno que asiste a la escuela están de acuerdo en:

- 1.-Asegurarse que su hijo asista a la escuela y que lleguen a tiempo todos los días a través del modo de aprendizaje tradicional/híbrido/en casa.
- 2.-Enseñar y dar ejemplo de respeto y de responsabilidad todo el tiempo.
- 3.-Asegurarse que su hijo cumpla con tareas escolares.
- 4.-Motivar el uso positivo del tiempo libre que tengan sus hijos
- 5.-Participar en la lectura familiar diariamente para que sus hijo aprenda hábitos que lo hagan tener amor por la lectura.

Parent

In recognition that it is the responsibility of parents to support their children's learning, the parents of students attending Raquel Peña Elementary School agree to:

- 1.-Ensure that their children attend school and be on time every day via traditional/hybrid/at-home learning mode.
- 2.-Teach and model respect and responsibility at all time.
- 3.-Ensure that their children do their homework.
- 4.-Encourage and model use of their children's spare time.
- 5.-Participate in family reading in order to foster a love of reading and develop social skills

Parent

In recognition that it is the responsibility of parents to support their children's learning, the parents of students attending Raquel Peña Elementary School agree to:

- 6.-Read at home for two purposes:
 - a) To increase their own knowledge, and
 - b) As an example to their children.
- 7.-Strongly recommend to their children the educational programs provide by the school or school district when using electronic devices.
- 8.-Support your child to work in the traditional or virtual classroom and help them fulfill their school projects including research & community volunteer opportunities.
- 9.-Participate in decisions related to the education of their children and monitor homework, grades attendance, and discipline through the Home Access Center (HAC).
- 10.-Attend Parent/ Teacher traditional/virtual conferences to know the academic growth and behavior of their child.
 - a) Attend parental involvement activities.
- 11.-Provide appropriate nourishment and rest for the physical well-being of their children.
- 12.-Support students to participate in extracurricular activities (DI, Choir, Chess, etc.)

Padres

Compartir de que es la responsabilidad de los padres apoyar el aprendizaje de su hijo, los padres del alumno que asiste a la escuela están de acuerdo en:

- 6.-Apoyar la lectura diaria en el hogar para realizar dos propósitos:
 - a) Para incrementar su conocimiento, su fluidez y su vocabulario
 - b) Para crear un hábito de lectura entre padre e hijo y fomentar un buen ejemplo en el amor a la lectura.
- 7.-**Animar** recomendar a sus hijos que usen los programas educativos que brindan la escuela o el distrito escolar cuando usen dispositivos electrónicos.
- 8.-Apoyar a su hijo para que trabaje en el aula tradicional o virtual y **ayudar** a cumplir sus proyectos escolares, incluidas las investigación y las oportunidades de voluntariado comunitario.
- 9.-Participar en decisiones relativas a la educación de su hijo; y revisar las calificaciones en línea por medio de HAC.
- 10.-Asistir a conferencias tradicionales/virtuales entre padres y maestros, para conocer el desarrollo académico y la conducta de sus hijos.
- a) Asistir a las juntas de la escuela por medio del involucramiento de padres.
- 11.-Asegurarse de que su hijo descanse bien y coma nutritivamente para un buen desarrollo físico
- 12.-Apoyar a los estudiantes para que participen en actividades extracurriculares (Dl. coro, ajedrez, etc.)

Student

In recognition that the students have the ultimate responsibility (privilege) of learning, the students at Raquel Peña Elementary agree to:

- 1.-Be responsible for his/ her own learning and behavior.
- 2.-Attend school every day and be on time as per traditional/hybrid/at-home learning schedule.
- 3.-Be alert and pay attention in traditional/hybrid/at-home learning class.
- 4.-**Encourage** other student who need help in class activities.
- 5.-Take homework assignments home, complete them, and return them to the teacher on time.
- 6.-Take pride in his/her school, individual work, and personal appearance.
- 7.-Display respect for themselves, school staff, and others at all time and adopt a CAN DO attitude
- 8.-Participate in family reading.
- 9.-Participate in daily math activities (addition, subtraction, multiplication)
10. Participate in STEAM learning.

Alumno

Compartir de que el alumno tiene la mayor importancia y la máxima responsabilidad del aprendizaje, el estudiante esta de acuerdo en:

- 1.-Ser responsable por su propio aprendizaje y su conducta.
- 2.-Asistir a la escuela todos los días y llegar a tiempo según el horario de aprendizaje tradicional/híbrido/en casa.
- 3.-Estar alerta y prestar atención en la clase de aprendizaje tradicional/híbrido/en casa.
- 4.-Animar a otros estudiantes que necesitan ayuda en las actividades del salón.
- 5.-Llevar sus tareas asignadas a casa, completarlas y presentarlas al maestro a tiempo.
- 6.-Sentir orgullo por su escuela, su trabajo individual y por su apariencia personal.
- 7.-Demostrar respeto por sí mismo, por el personal de la escuela y hacia otros, en todo momento y adoptar unas actitudes de decir "SI SE PUEDE".
- 8.-**Participar** en la lectura familiar.
- 9.-Fomentar actividades en el uso de las matemáticas diariamente (sumas, restas, multiplicaciones, etc.)
- 10.-Participar en aprendizaje de STEAM

Virtual Meeting Protocols

district: **Peña Elementary** 2021-2022

District Improvement Plan

SSSTI **Peña Elementary**

Next Assessment Bandwidth/Approved date not set

Select a Data Analysis Area

Multiple Measures of Data

- Demographics
- Student Learning
- School Processes & Programs
- Personnel
- Optional
- Needs Assessment Overview

Sort Data

Virtual Meeting Protocols

Thank You!



Yolanda Turbeville, Principal

Lorena Medina, Assistant Principal

Delfina Aldape, Dean of Instruction

SBDM Minutes

Meeting Date: April 28, 2021

Time: 4:00 p.m.- 5:00p.m.

Presenter: Yolanda Turbeville (Principal), Delfina Aldape (Dean)

Location: Microsoft TEAMS / Parent Center

PD Workshop Number: 187048

Remote Check In: WW141

Minutes Prepared by: Gilbert De Lucio (3rd Grade Bilingual Teacher)

Attendance:

- **Members Present:** Yolanda Turbeville (Principal), Lorena Medina (Asst. Prin.), Delfina Aldape (Dean), Nancy Trevino (PK), Leticia Castilleja (K), Maria Gutierrez (1st), Maribel Buenrostro (2nd), Gilbert De Lucio (3rd), Magda Apresa (4th), Cristina Arreola (5th), Emmanuel Vasquez (P.E.), Erica Ramos (Parent), Mario Aguilar (Community), Erica Garcia (Parent), Myles Garza (Business), Katheryn Allala King (Specialist), Analee Rodriguez (Business)
- **Members Not Present:**

Guests: Blanca Barbosa

Purpose of Meeting:

- DPAC updates made to RPE Parental Policy and SPS Compact
- Formative Review updates: Plan 4 learning continue/delete strategies
- 2021-2022 Campus Priority of Needs (CNA)

Discussion Highlights: What was discussed?

Date: Wednesday, April 28, 2021

Workshop # 187048 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

- Virtual Meeting Protocols
- Highlight #1: Changes made in DPAC in both English/Spanish such as grammatical errors, certain programs, verbiage, virtual words, dates.
- Highlight #2: Plan 4 learning = review of strategies to determine usage or deletion.
- Highlight #3: Needs assessment Tab in Plan 4 Learning based on last year's demographics.
 - 1. Student enrollment/retention
 - 2. Attendance,
 - 3. Extracurricular activities
- Highlight #4: Priorities Student learning needs assessments
 - 1. Academic growth 90, 60, 30
 - 2. Closing Gaps
 - 3. Attendance
 - 4. Increase Available learning time
 - 5. Upgrade technology
 - 6. Engage in real-world activities
- Highlight #5: School Process and Programs
 - 1. Release time for teachers to participate in campus/district training, planning, round up.
 - 2. Extracurricular activities for students
 - 3. Quality instruction in all content areas to meet TEKS and state assessment objectives.
- Highlight #6: Perceptions
 - 1. Parental involvement to support compact goals
 - 2. Mrs. Turbeville gave ideas to improve parental involvement

Actions Taken:

- Mrs. Turbeville appreciates/thanks to all SBDM members for their participation in today's meeting.
- Next SBDM meeting May 26, 2021

Date: Wednesday, April 28, 2021

Workshop # 187048 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

Workshop Attendance

Workshop ID: 190045

Title: Pena SBDM Meeting EOY Monitoring

Registered: 11
 Attended: 11
 No Show: 0

Email	Job Role	Status	Last Name	First Name	Registration Date/Time	SignIn Time
Brownsville ISD - Pena Elem						
dalcadape@bisd.us	DEAN OF INSTRUCTION	Attended	Aldape	Delfina	5/26/2021 2:44:57 PM	May 26 2021 4:00:00:000PM
mpapresa@bisd.us	FOURTH BIL. TEACHER	Attended	Apresa	Magda	5/26/2021 2:44:57 PM	May 26 2021 3:56:24:980PM May 26 2021 3:56:38:210PM
carreola@bisd.us	FIFTH BIL TEACHER	Attended	ARREOLA-MARTINEZ	CRISTINA	5/26/2021 2:44:57 PM	May 26 2021 3:59:03:723PM
mbuenrostro@bisd.us	SECOND BIL. TEACHER	Attended	Buenrostro	Maribel	5/26/2021 2:44:57 PM	May 26 2021 3:58:51:110PM
lfcastilleja@bisd.us	KINDER BIL. TEACHER	Attended	Castilleja	Leticia	5/26/2021 2:44:57 PM	May 26 2021 4:00:01:923PM
gdelucio@bisd.us	THIRD BIL. TEACHER	Attended	De Lucio	Gilbert	5/24/2021 10:15:09 AM	May 26 2021 3:45:34:380PM
dagarcia-lopez@bisd.us	FIRST BIL	Attended	Garcia-Lopez	Deborah	5/26/2021 2:44:57 PM	May 26 2021 4:00:00:000PM
lmedina@bisd.us	ASSISTANT PRINCIPAL	Attended	Medina	Lorena	5/26/2021 2:44:57 PM	May 26 2021 3:53:13:347PM
namtrevino@bisd.us	PRE-KINDER	Attended	Trevino	Nancy	5/26/2021 2:45:50 PM	May 26 2021 3:53:26:550PM
yurbeville@bisd.us	PRINCIPAL	Attended	Turbeville	Yolanda	5/26/2021 2:44:57 PM	May 26 2021 4:00:00:000PM
emvasquez@bisd.us	PHYSICAL ED	Attended	Vasquez	Emmanuel	5/26/2021 2:44:57 PM	May 26 2021 4:00:00:000PM

Parameters

Registration Status (Pending ,Approved ,Dropped ,Waitlist)
 Signed In Status (Signed In,Did Not Sign In)

SBDM Meeting

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

SBDM Zoom Meeting Agenda

- I. CNA Survey Results- Identification of Strengths and Needs to be addressed in 2021-2022 CIP.
- II. Review and recommend - Additions/Deletions of CIP Activities.

CNA Student Survey-Strengths

2020 vs. 2021

I do not feel welcome 0%- Discontinued
 I feel safe in school 89%

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

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

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

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

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

CNA Parent Survey-Strengths

2020 vs. 2021

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

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

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

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

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

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

CNA Staff Survey-Strengths

2020 vs. 2021

Students feel a sense of belonging at our campus. 88% /91%
Teachers consistently hold high academic expectations for all students. 100%/100% Campus administration hold high expectations for all teachers and staff. 96%/100%
Our campus provides innovative and interesting academic instruction, programs, and projects that motivate students to learn. 92% /90%
Students are given opportunities to demonstrate their learning. 91% / 98%
I am provided with adequate technology resources to use in the classroom for instructional purposes. 83% / 94%
The student code of conduct is applied consistently and fairly among students. 92% /98%

CNA Student Survey - Needs

2020 vs. 2021

I feel comfortable joining after-school activities. 78%/69%
In most of my classes, time is spent listening to teacher presentations. 54%/60%
I like school breakfast 64%
I like school lunch 62%
I like school supper 50%

CNA Parent Survey - Needs

2020 vs. 2021

Parent Meeting Time: 1st Choice After 5:00 p.m.
My child's school provides STEM related classroom instruction. 49 parents skipped
I am involved in my child's school. 63%
I have a parent-teacher-conference regarding the S-P-S Compact, as it relates to student achievement. 64% /74%

CNA Staff Survey - Needs

2020 vs. 2021

A significant amount of parents are actively involved in our campus. 37%/42%
I would like professional development in the following areas. Schoolology- 40%, Technology 40%, Writing 47%
The campus administration does a good job of recognizing strengths and areas of improvement 78%
The breakfast, lunch and supper served at our campus is of high quality. 72%, 72%, 66%

CIP Recommendations

Please meet with your team and

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

CIP Recommendations - Additions

PK	Kinder	1st	2nd	3rd	4th	5th	Special Programs
No additions needed.	No additions needed.	Implementation of Defined Learning STEAM projects per standards and units of study in class. Campus to provide needed materials.	BL - LEARNING PLATFORM TO HELP IMPROVE STUDENTS' LEARNING.	No additions needed.		Peer subscription for teachers so that the students can take ownership of their learning or their learning portfolio.	
						Teacher subscription so that the teachers can help prepare students to the next school format.	

CIP Recommendation - Deletions

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

Thank You!



Yolanda Turbeville, Principal

Lorena Medina, Assistant Principal

Delfina Aldape, Dean of Instruction

SBDM Minutes

Meeting Date: May 26, 2021

Time: 4:00 p.m.- 5:00p.m.

Presenter: Yolanda Turbeville (Principal), Delfina Aldape (Dean)

Location: Microsoft TEAMS / Pena Cafeteria

PD Workshop Number: 190045

Remote Check In: WW141

Minutes Prepared by: Gilbert De Lucio (3rd Grade Bilingual Teacher)

Attendance:

- Members Present: Yolanda Turbeville (Principal), Lorena Medina (Asst. Prin.), Delfina Aldape (Dean), Nancy Trevino (PK), Leticia Castilleja (K), Maria Gutierrez (1st), Maribel Buenrostro (2nd), Gilbert De Lucio (3rd), Magda Apresa (4th), Cristina Arreola (5th), Emmanuel Vasquez (P.E.), Erica Garcia (Parent)
- Members Not Present: Erica Ramos (Parent), Mario Aguilar (Community), Myles Garza (Business), Katheryn Allala King (Specialist), Analee Rodriguez (Business)

Guests:

Purpose of Meeting:

- CNA Survey Results = Strengths and Needs for school year 2021-2022
- Review and Recommend additions/deletions of CIP activities

Discussion Highlights: What was discussed?

- Highlight #1: CNA strengths from students, parents, and staff

Date: Wednesday, May 26, 2021

Workshop # 190045 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities

- Highlight #2: CNA needs from students, parents, and staff
- Highlight #3: CIP recommendations per grade level due by June 4, 2021. To be based on activities that will address student needs.
- Highlight #4: ESSER Grant money given to the district to be used for the next 3 school years.

Actions Taken:

- Mrs. Turbeville appreciates/thanks all SBDM members for their participation in today's meeting.

Date: Wednesday, May 26, 2021

Workshop # 190045 Remote Check In:WW141

Topic: SBDM Meeting 4:00 p.m.

T-TESS: (Domain 1) Planning , (Domain 4) Prof. Practices & Responsibilities