Brownsville Independent School District

Del Castillo Elementary

2021-2022 Campus Improvement Plan

Mission Statement

Mission Statement

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

Vision

Vision Statement

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

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

State of Texas Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Value Statement

THE STATE OF TEXAS PUBLIC EDUCATION MISSION AND ACADEMIC GOALS

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

State of Texas Goals and Objectives

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Table of Contents

Comprehensive Needs Assessment

Needs Assessment Overview

Rosa Del Castillo Elementary is named after Rosita Del Castillo, a well known Brownsville teacher and former principal of Webb Elementary. Del Castillo was one of three Brownsville public schools that opened, along with Perez Elementary and Porte High School, completed in 1974. Mr. Manfredo Del Castillo, Rosita's nephew was the school's first principal.

Rosa Del Castillo Elementary is located in Brownsville, Texas in the Southmost area. Del Castillo Elementary is one of thirty-seven elementary schools in Bornwsville ISD. The campus opened in 1974 and currently has a student population of approximately 280 students in grades PK through 5th grade. According to the PEIMS Data Review and Texas Academic Performance Report (TAPR) of our campus profile, 98.8% of the student population is Hispanic, 96.6% are identified as Economically Disadvantaged, 77 % are identified as At-Risk students, and the majority of the students are English/ Spanish Bilingual.

The students of Del Castillo Elementary are the recipients of a well-balanced curriculum. Courses are offered in every subject area (Reading, Language Arts, Spelling, English/ESL & Writing, Mathematics, Science, Social Studies, Physical Education, Health, Art, Music, Theatre Arts, Handwriting & Technology) The instructional programs include academic core subjects at various levels, such as the Gifted and Talented, Special Education, Dyslexia, and Bilingual/ESL. All students are required to meet the passing standard of the four assessments (Reading, Math, Writing and Science) which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Del Castillo Elementary School is comprised of 22 faculty members, 3 campus administrators, 1 counselor, 9 para-professionals, 1 librarian, 1 nurse, 1 diagnostician, 1 speech pathologist, 2 office staff, 1 parent liaison, and 3 custodians with 87.9% Hispanic and 12.1% White. The teaching staff is 89.85 Female and 10.2 % Male.

Del Castillo Elementary is committed to the following District Reform Strategies: Sustaining Texas Literacy Initiatives: BOY/MOY/EOY Data Analysis, Explicit Instruction (Routines/Strategies Fluency, and Comprehension), Academic Vocabulary, Sheltered English, CIRCLE/OWL Model, Response to Intervention Model, Accelerated Reader Program, Six Traits of Writing, Language Enrichment and the Dyslexia Program.

Del Castillo Elementary uses its TitleI-Part A, State Compensatory, Bilingual and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of Public Law 107-110 Section 1114.

The District conducts comprehensive needs assessment surveys at the later part of the school year to determine the strengths and needs of students, staff, parents & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on the surveys (CNA), Del Castillo concentrates in improving the passing rate of all students and student groups passing all parts of the state mandated assessments for the 2021-2022 school year and to increase the "Master" performance level in all content areas. After thorough review of multiple data sources, data- analysis of teacher groups assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following areas of improvement will be addressed:

- Provide tutorials to students that are demonstrating a need to improve in instruction. Supplemental materials and/or software will be purchased to aid teachers implement the state mandated curriculum.
- Provide teachers more Professional Development on explicit instruction and more time for planning in intervention instruction to meet all assessment standards for all student populations in TPRI/Tejas LEE & STAAR.
- Attain attendance rates through student motivational activities such as six weeks perfect attendance awards, end of year prize drawings and a perfect attendance celebration. In an effort to increase student attendance, teachers will monitor attendance on a daily basis and take action steps when students are not meeting attendance requirements.
- Allot time to work with teachers that through walkthroughs/data display weak instructional methods and who are in need of classroom management strategies.
- Continue to add technology to support classroom instruction.
- Promote a more active parental involvement by creating a school climate that supports family school involvement and continue to increase the participation of parents in the parent meetings.
- Purchase recognition materials (i.e. trophies, certificates, plaques, etc.) to recognize students' achievement in attendance and academics.

In order to accomplish these objectives, Del Castillo Elementary will provide opportunities for all students to meet the state "Master" level of academic performance and use effective methods and instructional strategies that are established on scientifically based research that:

- Include strategies to address the needs of all students in school, particularly the needs of low-achieving At-risk students who are not meeting the State student academic achievement standards.
- Strengthen the core academic program.
- Increase the amount of quality instructional time, which includes the funding of after school tutorial for students who are At-Risk and in need of continuity in their instructional program to be successful in the succeeding school year.

Demographics

Demographics Summary

The SBDM committee will meet every other 6 wks to review the CIP goals and to amend the document appropriately to campus needs.

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The student population at Del Castillo Elementary School is approximately 280 as of PEIMS Snapshot (October 30, 2020) and serves students in grades Pre Kinder through Fifth Grade. According to the 2019-2020 Texas Academic Performance Report (TAPR) report of our campus profile, student population includes: Hispanich 98.8%, White 1.2%, Economically Disadvantaged 96.6%, Limited English Proficency (LEP) 54.3%, At-Risk 77%, Migrant 2.8%, Gifted and Talented 8.4%, Special Education 12.7%. Enrollment numbers have shown a slight increase over the past year due to "Open Enrollment" at the Elementary level. The mobility rate from home campus to neighboring campuses or within the district is high. A total of 248 students were identified as At-Risk with the highest number being identified under the LEP category. Based on the data, the retention rate was high in the 1st grade level (10.4%). Attendance Percentage for the 2018-2019 school year was 95.8%. Currently the average class size is 17:1 fro PreK-4th Grade and 5th grade average size is above 22:1. The academic instructional line for students is Faulk, Perkins, Besteiro and Porter and Lopez Early College High Schools. Procedures for overseeing demographic concerns include verifying daily attendance, allotting time for teacher/parent conferences, interventions for al at-risk students.

Currently Del Castillo Elementary has 2-PreK4 classes, 2- Kinder, 3-1st Grade, 2- 2nd Grade, 2-3rd Grade, 2-4th Grade, 2-5th Grade classes. Classes size range from 16 to 23 students.

3rd-5th Grade

The following information originated from the 2018-2019/2017-2018 TAPR results.

STAAR Summary of 3rd-5th Grades Tested

A student group that performed less than or equal to the state/district average in a given STAAR tested content are is identified as a priority.

2018-2019 TAPR: Reading-3rd Grade (Campus 80%, district 80%, state 76%), 4th Grade (Campus 74%, district 85%, state 79%), 5th Grade (Campus 83%, district, 91%, state 86%)

2017-2018 TAPR: Reading-3rd Grade (Campus 67%, district 80%, state 77%), 4th Grade (Campus 79%, district 85%, state 73%), 5th Grade (Campus 79%, district, 90%, state 84%)

2018-2019 TAPR: Math-3rd Grade (Campus 80%, district 80%, state 76%), 4th Grade (Campus 74%, district 85%, state 79%), 5th Grade (Campus 90%, district, 96%, state 90%)

2017-2018 TAPR: Math-3rd Grade (Campus 84%, district 86%, state 78%), 4th Grade (Campus 79%, district 86%, state 78%), 5th Grade (Campus 98%, district, 97%, state 91%)

2018-2019 TAPR: Writing-4th Grade (Campus 74%, district 78%, state 67%)

2017-2018 TAPR: Writing-4th Grade (Campus 80%, district 74%, state 63%)

2018-2019 TAPR: Science 5th Grade (Campus 54%, district 84%, state 75%)

2017-2018 TAPR: Science 5th Grade (Campus 79%, district 85%, state 76%)

Performance Variation Between All Student Groups and All Grades

	All Students	Hispanics	White	Economically Disadvantaged	At-Risk	Special Ed.	ELL
All Subjects	**77%**	**77%**	------------	**76%**	**52%**	**28%**	**77%**
Reading	79%	79%	------------	78%	63%	22%	78%
Mathematics	84%	84%	------------	83%	63%	44%	84%
Writing	74%	74%	------------	71%	48%	25%	77%
Science	54%	54%	------------	54%	35%	11%	48%

Demographics Strengths

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

Need Statements Identifying Demographics Needs

Need Statement 1 (Prioritized): Need to improve student attendance, students need to be recognized each 6 weeks students will receive incentives (Certificates, ribbons,popcorn, snow cones, pizza parties pencils...)organized by counselor, teachers and parent liaison. **Data Analysis/Root Cause:** Campus needs to meet attendance goal.

Need Statement 2 (Prioritized): Need to improve/monitor student attendance to meet the state requirement of 97%. Teachers will contact parents, document in a phone log the reason for the absence and will fill out a home visits request after two or more absences. Parent Liaison will conduct home visits for students with excessive absences. **Data Analysis/Root Cause:** Campus attendance rate has decreased throughout the school year. Currently our attendance is 94.8%

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

Need Statement 4 (Prioritized): Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 77%

Need Statement 5: Provide Migrant students with supplemental supplies to increase their attendance rate and assessment scores. **Data Analysis/Root Cause:** The need to help nine migrant students with supplemental supplies to sustain their attendance and grades

Student Learning

Student Learning Summary

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

 Our campus scores:

At-Risk profile for Economically Disadvantaged: 76%

Reading: 79%

Math: 84%

Writing: 74%

Science: 54%

 Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Student Learning Strengths

The following strengths were identified after all findings were analyzed by the SBDM Committee.

1. There was an increase in performance for all student groups in for Reading, Math, Writing and Science.
2. Progress monitoring Assessments (Campus and District) and State test results (STAAR, TELPAS) are used to improve instruction

3. The campus Met District Standard in Kinder Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOYresults.
4. The campus Met District Standard in 1st Grade Phonological Awareness, Phonics, and Listening Comprehension in TPRI EOY Results.
5. The campus Met District Standard in 2nd Grade Word Reading and Phonics in TPRI EOY Results.
6. The campus Met Standard in the Accountability Rating for the STAAR Test..
7. Teachers use the assessment data to apply research based intervention strategies.
8. Provide TIER II interventions to students that are demosntrating a need to improve in Reading
9. Recognition materials (Certificates per six weeks and trophies at end-of-year) to recognize students academic achievement

Need Statements Identifying Student Learning Needs

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

Need Statement 2 (Prioritized): Support all students that are demonstrating the need of academic help through TIER II/II interventions, Extended Day Enrichment, tutorials, Saturday Academy to meet the state's Performance standards. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations and all students. Implementation of explicit instruction during TIER II/II interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

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

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

Need Statement 5: Increase Phonological Awareness, Rapid Vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics percentages in TPRI/Tejas LEE assessments to meet the District's goal of 70% **Data Analysis/Root Cause:** Implementation of Phonological Awareness, Rapid Vocabulary Naming, Fluency, Reading Comprehension, Academic Vocabulary, Word Reading, and Phonics with fidelity.

Need Statement 6: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current At-Risk percentage 77%

Need Statement 7: Paraprofessionals will support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

School Processes & Programs

School Processes & Programs Summary

Del Castillo Elementary conducted campus surveys to help provide the data needed for adjustments in the Campus Improvement Plan. The survey results were reviewed by all teachers and staff making all stakeholders aware of the results. The SBDM members and faculty and staff analyzed the survey results along with benchmark scores due to the lack of STAAR scores due to COVID-19. The information from all committes were used to allocate funds in areas in need for activities and resources for the 2020-2021 Campus Improvement Plan.

Staff Quality, Recruitment, and Retention

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

Curriculum, Instruction, and Assessment Summary

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

School Context and Organization Summary

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

Technology Summary

Technology integration will continue growing at Del Castillo Elementary. The campus has 2 fully equipped computer labs. It has 7 mobile carts with laptops. It has 4 mobile carts with Ipads. Each teacher has a desktop; 2nd-5th grade teachers have a laptop, and a desktop. All teachers and special program teachers

have a SmartBoard and a projector. Each classroom has student desktops. In addition, the new Math and Science adoption has a technology resource component. Intervention programs are available on all computers used by students and each student has numerous opportunities to interact with technology. Students need to have access to different programs in order to take online test to be able to excel on TELPAS Reading. K-5th grade students will have access to new headphones in the computer lab to enhance interactive activities for oral language and thus facilitate their 2nd language acquisition. PK and K will be using tablets as part of the technology curriculum.

School Processes & Programs Strengths

The following strengths have been identified after the SBDM Committee analyzed findings:

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

Curriculum, Instruction, and Assessment Strengths

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

Technology Strengths

1. Computer rotations as needed (45 minutes a week)
2. Two computer labs
3. Computer access for students in all classrooms
4. Student access to Laptops, Tablets, and IPADS funded through State Compensatory, Title I, and Bilingual funds

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

Need Statements Identifying School Processes & Programs Needs

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

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

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

Need Statement 4 (Prioritized): Support all students that are demonstrating the need of academic help through TIER II/II interventions, Extended Day Enrichment, tutorials, Saturday Academy to meet the state's Performance standards. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations and all students. Implementation of explicit instruction during TIER II/II interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

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

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

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

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

Need Statement 9: Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current At-Risk percentage 77%

Perceptions

Perceptions Summary

School Culture and Climate Summary

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

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

Family and Community Involvement Summary

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

Data Sources Reviewed: The SBDM committee reviewed various data sources that have been listed in this year's CIP Comprehensive Needs Assessment Data Documentation Section.

The following sources provided valuable data for culture, climate, values, and beliefs in regards to the identification of needs:

1. Use of School Messenger to communicate with parents
2. Student and Teacher Campus Need Assessment Survey
3. Weekly Grade Level Meetings and Faculty Meetings
4. Hosting of parent events to celebrate students' academic achievement

Perceptions Strengths

The following strengths were identified after all findings were analyzed by the SBDM committee:

1. Grade Level, Faculty, and SBDM Meetings with school administration (Principal, Dean of Instruction, and Assistant Principal)
2. Parental Involvement Meetings
3. Administrative support to teachers
4. Campus facilities are well maintained, kept clean, and are adequate for the size of our student population
5. During teacher prepartation days, time is spent strictly for classroom/instructional preparation purposes
6. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse and Diagnostician are recognized
7. Counselor addresses students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
8. Bullying, Safety, and Drug/Alcohol Prevention presentations to promote a safe, comfortable and learning environment
9. Nurse involvement on Health presentations to students
10. Promote healthy, physically and emotionally students with physical fitness and nutrition activities and participation in the CATCH program
11. Student participation in Spelling BEE
12. Award Ceremonies
13. Virtual Meet the Teacher Night
14. eSchools Discipline Referral Process Plans and Documentation

Family and Community Involvement Strengths

1. Parent Center/Parent Liaison
2. Bi-Weekly Meetings with Parents
3. Parent representation on the following committees: LPAC, SBDM, Parent /Family Engagement Policy, School/Parent Compact, Title I Policy
4. Parent participation in curbside school events
5. Feedback given from parents regarding school needs through surveys
6. Administration and teachers readily available to parents (Parent Conferences)
7. Effective community relations.
8. School website updated continuously with information for parents and families
9. School Climate.

Data Sources Reviewed: The following sources provided data for Family and Community Involvement in the identification of needs:

- Parent Meetings feedback
- Parent Meetings attendance log
- Parent CNA Survey results

Need Statements Identifying Perceptions Needs

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

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

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

Need Statement 4: Increase number of parent volunteers and parents taking the CNA survey. **Data Analysis/Root Cause:** Majority of the parents have a limited knowledge of technology to do online survey on their own.

Need Statement 5 (Prioritized): Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students. **Data Analysis/Root Cause:** State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Need Statement 6 (Prioritized): Students need to have access to tablets and IPADS for classroom/academic use. Jamf School software licenses need to be purchased on an annual basis. **Data Analysis/Root Cause:** Instruction needs to be supported through technology.

Priority Need Statements

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

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

Need Statement 5 Areas: Demographics

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

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

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

Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students.

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

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

Need Statement 12: Increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings.

Data Analysis/Root Cause 12: Lack of parent interest at campus bi-weekly meetings and limited time available

Need Statement 12 Areas: Perceptions

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

Data Analysis/Root Cause 3: Campus attendance rate has decreased throughout the school year. Currently our attendance is 94.8%

Need Statement 3 Areas: Demographics

Need Statement 7: Support all students that are demonstrating the need of academic help through TIER II/II interventions, Extended Day Enrichment, tutorials, Saturday Academy to meet the state's Performance standards.

Data Analysis/Root Cause 7: State and district assessment data shows performance levels are below the state and gaps between special populations and all students. Implementation of explicit instruction during TIER II/II interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

Need Statement 7 Areas: Student Learning - School Processes & Programs

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

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

Need Statement 4 Areas: Perceptions

Need Statement 11: Need to conduct parent meetings and funds will be allotted to purchase materials, supplies, food and refreshments for parent meetings.

Data Analysis/Root Cause 11: Based on the CNA, parental involvement is a key connection between home and school.

Need Statement 11 Areas: Perceptions

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

Data Analysis/Root Cause 6: Current at-risk percentage 77%

Need Statement 6 Areas: Demographics

Need Statement 10: Students need to have access to tablets and IPADS for classroom/academic use. Jamf School software licenses need to be purchased on an annual basis.

Data Analysis/Root Cause 10: Instruction needs to be supported through technology.

Need Statement 10 Areas: School Processes & Programs - Perceptions

Need Statement 9: Dean of Instruction distributes instructional materials and provides immediate feedback by conducting classroom visits and walkthroughs.

Data Analysis/Root Cause 9: Dean will support At-Risk students

Need Statement 9 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Campus/District improvement plans (current and prior years)
- Covid-19 Factors and/or waivers for Assessment, Accountability, ESSA, Missed School Days, Educator Appraisals, etc.

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) and TELPAS Alternate results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local benchmark or common assessments data
- Prekindergarten Self-Assessment Tool
- Texas approved PreK - 2nd grade assessment data

Student Data: Student Groups

- Special education/non-special education population including discipline, progress and participation data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- 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
- Class size averages by grade and subject
- School safety data

Employee Data

- Staff surveys and/or other feedback

- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

Support Systems and Other Data

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

Goals

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

Performance Objective 1: Del Castillo student performance for all students, in grades 3rd-5th grade will exceed 2020 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, and science by 3 percentage points.

El rendimiento de los estudiantes de la escuela Del Castillo para todos los estudiantes, en los grados 3. deg a 5. deg, superara el porcentaje de STAAR 2020 Aproximadamente al nivel de grado y el rendimiento del nivel de grado de STAAR Masters en lectura, escritura, matematicas y ciencias en 3 puntos porcentuales.

Evaluation Data Sources: STAAR Performance reports.

Strategy 1 Details	Reviews			
Strategy 1: Develop oral language skills and increase listening, speaking, reading skills, reading fluency and writing proficiency through REACH, ELPS, CCRS, AND ELAR strategies in the classroom in order for students to systematically transition in English. In addition purchase supplies and resources as needed for student academic success. Also, all migrant students will receive grade appropriate school supplies and instructional materials on an as needed basis, with clothing and hygiene products to support their academic achievement.The LPAC Committee will meet to asses the language proficiency and assessment of the English Language Learners. Supplies will be bought to enhance activities with Bilingual students. (R,ELA, M, S, S.S.)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Desarrollar las habilidades del lenguaje oral y aumentar las habilidades para escuchar, hablar, leer, fluidez en la lectura y competencia en la escritura a traves de las estrategias REACH, ELPS, CCRS y ELAR en el aula para que los estudiantes realicen una transicion sistematica en ingles. Ademas, compre suministros y recursos segun sea necesario para el exito academico de los estudiantes. Ademas, todos los estudiantes migrantes recibiran utiles escolares y materiales de instruccion apropiados para su grado segun sea necesario, con ropa y productos de higiene para apoyar su rendimiento academico. El Comite LPAC se reunira para evaluar el dominio del idioma y la evaluacion de los estudiantes del idioma ingles. Se compraran utiles para mejorar las actividades con los estudiantes bilingues.

(lectura, artes de lenguaje, matematicas, ciencias)

Milestone's/Strategy's Expected Results/Impact: Increase in Performance of ELL Students in the following assessments as compared to the 2020-2021 School Year:
LPAC Minutes
Formative: SIOP Training, 6 hours of On-going Bilingual training, Bilingual clerk checks on every new student that registers, LPAC Chair informs parents of the benefits of staying in the Bilingual Program, LPAC reviews data

Summative Data:
LPAC EOY Documentation
2020 PBMAS Report
C-PM
TPRI/ Tejas Lee
1st and 2nd Grade Six Weeks Assessments TELPAS
3RD-5TH Grade STAAR Assessments

Staff Responsible for Monitoring: Administrators
Bilingual Teachers
Lead Teachers
LPAC Members
LPAC Chairperson

Title I Schoolwide Elements: 2.4 - **Population:** ELL students TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021

Need Statements: Demographics 1 - Student Learning 1, 2 - School Processes & Programs 3, 4 - Perceptions 5

Funding Sources: Substitutes Teacher Wages - 162 State Compensatory - 162-11-6112-18-120-Y-30-0K5-Y - $2,000, Supplies - 211 Title I-A - 211-11-6399-00-120-Y30-OF2-Y - $10,040, General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-120-Y

Strategy 2 Details	Reviews	
Strategy 2: The teachers (Including PreK3 and PreK4) will use Reading, Writing, Math and Science materials to master STAAR Standards, TEKS, Readiness and Supporting Standards. The students will demonstrate improvement in state	**Formative**	**Summative**

	Nov	Jan	Mar	June
assessments. (R, ELA, M, S, S.S.)				

Instructional materials, capital outlay, resources and supplies as needed will by provided to students or instructional use. Additionally, consumable supplies such as composition books for classroom use will be available to supplement the core curriculum and provide hands on practice and instruction, so that students will master the standards. Maintenance of classrooms for students will also be performed on a daily basis.

Los maestros (incluyendo PreK3 y PreK4) usaran materiales de Lectura, Escritura, Matematicas y Ciencias para dominar los Estandares STAAR, TEKS, Preparacion y Estandares de Apoyo. Los estudiantes demostraran una mejora en las evaluaciones estatales. (R, ELA, M, S, S.S.)
Los materiales de instruccion, el desembolso de capital, los recursos y los suministros segun sea necesario se proporcionaran a los estudiantes o para uso educativo. Ademas, habra suministros consumibles como libros de composicion para uso en el salon de clases para complementar el plan de estudios basico y proporcionar practica e instruccion practica, para que los estudiantes dominen los estandares. El mantenimiento de las aulas para los estudiantes tambien se realizara a diario.

Milestone's/Strategy's Expected Results/Impact: Increase in Performance in the following STAAR assessments as compared to the 2020-2021 School Year:

Benchmark, Assessments
3RD-5TH Grade Formative Walk-Throughs,
Lesson Plans
Progress Reports
Reading Fluency Charts

Summative Data:

2020-2021 STAAR Results
TPRI/ Tejas Lee
BOY/MOY/EOY Data
Evaluations
Staff Responsible for Monitoring: Administrators
All Teachers
and Support Staff
Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.4, 2.6 - **Comprehensive Support Strategy** - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021
Funding Sources: Copy Paper - 199 Local funds - 199-11-6396-00-120-Y-11-000-Y, General Supplies - 199 Local funds - 199-23-6399-65-120-Y-99-000-Y, Copy Paper - 162 State Compensatory - 162-11-6396-00-120-Y-30-000-Y, General Supplies-Printing Media Supplies - 162 State Compensatory - 162-11-6399-16-120-Y-30-000-Y, General Supplies - 162 State Compensatory - 162-11-6399-00-120-Y-30-000-Y, General supplies - 199 Local funds - 199-11-6399-00-120-Y-11-000-Y, Copy paper - 211 Title I-A - 211-11-6396-00-120-Y-30-0F2-Y, Resource Instructional Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP4-Y, PPCD Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP3-Y, PreK4 State Comp. Teacher Salaries - 162 State Compensatory - 162-11-6119-00-120-Y-34-00Y-

Strategy 3 Details	Reviews			
	Formative			**Summative**
Strategy 3: The librarian will provide instruction about other Library skills and research skills to student on a weekly basis to increase reading skills in all grade level and increase student achievement. Books will be purchased to supplement our current inventory in the library. Instructional classroom book sets will also be purchased to supplement our reading materials and to increase our reading skills (R, ELA)	**Nov**	**Jan**	**Mar**	**June**

La bibliotecaria proporcionara instruccion sobre otras habilidades de biblioteca y habilidades de investigacion a los estudiantes semanalmente para aumentar las habilidades de lectura en todos los niveles de grado y aumentar el rendimiento estudiantil. Se compraran libros para complementar nuestro inventario actual en la biblioteca. Tambien se compraran juegos de libros instructivos para el aula para complementar nuestros materiales de lectura y aumentar nuestras habilidades de lectura (Lectura, Artes de Lenguaje)

> **Milestone's/Strategy's Expected Results/Impact:** Reading Fluency will increase by 15 words every six weeks

> Schedules

> Formative: Walk throughs

> Summative:

> 2020-2021 STAAR Results
> TELPAS
> TPRI Results

> **Staff Responsible for Monitoring:** Librarian,
> Teachers
> Administrators

> **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021
> **Funding Sources:** General Supplies - 199 Local funds - 199-12-6399-00-120-Y-99-000-Y

Strategy 4 Details		Reviews			
Strategy 4: Small group and Individualized Instruction based on recent benchmark scores. Campus administrators will conduct more classroom walk-throughs and classroom visits to ensure that teachers are providing small group and individualized instruction based on student needs. Instruccion individualizada y en grupos pequenos basada en puntajes de referencia recientes. Los administradores del campus realizaran mas recorridos y visitas a los salones de clase para garantizar que los maestros brinden instruccion en grupos pequenos e individualizada segun las necesidades de los estudiantes.		**Formative**			**Summative**
		Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Walkthrough documentation Monitor for small group instruction Summative: EOY TPRI/Tejas LEE assessment C-PM EOY test Reading and Writing STAAR scores TELPAS Online Reading test **Staff Responsible for Monitoring:** Administration Dean of Instruction **Title I Schoolwide Elements:** 2.4, 2.5, 2.6 - **Population:** AR SE Non-Lep LEP MI DYS GT TI - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021					

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

Performance Objective 1 Need Statements:

Demographics
Need Statement 1: Need to improve student attendance, students need to be recognized each 6 weeks students will receive incentives (Certificates, ribbons,popcorn, snow cones, pizza parties pencils...)organized by counselor, teachers and parent liaison. **Data Analysis/Root Cause**: Campus needs to meet attendance goal.

Student Learning
Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.
Need Statement 2: Support all students that are demonstrating the need of academic help through TIER II/II interventions, Extended Day Enrichment, tutorials, Saturday Academy to meet the state's Performance standards. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations and all students. Implementation of explicit instruction during TIER II/II interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

School Processes & Programs

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

Need Statement 4: Support all students that are demonstrating the need of academic help through TIER II/II interventions, Extended Day Enrichment, tutorials, Saturday Academy to meet the state's Performance standards. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations and all students. Implementation of explicit instruction during TIER II/II interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

Perceptions

Need Statement 5: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

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

Performance Objective 2: Del Castillo early childhood performance will increase by 5 percentage points over end-of-year 2021 results.

El desempeno en la primera infancia de Del Castillo aumentara en 5 puntos porcentuales con respecto a los resultados de fin de ano 2021.

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

Strategy 1 Details	Reviews			
Strategy 1: Highly qualified paraprofessionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Las asistentes son altamente calificado/as a ayudaran las necesidades de los estudiantes de bajo rendimiento a traves de instruccion individualizada y en grupos pequenos para mejorar sus habilidades. **Milestone's/Strategy's Expected Results/Impact:** Formative: BOY and MOY C-PM test PK OWL Student Screening Assessments Walk-throughs Lesson Plans Summative: EOY C-PM and OWL results, Purchase Orders **Staff Responsible for Monitoring:** Paraprofessionals Teachers Administrators **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021 **Funding Sources:** Extra Duty Pay Overtime - 199 Local funds - 199-11-6121-51-120-Y-11-000-Y, Extra Duty Pay Overtime - 199 Local funds - 199-23-6121-08-120-Y-99-000-Y				

Strategy 2 Details	Reviews			
Strategy 2: The campus will implement a coordinated systematic plan at the campus and classroom level that includes the use of CIRCLE/ C-PM, TPRI/ TEJAS LEE, STAAR Progress Monitoring Assessments, Benchmarks, TELPAS and Language Progress Reports to provide reinforcement of reading skills to all students (R)	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2 Details	Reviews			

Strategy 2: The campus will implement a coordinated systematic plan at the campus and classroom level that includes the use of CIRCLE/ C-PM, TPRI/ TEJAS LEE, STAAR Progress Monitoring Assessments, Benchmarks, TELPAS and Language Progress Reports to provide reinforcement of reading skills to all students (R)

La escuela implementara un plan sistematico coordinado a nivel del campus y del aula que incluye el uso de CIRCLE / C-PM, TPRI / TEJAS LEE, evaluaciones de monitoreo de progreso STAAR, puntos de referencia, TELPAS e informes de progreso del idioma para brindar refuerzo de las habilidades de lectura a todos. estudiantes (R)

Milestone's/Strategy's Expected Results/Impact: Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2020-2021
C-PM
TPRI/ Tejas Lee
1st and 2nd Grade Six Weeks Assessments TELPAS
3RD-5TH Grade STAAR Assessments
Formative:
Campus Benchmarks, PMA Results, TPRI/ Tejas Lee, Progress Monitoring, Progress Reports, Grades

Summative:
STAAR Results,
Report Cards
TELPAS, TPRI/ Tejas Lee
EOY C-PM

Staff Responsible for Monitoring: Administrators
All Teachers
and Support Staff

Population: TI, MI, ELL, SE, AR, GT, DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021

Strategy 3 Details	Reviews			
Strategy 3: The Pre-K program will be provided the full day in order to better prepare qualified students academically.	Formative			Summative
	Nov	Jan	Mar	June
El programa de Pre-K se proporcionara el dia completo para preparar mejor a los estudiantes calificados academicamente.				

Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, student progress reports, Lesson Plans,
C-PM
(BOY & MOY)

Summative: C-PM (EOY)

Staff Responsible for Monitoring: Campus Administration
Administrator for State Compensatory Education

Population: AR, TI, MI, LEP - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021

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

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

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

El 80% de los estudiantes estaran a nivel de grado dentro de 2 anos y el 70% estara en Aproximadamente el nivel de grado para todas las evaluaciones STAAR.

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

Strategy 1 Details	Reviews			
Strategy 1: Del Castillo will implement tutorials and remediation strategies in Reading, Math, and Science for At-Risk and low performing students in order to decrease failing rates and improve student achievement.	**Formative**			**Summative**
Extended Day/After School Program	**Nov**	**Jan**	**Mar**	**June**
PK-5th grade students will participate in our Extended Day/After school program as part of an enrichment activity. Our teachers and instructional paraprofessionals will provide academic and extra curricular activities in an effort to motivate our students. These tutorials will be conducted during the school year either through Tier II time (K-5th) morning Tutorial (1st -5th) and after school Tutorial (3rd -5th) Research based interventions will be provided to increase student achievement. Supper meals will be provided for the students. La escuela Del Castillo implementara tutorias y estrategias de recuperacion en lectura, matematicas y ciencias para estudiantes en riesgo y de bajo rendimiento con el fin de disminuir las tasas de reprobacion y mejorar el rendimiento estudiantil. Programa de dia extendido / despues de la escuela Los estudiantes de PK a 5o grado participaran en nuestro programa de dia extendido / despues de la escuela como parte de una actividad de enriquecimiento. Nuestros maestros y paraprofesionales de instruccion proporcionaran actividades academicas y extracurriculares en un esfuerzo por motivar a nuestros estudiantes. Estas tutorias se llevaran a cabo durante el ano escolar, ya sea a traves de la tutoria matutina de nivel II (K-5 deg) (1 deg a 5 deg) y la tutoria despues de la escuela (3o-5o) Se proporcionaran intervenciones basadas en la investigacion para aumentar el rendimiento estudiantil. Se proporcionaran cena a los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: 5 % increase in Performance Tutorial Time sheets Tutorial classroom observations Student Progress reports Attendance Sheets Permission Slips Eschools Plus generated Tutorial Schedule Attendance Sheets Tutorial Lesson Plans Benchmark Scores				

Summative:

STAAR Results
TAPR
TPRI / Tejas Lee
Staff Responsible for Monitoring: Principal
Dean of Instruction
Tutorial Teachers
Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.4, 2.5, 2.6 - **Comprehensive Support Strategy - Population:** AR TI MI LEP
 - **Start Date:** September 1, 2021 - **End Date:** May 31, 2022
Funding Sources: Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-120-Y-24-SSI-Y, Extra
Duty Pay-Extended Day Certified - 162 State Compensatory - 162-11-6118-00-120-Y-30-ASP-Y, Rental - 199
Local funds - 199-23-6269-00-120-Y-99-000-Y, Transportation - 199 Local funds - 199-11-6494-00-120-
Y-11-000-Y, Extra Duty Pay-Extended Day Certified - 211 Title I-A - 211-11-6118-00-120-Y-30-ASP-Y,
Fringe Benefits - 211 Title I-A - 211-11, Fringe Benefits - 211 Title I-A - 211-13

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

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

Performance Objective 1: Del Castillo will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

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

Strategy 1 Details	Reviews			
Strategy 1: Del Castillo will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
CNA pg. 16 **Milestone's/Strategy's Expected Results/Impact:** Formative: draft energy plan Summative: comparison of energy usage for 2018 to 2019 indicating decreased usage **Staff Responsible for Monitoring:** Principal Asst. Principal handling facilities Head Custodian **Population:** All department and campus facilities - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				
Strategy 2 Details	Reviews			
Strategy 2: Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Formative: draft facilities plan	**Nov**	**Jan**	**Mar**	**June**
 Summative: 5-year maintenance and upgrade plan **Staff Responsible for Monitoring:** Principal Asst. Principal handling facilities Head Custodian **Population:** All departments and campus facilities - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021 **Funding Sources:** General Warehouse Custodial Supplies - 199 Local funds - 199-51-6315-00-120-Y-99-000-Y , General Supplies Custodial - 199 Local funds - 199-51-6399-00-120-Y-99-000-Y, Extra Duty-Overtime - 199 Local funds - 199-51-6121-47-120-Y-99-000-Y, Furniture - 199 Local funds - 199-23-6399-45-120-Y-99-000-Y				

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

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

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

    Evaluation Data Sources: Fiscal reports for district, internal and external audit reports and FIRST ratings.

Strategy 1 Details				Reviews			
Strategy 1: Del Castillo will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments.				**Formative**			**Summative**
				Nov	**Jan**	**Mar**	**June**

Need: Board approved goal priority
  Milestone's/Strategy's Expected Results/Impact: Increase in Performance
Tutorial Time sheets, Attendance Sheets, and Permission Slips
Formative:
Eschools PLUS generated Tutorial Schedule, Attendance Sheets, Tutorial Lesson Plans, Tutorial Teacher Observation, Benchmark Scores, and Student Progress Reports
Summative:
STAAR Results
TAPR
TPRI/ Tejas Lee
  Staff Responsible for Monitoring: Principal
Asst. Principal
Dean
 	
  Population: BISD Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021							

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

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

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

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

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

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

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

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

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

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

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

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

Strategy 3 Details	Reviews			
Strategy 3: Critical Success Factors CSF 5, CSF 6 Del Castillo will update website at least monthly including showcasing student and community activities.	Formative			Summative
	Nov	Jan	Mar	June
Need: Decreasing enrollment/ Board approved goal priority **Milestone's/Strategy's Expected Results/Impact:** Formative: Updated campus website on a weekly basis Summative: Annual compilation of campus website updates **Staff Responsible for Monitoring:** Principal Librarian TST **Population:** BISD Stakeholders - **Start Date:** December 1, 2020 - **End Date:** June 1, 2021				
0% No Progress 100% Accomplished → Continue/Modify ✗ Discontinue				

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

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

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

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

Strategy 2 Details		Reviews			
Strategy 2: Parents will be notified as soon as possible of any discipline concerns.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: PEIMS Discipline Reports		Nov	Jan	Mar	June
Formative: Communication Logs Parent Liaison Logs Teacher Notes Summative: PEIMS Discipline Reports and Discipline Referral Forms **Staff Responsible for Monitoring:** Principal Assistant Principal Teachers Counselor **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021					
Strategy 3 Details		Reviews			
Strategy 3: An assembly will be held to provide Conflict Resolution Management Training to all faculty and staff. Incentives and resources will be provided for teacher to motivate and maintain campus morale.		**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Safe School Environment		Nov	Jan	Mar	June
Formative: Monthly Counselor Log Signature Sheets Professional Development System Evaluations Summative: PEIMS Discipline Reports and Discipline Referral Logs **Staff Responsible for Monitoring:** Administrators Counselor **Population:** Faculty and Staff - **Start Date:** August 25, 2020 - **End Date:** August 28, 2020					

Strategy 4 Details	Reviews			
Strategy 4: Professional Development and assistance including district mandated "Discipline" will be provided for all teachers needing classroom management in order to promote a safe environment. Students will be provided with a "Bullying and Safety" Presentation.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Safe School Environment Formative: Teacher Observation Professional Development System Transcript Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Administrators Teachers Counselors Nurse **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				
Strategy 5 Details	Reviews			
Strategy 5: Teachers will utilize eSchools to report and document behavior incidents or concerns.	**Formative**			**Summative**
Milestone's/Strategy's Expected Results/Impact: Safe School Environment	**Nov**	**Jan**	**Mar**	**June**
 Formative: eSchoolsDiscipline Referrals Summative: PEIMS Discipline Reports **Staff Responsible for Monitoring:** Principal Assistant Principal All Teachers **Population:** All Teachers - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

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

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

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

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

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

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

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

Strategy 4 Details	Reviews			
	Formative			Summative
Strategy 4: School counselors ensure that support services for students identified as homeless are provided. Homeless students are immediately registered and provided with a free and appropriate education.	**Nov**	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Walkthroughs, student progress reports, Lesson Plans, C-PM (BOY & MOY) Summative: C-PM (EOY) **Staff Responsible for Monitoring:** Homeless Liaison Counselors **Population:** HOM, AR - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021				

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

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

Performance Objective 1: There will be a 5% increase of parents involved in campus/district parental involvement activities from 2020-2021 to 2021-2022. Habra un aumento del 5% de padres involucrados en actividades de participacion de padres del campus / distrito de 2020-2021 a 2021-2022

Evaluation Data Sources: Formative:
Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus

Summative:
Increase 5% parent participation
Increase % student attendance
Increase student STAAR scores

Strategy 1 Details	Reviews			
Strategy 1: Del Castillo Elementary will continue to fund Parent Liaison the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 1: Del Castillo Elementary will continue to fund Parent Liaison the purpose of educating parents with current information during weekly/monthly meetings that address issues and expectations that will impact their children's academic and attendance needs.
* Conduct parent contacts via home visits, phone calls and/or obtain signatures, document history of parent contact for attendance purposes and parent contacts in eSchoolPlus.
*Parent Liaisons will set up parent station with an easily identifiable canopy to obtain signatures on district forms, parent conferences and curbside activities related to parent and family engagement and or attendance.
* Upload and store Title I-A Compliance requirements documentation and of other parent activities into the Title I crate.

La Primaria Del Castillo continuara financiando a Parent Liaison con el proposito de educar a los padres con informacion actualizada durante las reuniones semanales / mensuales que abordan problemas y expectativas que afectaran las necesidades academicas y de asistencia de sus hijos.
* Realizar contactos con los padres a traves de visitas domiciliarias, llamadas telefonicas y / u obtener firmas, documentar el historial del contacto con los padres para fines de asistencia y contactos con los padres en eSchoolPlus.
* Los enlaces de padres establecera una estacion para padres con un toldo facilmente identificable para obtener firmas en los formularios del distrito, conferencias de padres y actividades en la acera relacionadas con la participacion o asistencia de los padres y la familia.
* Cargue y almacene la documentacion de los requisitos de cumplimiento del Titulo I-A y de otras actividades de los padres en la caja del Titulo I.

> **Milestone's/Strategy's Expected Results/Impact:** Formative:
> Weekly Reports: Contact logs, Composite Report, Monthly Calendar, eSchoolPlus
>
> Summative:
> Increase % parent participation
> Increase % student attendance
> Increase student STAAR scores
> **Staff Responsible for Monitoring:** Principal
>
> **Title I Schoolwide Elements:** 3.2 - **Population:** Parent Liaison - **Start Date:** August 11, 2021 - **End Date:** June 3, 2022 - **Revision Date:** June 10, 2021
> **Need Statements:** Perceptions 3
> **Funding Sources:** Parent liaison mileage - 199 Local funds - 199-61-6411-00-120-Y-99-000-Y

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Del Castillo will develop and disseminate the Parent and Family Engagement Policy and the S-P-S Compact to parents of participating Title I-A students and post on campus website in English and Spanish. Del Castillo will conduct a parent/teacher conference to review the S-P-S Compact. La escuela Del Castillo desarrollara y difundira la Politica de participacion de los padres y la familia y el Pacto S-P-S a los padres de los estudiantes participantes del Titulo I-A y lo publicara en el sitio web del campus en ingles y espanol. Del Castillo llevara a cabo una conferencia de padres y maestros para revisar el Pacto S-P-S.	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Formative: Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores **Staff Responsible for Monitoring:** Principal Parent Liaison Classroom teachers **Title I Schoolwide Elements:** 3.1, 3.2 - **Population:** Parents and students - **Start Date:** August 17, 2021 - **End Date:** October 22, 2021 - **Revision Date:** June 10, 2021				

Strategy 3 Details	Reviews			
Strategy 3: Ensure representation of community and parent involvement in the decision-making process on campus; DPAC, SBDM and other school committees. Parents will participate in the annual review and/or revision of the following to ensure program requirements are met: * Parent and Family Engagement Policy * School-Parent-Student Compact *Campus Improvement Plan (Goal 6) Asegurar la representacion de la comunidad y la participacion de los padres en el proceso de toma de decisiones en el campus; DPAC, SBDM y otros comites escolares. Los padres participaran en la revision anual y / o revision de lo siguiente para garantizar que se cumplan los requisitos del programa: * Politica de participacion de los padres y la familia * Acuerdo entre la escuela, los padres y los estudiantes * Plan de mejora del campus (meta 6)	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Agendas Sign In Sheets Summative: Composite of Meeting Agendas STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021				

Strategy 4 Details	Reviews			
Strategy 4: Invite community agencies/organizations to participate and disseminate information about the public services	**Formative**			**Summative**
that their agencies offer in order to continue building strong community partnerships. Create partnerships through a campus volunteer program.	**Nov**	**Jan**	**Mar**	**June**
Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success. Invitar a las agencias / organizaciones comunitarias a participar y difundir informacion sobre los servicios publicos que ofrecen sus agencias con el fin de continuar construyendo asociaciones comunitarias solidas. Cree asociaciones a traves de un programa de voluntarios del campus. Reconocer a los socios de la comunidad y a los padres voluntarios por sus esfuerzos para apoyar las metas del distrito / campus para aumentar el exito de los estudiantes. **Milestone's/Strategy's Expected Results/Impact:** Formative: Sign In sheets Agendas Summative: STAAR Results, Attendance Rate Discipline Referrals Parent Participation Composite of EOY Survey **Staff Responsible for Monitoring:** Principal Parent Liaison **Title I Schoolwide Elements:** 3.1 - **Population:** Parents and Students - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021 **Funding Sources:** General Supplies - 199 Local funds - 199-61-6399-00-120-Y-99-000-Y, Miscellaneous - 199 Local funds - 199-61-6499-53-120-Y-99-000-Y, Parent Liaison Mileage - 211 Title I-A - 211-61-6411-00-120-Y-30-0F2-Y				

Strategy 5 Details	Reviews			
Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 5 Details	Reviews			

Strategy 5: Provide flexible meeting times for Parent Education opportunities through parent conferences and parent training sessions to address the needs and/or concerns, but not limited to the following areas:
* Building capacity through training using appropriate equipment and materials for parent and community access to resources
*College Readiness
* Community agencies and organizations resources
* Drop-out and Violence prevention
* Early Childhood Literacy Strategies
* Effective teaching strategies in content areas
* Health and Wellness Education
* Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life
* Special Population resources and supports for Bilingual, Dyslexia, G. T. Migrant, and At-Risk students, etc.
 	
Proporcionar horarios de reunion flexibles para oportunidades de educacion para padres a traves de conferencias de padres y sesiones de capacitacion para padres para abordar las necesidades y / o inquietudes, pero no se limitan a las siguientes areas:
* Desarrollar la capacidad a traves de la capacitacion utilizando equipos y materiales apropiados para que los padres y la comunidad tengan acceso a los recursos.
*Preparacion para la universidad
* Recursos de agencias y organizaciones comunitarias
* Prevencion de la desercion y la violencia
* Estrategias de alfabetizacion en la primera infancia
* Estrategias de ensenanza efectivas en areas de contenido.
* Educacion sobre salud y bienestar
* Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.
* Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G. T., migrantes y en riesgo, etc.
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:
 	
    Agendas, Sign-In Sheets,
    Contact Log,
    Parent Meeting Sign-In Sheets,
 	
    Summative:
    Increase % parent participation
    Increase % student attendance
    Increase student STAAR scores
    Staff Responsible for Monitoring: Principal
    Parent Liaison
 	
    Title I Schoolwide Elements: 3.1 - **Population:** Parent and Family Engagement - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021				

Strategy 6 Details	Reviews			
	Formative			**Summative**
Strategy 6: The Parent Liaison and/or parents will have the opportunity to participate in local, regional, and state professional development trainings and conferences to expand their knowledge of the latest scientific, research-based best practices to better support instruction, improve understanding thus providing a more comprehensive supplemental support to students and families. El enlace con los padres y / o los padres tendran la oportunidad de participar en capacitaciones y conferencias de desarrollo profesional locales, regionales y estatales para ampliar su conocimiento de las mejores practicas cientificas mas recientes basadas en la investigacion para apoyar mejor la instruccion, mejorar la comprension y proporcionar asi una mayor apoyo complementario integral para estudiantes y familias. **Milestone's/Strategy's Expected Results/Impact:** Formative: Parent Meetings Summative: Composite of Survey Results **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Parents and Parent Liaison - **Start Date:** August 17, 2022 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021	**Nov**	**Jan**	**Mar**	**June**

Strategy 7 Details	Reviews			
Strategy 7: Host a "Parent Orientation Day" to inform parents and community members of daily standard operations procedures and District Policy.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

* Student Code of Conduct
* Student / Parent Compact
* Emergency Operations Procedure
* Volunteer Guidelines and Opportunities
 	
Se Organizara un "Dia de orientacion para padres" para informar a los padres y miembros de la comunidad sobre los procedimientos operativos estandar diarios y la politica del distrito.
 	
* Codigo de Conducta Estudiantil
* Acuerdo entre estudiantes y padres
* Procedimiento de operaciones de emergencia
* Pautas y oportunidades para voluntarios
 	
    Milestone's/Strategy's Expected Results/Impact: Formative:
    District and Campus Parental Involvement Policy
    Parental Involvement meetings, agendas, & sign-in sheets
    School-Parent-Student Compacts
    School-Parent-Student Compact counts
 	
    Summative:
    Composite of End of Year Survey-Title I-A
    Parental Involvement Compliance checklist
    STAAR results
    Attendance rate
    Discipline referrals
    Staff Responsible for Monitoring: Principal
    Parent Liaison
 	
    Title I Schoolwide Elements: 3.2 - **Population:** Parents and the Community - **Start Date:** September 1, 2021 - **End Date:** September 30, 2021 - **Revision Date:** June 10, 2021				

Strategy 8 Details	Reviews			
Strategy 8: Educate staff during faculty meetings as to the benefits of a strong parent-school partnerships that includes: making copies, laminating, sorting materials, cutting, and placing materials in order to increase academic success.	Formative			Summative
	Nov	**Jan**	**Mar**	**June**
Educar al personal durante las reuniones de la facultad sobre los beneficios de una solida asociacion entre padres y escuela que incluye: hacer copias, plastificar, clasificar materiales, cortar y colocar materiales para aumentar el exito academico. **Milestone's/Strategy's Expected Results/Impact:** Formative: Agendas Sign In Sheets Summative: CNA Parent Survey STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison **Population:** Faculty and Staff - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 - **Revision Date:** June 10, 2021				

Strategy 9 Details	Reviews			
Strategy 9: Students in Pre-Kinder and Kinder will be accompanied by their parents for a Thanksgiving Feast to promote parental involvement.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Los estudiantes de Pre-Kinder y Kinder seran acompanados por sus padres para una Fiesta de Accion de Gracias para promover la participacion de los padres. **Milestone's/Strategy's Expected Results/Impact:** Formative: Lesson Plans Summative: Report Card STAAR Results Attendance Rate Discipline Referrals **Staff Responsible for Monitoring:** Principal Parent Liaison Pre-Kinder and Kinder Teachers **Population:** Pre-Kinder and Kinder students - **Start Date:** November 1, 2021 - **End Date:** November 19, 2021 - **Revision Date:** June 10, 2021				
0% No Progress	100% Accomplished	→ Continue/Modify	✖ Discontinue	

Performance Objective 1 Need Statements:

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

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

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

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

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

Strategy 2 Details	Reviews			
Strategy 2: Teachers, counselor and administrators will attend professional development opportunities to improve their level of rigor in the classroom and to monitor success in the classroom. Vertical and horizontal alignment meetings will be held to share information and teaching practices and strategies in order to facilitate students transition from Pre-Kinder -5th grade as well as increase the level of rigor in lessons and instruction.	Formative			Summative
	Nov	Jan	Mar	June
Milestone's/Strategy's Expected Results/Impact: Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2018-2019 C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments Formative Walk-Throughs, Lesson Plans Progress Reports Summative Data: Teacher Evaluations (T-TESS), TANGO TRENDS Data EOY Reports **Staff Responsible for Monitoring:** Administrators All Teachers and Support Staff **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** May 31, 2021 **Funding Sources:** Substitute Teachers - 199 Local funds - 199-11-6112-18-120-Y-99-000-Y, General Supplies - 211 Title I-A - 211-13-6399-00-120-Y-30-AYP-Y, Counselor Travel - 199 Local funds - 199-31-6411-23-120-Y-99-032-Y, Administrative PD - 211 Title I-A - 211-23-6497-23-120-Y30-0F2				
0% No Progress　　100% Accomplished　　→ Continue/Modify　　✗ Discontinue				

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

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

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

Strategy 1 Details	Reviews			
Strategy 1: Del Castillo Elementary will increase the accessibility for all students in technology based instruction across all subject areas by providing new software and software renewals, hardware at the campus for computer technology (laptops with licenses, printers, storage carts for laptops, interactive flat panels, document cameras, projectors, and instructional supplies, including protective supplies like IPAD covers, etc. to enhance instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Formative: Trainings Benchmarks, Classroom projects, students competitions Summative: STAAR Scores, EOY grades, Benchmarks **Staff Responsible for Monitoring:** Principal Librarian Campus TST Teachers **Population:** All Teachers - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Need Statements:** Student Learning 1, 4 - School Processes & Programs 1, 3 - Perceptions 5				

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

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

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

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

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

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

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

Performance Objective 1 Need Statements:

Student Learning
Need Statement 1: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.
Need Statement 4: Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause**: Replace outdated or obsolete technology items.

School Processes & Programs
Need Statement 1: Upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, light bulbs for projectors, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause**: Replace outdated or obsolete technology items.
Need Statement 3: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

Perceptions
Need Statement 5: Need to improve Reading/Literacy skills, Math, Writing & Science at all levels and in all content areas. Additional instructional materials and supplies will be purchased to strengthen the rigor of the curriculum. Also, Supplemental supplies/workbooks will be purchased to support the district curriculum for migrant students. **Data Analysis/Root Cause**: State and district assessment data shows performance levels are below the state and gaps between special populations, Migrant students and all students. Due to Funds 199 being expended, other monies from other funds need to be utilized for the purchase of additional instructional materials and supplies.

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

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

Aumentar la tasa de asistencia general al 96.8% con un objetivo de 97.5% para las escuelas primarias, 97% para las escuelas intermedias y 96% para las escuelas secundarias y mejorar la tasa de asistencia de los estudiantes en riesgo en un 10% con respecto a la asistencia del ano anterior.

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

Strategy 1 Details	Reviews			
Strategy 1: Del Castillo will conduct home visits and monitor absence codes to find out the reasons for students being out of school.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Del Castillo realizara visitas domiciliarias y supervisara los codigos de ausencia para averiguar las razones por las que los estudiantes no asisten a la escuela. **Milestone's/Strategy's Expected Results/Impact:** Increase student attendance to 98% Formative: Daily Attendance Rate **Staff Responsible for Monitoring:** Principal Assistant Principal Parent Liaison Data Entry Clerk **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

Strategy 2 Details	Reviews			
	Formative			**Summative**
Strategy 2: Counselor will recognize and award incentives to students with perfect attendance per week, and every six weeks and at the end of the school year. Students will be provided with incentives (Trophies, ribbons, certificates, stickers, pencils, notepads, behavior activity books, etc.) to promote perfect attendance and motivate students to be at school every day.	**Nov**	**Jan**	**Mar**	**June**

Strategy 2: Counselor will recognize and award incentives to students with perfect attendance per week, and every six weeks and at the end of the school year. Students will be provided with incentives (Trophies, ribbons, certificates, stickers, pencils, notepads, behavior activity books, etc.) to promote perfect attendance and motivate students to be at school every day.

La consejera reconocera y otorgara incentivos a los estudiantes con asistencia perfecta por semana, cada seis semanas y al final del ano escolar. Los estudiantes recibiran incentivos (trofeos, cintas, certificados, calcomanias, lapices, libretas, libros de actividades de comportamiento, etc.) para promover la asistencia perfecta y motivar a los estudiantes a estar en la escuela todos los dias.

Milestone's/Strategy's Expected Results/Impact: Increase student attendance to 98%

Formative:

Daily and Weekly Attendance Reports
Awards each six weeks

Summative:

Yearly ADA Reports
End of Year awards & recognition

Staff Responsible for Monitoring: Administrators
Classroom Teachers
Counselors
Parent Liaison
Data Entry Clerk

Title I Schoolwide Elements: 2.5 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
Funding Sources: Awards, trophies - 199 Local funds - 199-11-6498-00-120-Y-11-000-Y, Miscellaneous - 199 Local funds - 199-11-6499-53-120-Y-11-000-Y, Incentives - 199 Local funds - 199-31-6399-00-120-Y-99-000-Y

Strategy 3 Details	Reviews			
	Formative			Summative
Strategy 3: Phone calls will be made on a daily basis commencing at 8:15 a.m. by the Parent Liaison, and a home visit will be conducted after the second student absence. This includes teacher responsibility to make parent contact on a daily basis during planning periods or after school. Del Castillo Elementary will participate on Walk for the Future district activities.	**Nov**	**Jan**	**Mar**	**June**

Las llamadas telefonicas se realizaran todos los dias a partir de las 8:15 a.m. por el enlace de padres, y se realizara una visita al hogar despues de la segunda ausencia del estudiante. Esto incluye la responsabilidad del maestro de comunicarse con los padres a diario durante los periodos de planificacion o despues de la escuela. La Primaria Del Castillo participara en las actividades del distrito Walk for the Future.

    Milestone's/Strategy's Expected Results/Impact: Increase student attendance to 98%

    Formative: Teacher Referrals to Parent Liaison and Communication Logs

    Summative:

    Weekly Attendance Log
    Staff Responsible for Monitoring: Administration
    Classroom Teachers
    Parent Liaison

    Title I Schoolwide Elements: 2.6 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022
    Funding Sources: Walk for the Future - 162 State Compensatory - 162-61-6399-00-120-Y-30-000-Y

Strategy 4 Details	Reviews			
Strategy 4: Train Attendance Clerk and Parent Attendance Liaison to consistently monitor and communicate student's daily absences and tardiness to parents and staff to promote and ensure rapid system of communication to reduce student absences and tardiness and increase instructional opportunities for students. Parent Liaison will also communicate the importance of attendance to parents through parent meetings.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
Milestone's/Strategy's Expected Results/Impact: Increase student attendance to 98%				

Formative:
Professional Development System Report
Six Weeks Attendance Report
School Messenger Notification
System Report
Summative:
 Yearly ADA Report

Staff Responsible for Monitoring: Principal
Campus PEIMS
Supervisor
Data Entry Clerk
Parent Liaison

Population: Data Entry Clerk Parent Liaison - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021

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

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

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

Todos las escuelas desarrollaran estrategias de prevencion e intervencion que aumentaran el rendimiento de los estudiantes en riesgo en STAAR en un 10%.

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

Strategy 1 Details	Reviews			
Strategy 1: The campus will implement intervention through the Response to Intervention (RTI) 3 Tier Model in order to support student academic growth and success. * Universal Screening *All interventions should be scientifically research based. * Documentation of interventions and progress monitoring * Use data to identify areas of need. *Monitor progress of struggling students * Adjust instruction / interventions * Review student outcome data to evaluate instruction * REVIEW 360 Tier I - A minimum of 90 minutes devoted to ELAR instruction. Tier II- 30 minutes per day in small group in addition to the core instruction. Tier III - 30 minutes per day in individual or small group instruction in addition to the core curriculum. (R, ELA, M) El campus implementara la intervencion a traves del Modelo de 3 niveles de Respuesta a la Intervencion (RTI) para apoyar el crecimiento academico y el exito de los estudiantes. * Proyeccion universal * Todas las intervenciones deben basarse en investigaciones cientificas. * Documentacion de intervenciones y seguimiento del progreso. * Utilice datos para identificar areas de necesidad. * Supervisar el progreso de los estudiantes con dificultades * Ajustar instruccion / intervenciones * Revisar los datos de resultados de los estudiantes para evaluar la instruccion. * REVISION 360 Nivel I: un minimo de 90 minutos dedicados a la instruccion ELAR. Nivel II: 30 minutos por dia en grupos pequenos ademas de la instruccion basica.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Nivel III: 30 minutos por dia en instruccion individual o en grupos pequenos ademas del plan de estudios basico.

(lectura, artes de lenguaje, matematicas)

Milestone's/Strategy's Expected Results/Impact: Decrease by 5% in the number of Tier II and Tier III students compared to the 2019-2020 School Year:
RTI Forms

Summative:
C-PM
TPRI/ Tejas Lee
1st and 2nd Grade Six Weeks Assessments TELPAS
3RD-5TH Grade STAAR Assessments

Report Cards
Staff Responsible for Monitoring: Administrators
All Teachers
and Support Staff

Title I Schoolwide Elements: 2.6 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022

Strategy 2 Details	Reviews			
Strategy 2: PreK3-5th Grade students will use an A-Z Word Wall to learn academic vocabulary. The word wall will be interactive and utilized throughout the content areas.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 2: PreK3-5th Grade students will use an A-Z Word Wall to learn academic vocabulary. The word wall will be interactive and utilized throughout the content areas.

Milestone's/Strategy's Expected Results/Impact: Increase by 5% in Performance in the following assessments:

Word Wall

Formative:
Benchmark Results
C-PM
TPRI/ Tejas Lee
1st and 2nd Grade Six Weeks Assessments TELPAS
Report Card Grades

Staff Responsible for Monitoring: Administrators
All Teachers
and Support Staff

Population: TI MI ELL SE AR GT DYS - **Start Date:** August 25, 2020 - **End Date:** June 1, 2021

Strategy 3 Details	Reviews			
Strategy 3: The Dean of Instruction will work with teachers to identify At-Risk students, provide scientifically research based interventions, improve student achievement of At-Risk students, and decrease the number of At-Risk students retained. Teachers meet with the Dean of Instruction on a weekly basis to plan their weekly instruction, receive curriculum updates, and for professional development.	Formative			Summative
	Nov	Jan	Mar	June

Strategy 3 continued text:

The Dean Of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty and staff opportunities for instructional support in order to train and retain highly qualified personnel. The Dean of Instruction will use printer ink to print out TPRI/Tejas Lee, Campus Assessments and District Benchmarks reports in order to conduct data and item analysis with teachers and administrators. All in an effort to improve student achievement by driving instruction.

El Decano de Instruccion trabajara con los maestros para identificar a los estudiantes en riesgo, proporcionar intervenciones basadas en investigaciones cientificas, mejorar el rendimiento estudiantil de los estudiantes en riesgo y reducir el numero de estudiantes en riesgo retenidos. Los maestros se reunen con el Decano de Instruccion semanalmente para planificar su instruccion semanal, recibir actualizaciones del plan de estudios y para el desarrollo profesional.
El Decano de Instruccion llevara a cabo talleres de desarrollo profesional basados en investigaciones regulares sobre estrategias de instruccion, asi como tambien brindara a los profesores y al personal oportunidades de apoyo educativo para capacitar y retener personal altamente calificado. El Decano de Instruccion utilizara tinta de impresora para imprimir TPRI / Tejas Lee, los informes de evaluaciones del campus y los puntos de referencia del distrito a fin de realizar analisis de datos y elementos con los maestros y administradores. Todo en un esfuerzo por mejorar el rendimiento de los estudiantes impulsando la instruccion.

Milestone's/Strategy's Expected Results/Impact: Formative:

Walk Throughs
Lesson Plans
Student Progress Reports
Benchmark Scores
Professional Development System Transcripts /
Attendance Reports

Staff Responsible for Monitoring: Principal
Administrator for State Compensatory Education

Title I Schoolwide Elements: 2.6 - **Population:** AR TI MI LEP - **Start Date:** July 22, 2021 - **End Date:** June 10, 2022
Funding Sources: Dean of Instruction Salary - 162 State Compensatory - 162-13-6119-00-120-Y-30-000-Y

Strategy 4 Details	Reviews			
Strategy 4: The Dyslexia Teacher will implement the Dyslexia Language Skill Reading Program to assist students become proficient readers by providing them with intensive, multisensory, phonetic skills.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**
El maestro de dislexia implementara el programa de lectura de habilidades linguisticas de dislexia para ayudar a los estudiantes a convertirse en lectores competentes proporcionandoles habilidades foneticas intensivas, multisensoriales, **Milestone's/Strategy's Expected Results/Impact:** Formative: Walkthroughs, Lesson Plans, Student Progress Reports, Benchmark Scores Summative: STAAR Results **Staff Responsible for Monitoring:** Campus Administration Dyslexia Department Administrator for State Compensatory Education **Comprehensive Support Strategy - Population:** Dyslexia AR - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
0% No Progress 100% Accomplished ➡ Continue/Modify ✖ Discontinue				

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

Performance Objective 3: 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.

Implementar un sistema de salud escolar coordinado y sostenible que proporcione herramientas y recursos de bienestar que promuevan el desarrollo a largo plazo a traves de la asistencia de los estudiantes y el exito de todo el estudiante.

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

Strategy 1 Details	Reviews			
Strategy 1: To promote and ensure physical fitness, students in Grades K-5th will be provided with moderated to vigorous physical activity each day in physical education for at least 30 minutes a day or a minimum of 135 minutes a week so that everyone will be in compliance with Senate Bill 530 effective 09/01/2007. P.E. equipment and supplies will be purchased to meet curriculum requirements. T.V. will be purchased for presentation. Para promover y asegurar la aptitud fisica, a los estudiantes de los grados K-5 se les proporcionara una actividad fisica moderada a vigorosa todos los dias en educacion fisica durante al menos 30 minutos al dia o un minimo de 135 minutos a la semana para que todos cumplan con Proyecto de Ley del Senado 530 vigente desde el 01/09/2007. EDUCACION FISICA. Se compraran equipos y suministros para cumplir con los requisitos del plan de estudios. Se comprara T.V. para presentacion. **Milestone's/Strategy's Expected Results/Impact:** 100% Fitness Assessment Data Catch Binder Schedules Formative: Classroom Observations Student Attendance Updated District Policy Summative: School Health Index Physical Fitness Assessment **Staff Responsible for Monitoring:** Administrators P.E. Teacher **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022 **Funding Sources:** General Supplies - 199 Local funds - 199-11-6399-51-120-Y-11-000-Y	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 2 Details	Reviews			
	Formative			Summative
Strategy 2: Assess student fitness in Grades 3rd-5th to improve the health and well being of all students and be in compliance with the requirements of Senate Bill 530 effective 09/01/2007.	**Nov**	**Jan**	**Mar**	**June**

Evalue el estado fisico de los estudiantes en los grados tercero a quinto para
la salud y el bienestar de todos los estudiantes y cumplir con los requisitos del Proyecto de Ley del Senado 530 vigente al 01/09/2007.

Milestone's/Strategy's Expected Results/Impact: 100% Fitness Assessment Data
Fitness Gram
Schedules
Formative:
Classroom Observations
Student Attendance
Summative:
School Health Index
Physical Fitness Assessment

Staff Responsible for Monitoring: Administrators
P.E. Teacher

Comprehensive Support Strategy - Population: TI MI ELL SE AR GT DYS - **Start Date:** April 1, 2022 -
End Date: April 29, 2022

Strategy 3 Details	Reviews			

Strategy 3: Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Program K-5TH by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method in order to ensure students are reaching required moderate to vigorous physical activity (MVPA)< and any other indicator recommend by School Health Advisory Council (SHAC) in order to comply with Senate Bill 19 and Senate Bill 892 effective 09/01/2009.
 	
Mantener y mejorar los Equipos de Enfoque Coordinado para la Salud Infantil (CATCH) que implementan el Programa Coordinado de Salud Escolar K-5TH mediante el desarrollo de metas y objetivos basados en datos de evaluacion de aptitud, rendimiento academico, tasas de asistencia, desventajas academicas y el uso del exito de cualquier metodo en para asegurar que los estudiantes esten alcanzando la actividad fisica requerida de moderada a vigorosa (MVPA)
 	
    Milestone's/Strategy's Expected Results/Impact: Increase CATCH Binder by 5 points
    School Health Index Assessment
 	
    Formative:
 	
    CATCH Binder
    School Health Index
    Staff Responsible for Monitoring: Principal
    Catch Team
    Members
 	
    Population: CATCH TEAMS - **Start Date:** May 2, 2022 - **End Date:** May 31, 2022
	Formative			**Summative**

	Nov	**Jan**	**Mar**	**June**

Strategy 4 Details	Reviews			
Strategy 4: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses to improve overall health in order to improve student attendance performance. Will also provide monies to purchase nurse supplies to assist student needs as they arise.	**Formative**			**Summative**
	Nov	**Jan**	**Mar**	**June**

Strategy 4: Federal Programs will continue to fund campus nurse at 40% to assist with the execution of the health program aimed at monitoring and assisting low-performing students at school-wide campuses to improve overall health in order to improve student attendance performance. Will also provide monies to purchase nurse supplies to assist student needs as they arise.

Los programas federales continuaran financiando a la enfermera del campus en un 40% para ayudar con la ejecucion del programa de salud destinado a monitorear y ayudar a los estudiantes de bajo rendimiento en los campus de toda la escuela para mejorar la salud general a fin de mejorar el rendimiento de la asistencia de los estudiantes. Tambien proporcionara dinero para comprar suministros de enfermeria para ayudar a las necesidades de los estudiantes a medida que surjan.

Milestone's/Strategy's Expected Results/Impact: Student Health and Attendance Increase by 4%
Nurse Log

Formative:

Time and Effort Logs
Nurse and Health Student
Referrals

Summative:

EOY Attendance Reports
STAAR Results

Staff Responsible for Monitoring: Administration
Nurse

Population: TI MI ELL SE AR GT DYS - **Start Date:** August 10, 2021 - **End Date:** June 3, 2022

Funding Sources: General Supplies - 199 Local funds - 199-33-6399-00-120-Y-99-000-Y, General Supplies - 199 Local funds - 199-33-6399-00-120-Y-99-000-Y, General Supplies - 211 Title I-A - 211-33-6399-00-120-Y-30-0F2-Y, Printing Nurse - 211 Title I-A - 211-33-6399-16-120-Y-30-OF2-Y

Strategy 5 Details	Reviews			
Strategy 5: Ensure that the campus has a process in place to identify homeless students in order to receive the full protections of the McKinney-Vento Act, including the help they need to enroll , attend, and succeed in school.	Formative			Summative
	Nov	Jan	Mar	June
Asegurese de que el campus cuente con un proceso para identificar a los estudiantes sin hogar a fin de recibir la proteccion total de la Ley McKinney-Vento, incluida la ayuda que necesitan para inscribirse, asistir y tener exito en la escuela. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Scores and Student Progress Reports Summative: STAAR Results, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Administrators on Campus and at Homeless Youth Project **Title I Schoolwide Elements:** 2.4 - **Population:** TI MI ELL SE AR GT DYS - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				
Strategy 6 Details	Reviews			
Strategy 6: Provide training to campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, IDEA, Child Nutrition, Head Start, and other supplemental programs and during the enrollment process to ensure that sensitivity techniques are utilized, enrollment procedures do not create barriers, and that students and families are directed to Homeless Youth project for future intake.	Formative			Summative
	Nov	Jan	Mar	June
Brindar capacitacion al personal del campus sobre la identificacion de ninos sin hogar y jovenes no acompanados para garantizar que los estudiantes identificados reciban servicios a traves de la Ley McKinney-Vento, Titulo I, IDEA, Nutricion Infantil, Head Start y otros programas complementarios y durante el proceso de inscripcion para garantizar que se utilicen tecnicas de sensibilidad, que los procedimientos de inscripcion no creen barreras y que los estudiantes y las familias sean dirigidos al proyecto de jovenes sin hogar para su futura admision. **Milestone's/Strategy's Expected Results/Impact:** Formative: Benchmark Scores and Student Progress Reports Summative: STAAR Results, Attendance Rate and Retention Rate **Staff Responsible for Monitoring:** Administrators on Campus and at Homeless Youth Project **Population:** AR TI MI LEP - **Start Date:** August 17, 2021 - **End Date:** June 2, 2022				

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

State Compensatory

Budget for Del Castillo Elementary

Total SCE Funds:
Total FTEs Funded by SCE: 1
Brief Description of SCE Services and/or Programs

Personnel for Del Castillo Elementary

Name	Position	FTE
Dean	Dean Of Instruction	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The Comprehensive Needs Assessment (CNA) was developed, reviewed and revised after thorough review of multiple data sources and meetings with teachers, staff members and parents. Finalized on May 27, 2021 (SBDM Meeting)

Data Sources used and analyzed included:

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

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

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

4)5th Grade administration of the Reading and Math STAAR results.

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

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

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

Summary of CNA:

 The CNA allowed the campus to plan for targeted skills, routines, and develop quality interventions to meet the educational needs of all students. Areas of strength and need were identified and documented.

CNA Process:

The SBDM committee conducted a comprehensive needs assessment to determine the strengths and needs of students, staff, parents & community involvement, and facilities. Based on the findings, decisions were made on how to use the available local, state, and federal funds. Based on the needs on the campus, the SBDM committee decided to focus in improving the passing rate of all students, including sub populations such as: Bilingual, At-Risk, Migrant, GT, Dyslexia, Special Ed. Title I on all state administered assessments. The goal is to have all students exceed the 2018-2019 STAAR scores by 3 percentage points.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

In order to develop, review and revise our campus improvement plan we conduct a needs assessment. We review surveys results from parents, teachers and students. We also use different data sources to base our decisions as an SBDM committee. The data sources include assessment and benchmark results, mobility trends, attendance, failure reports, etc. The following stakeholders addressed the needs of the CIP on May 27, 2021 via TEAMS.

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

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

Names of SBDM Members that assisted with the development of the CIP:

Petra Torres-Administrator

Maribel Salinas-Meeting Facilitator

Melba P. Rivera-Non-classroom Professional

Graciela Garcia-Classroom Teacher

Alma Gracia-Classroom Teacher

Paola Aldrete-Classroom Teacher

Vanessa Flores-Classroom Teacher

Ruby Martinez-Classroom Teacher

Martha Morales Sanchez-Classroom Teacher

Raul Sandoval-Classroom Teacher

Karla Salinas-Parent

Lucas Hall-Parent

Paola Coronado-Business Representative

Zertuche Photography-Business Representative

Gilbert Rodriguez-Community Representative

2.2: Regular monitoring and revision

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

The CNA/CIP was monitored and revised quarterly throughout the year by the SBDM Committee, Grade Level teachers, and parents. The campus first began to review/revise the Campus Improvement Plan (2020-2021) on May 13, 2020. Additional dates for revision are September 3, 2020, November 20, 2020, February 11, 2021, April 19, 2021, May 27, 2021.

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

The Campus Improvement Plan will be made available to parents and the community via the school's website and discussions during bi-weekly parent meetings.

Upon request the campus Parent Liaison will also make the CIP (hard copy) available to parents and community.

The CIP can and will be translated into any language the parent requests to the non-English speaking parents. Languages other than English: Spanish

2.4: Opportunities for all children to meet State standards

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

- Students receive differentiated instruction through the 3-Tier model.
  Focused critical thinking skills and strategies for Literacy: fluency, academic vocabulary, and comprehension through the use of Reading Readiness,

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

2.5: Increased learning time and well-rounded education

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

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

We meet the different needs of all our students, particularly our at-risk students not meeting the challenging State Academic standards.

Teachers will monitor all students' performance based on daily classroom assignments, assessments, benchmarks and STAAR results. Teachers will provide assistance to all At Risk students who are not meeting objectives with after-school accelerated instructional programs and/or enrichment courses, computer based instruction and Saturday academies using State Compensatory funds.

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources. Several of the strategies being implemented are jointly funded with Special Services and Title I funds. Professional Development activities are also paid from Title I-A and local funds. Title I funds along with other approved funds are used to purchase supplemental instructional materials, media, and other resources to improve and enhance the overall instructional program.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The list of individuals and titles who developed, reviewed, and revised the Del Castillo Elementary Parent and Family Engagement Policy.

The Del Castillo SBDM members listed below and the Parent Liaison (Mrs. Sonia Rivera).

- Petra Torres-Administrator
- Maribel Salinas-Meeting Facilitator
- Melba P. Rivera-Non-classroom Professional
- Graciela Garcia-Classroom Teacher
- Alma Gracia-Classroom Teacher
- Paola Aldrete-Classroom Teacher
- Ruby Martinez-Classroom Teacher
- Martha Morales Sanchez-Classroom Teacher
- Raul Sandoval-Classroom Teacher
- Karla Salinas-Parent
- Lucas Hall-Parent
- Paola Coronado-Business Representative
- Zertuche Photography-Business Representative
- Gilbert Rodriguez-Community Representative

At the beginning of the school year, August 24, 2020, the Parent and Family Engagment Policy will be provided to parent/students in both English and Spanish, along with the Student Code of Conduc, parent/nurse release forms, etc. The policy will also be shared with parents ath the Title I Parent Information Meeting scheduled for September 2020.

3.2: Offer flexible number of parent involvement meetings

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

1. Title I-A required activties and funding (multiple dates and times, and during the Fall/Spring Open House).
2. Parental Involvement Policy that delineates how parents can be actively involved at the district/campus level.
3. School-Parent-Student Compact indicating group responsibility to ensure student achievement.
4. An annual Title I meeting (multiple dates and times, and during the Fall/Spring Open House) to inform parents of services provided by Title I funds.

5. Description and explanation of the curriculum used at school, the forms of academic assessments used to measure student progress and achievement levels of the challenging state standards.
6. Literacy and technology training to help parents work with their children to improve their children's achievement.

Title I Personnel

Name	Position	Program	FTE
Classified	Parent Liaison	Title I-211-61-6129-00-120-Y-30-OF2-Y	1.0
Classified	Library Aide	Title I-211-12-6129-06-120-Y-30-OF2-Y	1.0
Nurse	Nurse	Title I	0.4

Campus Funding Summary

<table>
<tr><th colspan="6">199 Local funds</th></tr>
<tr><th>Goal</th><th>Objective</th><th>Strategy</th><th>Resources Needed</th><th>Account Code</th><th>Amount</th></tr>
<tr><td>1</td><td>1</td><td>2</td><td>Copy Paper</td><td>199-11-6396-00-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>General Supplies</td><td>199-23-6399-65-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>2</td><td>General supplies</td><td>199-11-6399-00-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>1</td><td>3</td><td>General Supplies</td><td>199-12-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Extra Duty Pay Overtime</td><td>199-11-6121-51-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>2</td><td>1</td><td>Extra Duty Pay Overtime</td><td>199-23-6121-08-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>Rental</td><td>199-23-6269-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>1</td><td>3</td><td>1</td><td>Transportation</td><td>199-11-6494-00-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>General Warehouse Custodial Supplies</td><td>199-51-6315-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>General Supplies Custodial</td><td>199-51-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>Extra Duty-Overtime</td><td>199-51-6121-47-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>2</td><td>1</td><td>2</td><td>Furniture</td><td>199-23-6399-45-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>3</td><td>2</td><td>2</td><td>Refreshments</td><td>199-13-6499-53-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>3</td><td>2</td><td>2</td><td>Awards</td><td>199-23-6498-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>5</td><td>2</td><td>2</td><td>General Supplies Counselor</td><td>199-31-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>6</td><td>1</td><td>1</td><td>Parent liaison mileage</td><td>199-61-6411-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>6</td><td>1</td><td>4</td><td>General Supplies</td><td>199-61-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>6</td><td>1</td><td>4</td><td>Miscellaneous</td><td>199-61-6499-53-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>7</td><td>1</td><td>2</td><td>Substitute Teachers</td><td>199-11-6112-18-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>7</td><td>1</td><td>2</td><td>Counselor Travel</td><td>199-31-6411-23-120-Y-99-032-Y</td><td>$0.00</td></tr>
<tr><td>9</td><td>1</td><td>2</td><td>Awards, trophies</td><td>199-11-6498-00-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>9</td><td>1</td><td>2</td><td>Miscellaneous</td><td>199-11-6499-53-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>9</td><td>1</td><td>2</td><td>Incentives</td><td>199-31-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>9</td><td>3</td><td>1</td><td>General Supplies</td><td>199-11-6399-51-120-Y-11-000-Y</td><td>$0.00</td></tr>
<tr><td>9</td><td>3</td><td>4</td><td>General Supplies</td><td>199-33-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td>9</td><td>3</td><td>4</td><td>General Supplies</td><td>199-33-6399-00-120-Y-99-000-Y</td><td>$0.00</td></tr>
<tr><td colspan="5" style="text-align:right">Sub-Total</td><td>$0.00</td></tr>
</table>

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	$16,855.00
				+/- Difference	$16,855.00

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Substitutes Teacher Wages	162-11-6112-18-120-Y-30-0K5-Y	$2,000.00
1	1	2	Copy Paper	162-11-6396-00-120-Y-30-000-Y	$0.00
1	1	2	General Supplies-Printing Media Supplies	162-11-6399-16-120-Y-30-000-Y	$0.00
1	1	2	General Supplies	162-11-6399-00-120-Y-30-000-Y	$0.00
1	1	2	PreK4 State Comp. Teacher Salaries	162-11-6119-00-120-Y-34-00Y-	$0.00
1	3	1	Extra Duty Pay-SSI	162-11-6118-00-120-Y-24-SSI-Y	$0.00
1	3	1	Extra Duty Pay-Extended Day Certified	162-11-6118-00-120-Y-30-ASP-Y	$0.00
8	1	4	Computer Equipment	162-11-6398-62-120-Y-30-000-Y	$0.00
8	1	7	General Supplies	162-11-6399-62-120-Y-30-000-Y	$0.00
9	1	3	Walk for the Future	162-61-6399-00-120-Y-30-000-Y	$0.00
9	2	3	Dean of Instruction Salary	162-13-6119-00-120-Y-30-000-Y	$0.00
				Sub-Total	$2,000.00
				Budgeted Fund Source Amount	$79,128.00
				+/- Difference	$77,128.00

166 State Special Ed.

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

211 Title I-A					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	Supplies	211-11-6399-00-120-Y30-OF2-Y	$10,040.00
1	1	2	Copy paper	211-11-6396-00-120-Y-30-0F2-Y	$0.00
1	3	1	Extra Duty Pay-Extended Day Certified	211-11-6118-00-120-Y-30-ASP-Y	$0.00
1	3	1	Fringe Benefits	211-11	$0.00
1	3	1	Fringe Benefits	211-13	$0.00
5	2	2	General Supplies Counselor	211-31-6399-00-120-Y-30-OF2-Y	$0.00
6	1	4	Parent Liaison Mileage	211-61-6411-00-120-Y-30-0F2-Y	$0.00
7	1	1	Substitutes	211-13-6112-00-120-Y-30-AYP-Y	$0.00
7	1	2	General Supplies	211-13-6399-00-120-Y-30-AYP-Y	$0.00
7	1	2	Administrative PD	211-23-6497-23-120-Y30-0F2	$0.00
8	1	4	Software	211-23-6395-65-120-Y-30-OF2-Y	$0.00
8	1	4	Computers	211-11-6398-65-120-Y-30-0F2-Y	$0.00
8	1	4	Computers	211-23-6398-62-120-Y-30-0F2-Y	$0.00
8	1	4	Computer Equipment		$0.00
8	1	7	Software	211-11-6395-62-120-Y-30-OF2-Y	$0.00
9	3	4	General Supplies	211-33-6399-00-120-Y-30-0F2-Y	$0.00
9	3	4	Printing Nurse	211-33-6399-16-120-Y-30-OF2-Y	$0.00
				Sub-Total	$10,040.00
				Budgeted Fund Source Amount	$73,672.00
				+/- Difference	$63,632.00
263 Title III-A Bilingual					
Goal	**Objective**	**Strategy**	**Resources Needed**	**Account Code**	**Amount**
1	1	1	General Supplies	263-11-6399-00-120-Y	$0.00
				Sub-Total	$0.00
				Budgeted Fund Source Amount	$4,186.00
				+/- Difference	$4,186.00
				Grand Total	$12,040.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **DEL CASTILLO EL**

Campus Number: **031901120**

2019 Accountability Rating: **B**

This page is intentionally blank.

District Name: BROWNSVILLE ISD

Campus Name: DEL CASTILLO EL

Campus Number: 031901120

Total Students: 337

Grade Span: EE - 05

School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled	Non- Continu- ously Enrolled	Econ Disadv	EL (Current & Monitored)

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

Grade 3 Reading
At Approaches Grade Level or

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

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

District Name: BROWNSVILLE ISD

Campus Name: DEL CASTILLO EL

Campus Number: 031901120

Total Students: 337

Grade Span: EE - 05

School Type: Elementary

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

TEXAS EDUCATION AGENCY
District Name: BROWNSVILLE ISD
Campus Name: DEL CASTILLO EL
Campus Number: 031901120

Texas Academic Performance Report
2018-19 Campus STAAR Performance

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

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

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

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

School Progress Domain - Academic Growth Score by Grade and Subject

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

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

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

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

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

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

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

Total Students: 337
Grade Span: EE - 05
(Current EL Students)

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

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

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

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

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

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

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

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

District Name: BROWNSVILLE ISD

Campus Name: DEL CASTILLO EL

Campus Number: 031901120

Total Students: 337

Grade Span: EE - 05

School Type: Elementary

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

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

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

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

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

TEXAS EDUCATION AGENCY
Texas Academic Performance Report
2018-19 Campus College, Career, and Military Readiness (CCMR)

District Name: BROWNSVILLE ISD

Campus Name: DEL CASTILLO EL

Campus Number: 031901120

Total Students: 337

Grade Span: EE - 05

School Type: Elementary

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

District Name: BROWNSVILLE ISD

Campus Name: DEL CASTILLO EL

Campus Number: 031901120

Texas Academic Performance Report

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

Total Students: 337

Grade Span: EE - 05

School Type: Elementary

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

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

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

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

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

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

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

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

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017	51.3%	8.1%	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2018	38.0%	7.4%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	38.3%	5.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
Social Studies													
2018	44.6%	11.7%	-	-	-	-	-	-	-	-	n/a	-	n/a
2017	41.4%	6.9%	-	-	-	-	-	-	-	-	n/a	-	n/a

SAT/ACT Results (Annual Graduates) ***
Tested

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	74.6%	76.9%	-	-	-	-	-	-	-	-	n/a	-	n/a
2016-17	73.5%	71.0%	-	-	-	-	-	-	-	-	n/a	-	n/a
At/Above Criterion													
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	1036	960	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts and Writing													
2017-18	521	489	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	515	472	-	-	-	-	-	-	-	-	n/a	-	n/a

Average ACT Score (Annual Graduates) ***
All Subjects

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
English Language Arts													
2017-18	20.3	17.7	-	-	-	-	-	-	-	-	n/a	-	n/a
Mathematics													
2017-18	20.6	18.1	-	-	-	-	-	-	-	-	n/a	-	n/a
Science													
2017-18	20.9	18.5	-	-	-	-	-	-	-	-	n/a	-	n/a

Texas Academic Performance Report
2018-19 Campus Other Postsecondary Indicators

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

		State	**District**	**Campus**	**African American**
STAAR Performance Rates by Tested Grade, Subject, and Performance Level					
Grade 3 Reading					
At Approaches Grade Level or Above	2019	76%	80%	**80%**	-
	2018	77%	80%	**67%**	-
At Meets Grade Level or Above	2019	45%	46%	**52%**	-
	2018	43%	42%	**35%**	-
At Masters Grade Level	2019	27%	26%	**18%**	-
	2018	25%	22%	**16%**	-
Grade 3 Mathematics					
At Approaches Grade Level or Above	2019	79%	85%	**91%**	-
	2018	78%	86%	**84%**	-
At Meets Grade Level or Above	2019	49%	56%	**64%**	-
	2018	47%	54%	**47%**	-
At Masters Grade Level	2019	25%	27%	**27%**	-
	2018	23%	27%	**21%**	-
Grade 4 Reading					
At Approaches Grade Level or Above	2019	75%	83%	**74%**	-
	2018	73%	79%	**72%**	-
At Meets Grade Level or Above	2019	44%	51%	**34%**	-
	2018	46%	49%	**37%**	-
At Masters Grade Level	2019	22%	23%	**16%**	-
	2018	24%	23%	**7%**	-
Grade 4 Mathematics					
At Approaches Grade Level or Above	2019	75%	82%	**68%**	-
	2018	78%	86%	**69%**	-
At Meets Grade Level or Above	2019	48%	53%	**34%**	-
	2018	49%	56%	**24%**	-
At Masters Grade Level	2019	28%	30%	**16%**	-
	2018	27%	30%	**7%**	-
Grade 4 Writing					
At Approaches Grade Level or Above	2019	67%	78%	**74%**	-
	2018	63%	74%	**53%**	-
At Meets Grade Level or Above	2019	35%	44%	**34%**	-
	2018	39%	48%	**29%**	-
At Masters Grade Level	2019	11%	14%	**0%**	-
	2018	11%	14%	**2%**	-
Grade 5 Reading^					
At Approaches Grade Level or Above	2019	86%	91%	**83%**	-
	2018	84%	90%	**79%**	-
At Meets Grade Level or Above	2019	54%	56%	**35%**	-
	2018	54%	59%	**38%**	-
At Masters Grade Level	2019	29%	28%	**15%**	-
	2018	26%	28%	**24%**	-
Grade 5 Mathematics^					
At Approaches Grade Level or Above	2019	90%	96%	**90%**	-
	2018	91%	97%	**98%**	-
At Meets Grade Level or Above	2019	58%	70%	**43%**	-
	2018	58%	74%	**60%**	-
At Masters Grade Level	2019	36%	46%	**23%**	-
	2018	30%	43%	**26%**	-

Grade 5 Science					
At Approaches Grade Level or Above	2019	75%	84%	**54%**	-
	2018	76%	85%	**79%**	-
At Meets Grade Level or Above	2019	49%	60%	**31%**	-
	2018	41%	51%	**40%**	-
At Masters Grade Level	2019	24%	28%	**10%**	-
	2018	17%	20%	**23%**	-
All Grades All Subjects					
At Approaches Grade Level or Above	2019	78%	81%	**77%**	-
	2018	77%	78%	**75%**	-
At Meets Grade Level or Above	2019	50%	52%	**41%**	-
	2018	48%	49%	**39%**	-
At Masters Grade Level	2019	24%	23%	**16%**	-
	2018	22%	21%	**16%**	-
All Grades ELA/Reading					
At Approaches Grade Level or Above	2019	75%	76%	**79%**	-
	2018	74%	74%	**73%**	-
At Meets Grade Level or Above	2019	48%	47%	**41%**	-
	2018	46%	44%	**37%**	-
At Masters Grade Level	2019	21%	18%	**16%**	-
	2018	19%	17%	**16%**	-
All Grades Mathematics					
At Approaches Grade Level or Above	2019	82%	86%	**84%**	-
	2018	81%	85%	**83%**	-
At Meets Grade Level or Above	2019	52%	57%	**48%**	-
	2018	50%	55%	**44%**	-
At Masters Grade Level	2019	26%	31%	**22%**	-
	2018	24%	28%	**18%**	-
All Grades Writing					
At Approaches Grade Level or Above	2019	68%	76%	**74%**	-
	2018	66%	71%	**53%**	-
At Meets Grade Level or Above	2019	38%	44%	**34%**	-
	2018	41%	45%	**29%**	-
At Masters Grade Level	2019	14%	15%	**0%**	-
	2018	13%	13%	**2%**	-
All Grades Science					
At Approaches Grade Level or Above	2019	81%	84%	**54%**	-
	2018	80%	82%	**79%**	-
At Meets Grade Level or Above	2019	54%	55%	**31%**	-
	2018	51%	51%	**40%**	-
At Masters Grade Level	2019	25%	21%	**10%**	-
	2018	23%	19%	**23%**	-

STAAR Performance Rates by Enrolled Grade at Meets Grade Level or Above

3rd Graders					
Reading and Mathematics	2019	35%	38%	**50%**	-
	2018	34%	35%	**23%**	-
Reading and Mathematics Including EOC	2019	35%	38%	**50%**	-
	2018	34%	35%	**23%**	-
Reading Including EOC	2019	45%	46%	**52%**	-
	2018	43%	42%	**35%**	-
Math Including EOC	2019	49%	56%	**64%**	-
	2018	47%	54%	**47%**	-
4th Graders					
Reading and Mathematics	2019	35%	38%	**21%**	-
	2018	36%	39%	**14%**	-
Reading and Mathematics Including EOC	2019	35%	38%	**21%**	-
	2018	36%	39%	**14%**	-
Reading Including EOC	2019	44%	51%	**34%**	-
	2018	46%	49%	**37%**	-

Math Including EOC	2019	48%	53%	**34%**	-
	2018	49%	56%	**24%**	-
5th Graders					
Reading and Mathematics	2019	44%	48%	**20%**	-
	2018	44%	54%	**31%**	-
Reading and Mathematics Including EOC	2019	44%	48%	**20%**	-
	2018	44%	54%	**31%**	-
Reading Including EOC	2019	54%	56%	**35%**	-
	2018	54%	59%	**38%**	-
Math Including EOC	2019	58%	71%	**43%**	-
	2018	58%	74%	**60%**	-
3rd - 8th Graders					
Reading and Mathematics	2019	36%	35%	**31%**	-
	2018	35%	34%	**23%**	-
Reading and Mathematics Including EOC	2019	38%	38%	**31%**	-
	2018	37%	37%	**23%**	-
Reading Including EOC	2019	47%	47%	**41%**	-
	2018	47%	45%	**37%**	-
Math Including EOC	2019	52%	55%	**48%**	-
	2018	50%	54%	**44%**	-

Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu- ously Enrolled
80%	-	-	-	-	-	*	-	80%
67%	-	-	-	-	-	0%	-	69%
52%	-	-	-	-	-	*	-	58%
35%	-	-	-	-	-	0%	-	38%
18%	-	-	-	-	-	*	-	20%
16%	-	-	-	-	-	0%	-	18%
91%	-	-	-	-	-	*	-	93%
84%	-	-	-	-	-	0%	-	82%
64%	-	-	-	-	-	*	-	70%
47%	-	-	-	-	-	0%	-	46%
27%	-	-	-	-	-	*	-	30%
21%	-	-	-	-	-	0%	-	23%
74%	-	-	-	-	-	13%	-	73%
72%	-	-	-	-	-	33%	-	71%
34%	-	-	-	-	-	0%	-	36%
37%	-	-	-	-	-	11%	-	42%
16%	-	-	-	-	-	0%	-	15%
7%	-	-	-	-	-	0%	-	8%
68%	-	-	-	-	-	25%	-	70%
69%	-	-	-	-	-	20%	-	69%
34%	-	-	-	-	-	0%	-	36%
24%	-	-	-	-	-	0%	-	26%
16%	-	-	-	-	-	0%	-	18%
7%	-	-	-	-	-	0%	-	8%
74%	-	-	-	-	-	25%	-	73%
53%	-	-	-	-	-	0%	-	56%
34%	-	-	-	-	-	0%	-	33%
29%	-	-	-	-	-	0%	-	33%
0%	-	-	-	-	-	0%	-	0%
2%	-	-	-	-	-	0%	-	3%
83%	-	-	-	-	-	33%	-	85%
79%	-	-	-	-	-	0%	*	76%
35%	-	-	-	-	-	0%	-	41%
38%	-	-	-	-	-	0%	*	34%
15%	-	-	-	-	-	0%	-	18%
24%	-	-	-	-	-	0%	*	24%
90%	-	-	-	-	-	67%	-	94%
98%	-	-	-	-	-	83%	*	97%
43%	-	-	-	-	-	11%	-	44%
60%	-	-	-	-	-	17%	*	62%
23%	-	-	-	-	-	0%	-	24%
26%	-	-	-	-	-	0%	*	26%

54%	-	-	-	-	-	11%	-	58%
79%	-	-	-	-	-	0%	*	77%
31%	-	-	-	-	-	0%	-	33%
40%	-	-	-	-	-	0%	*	41%
10%	-	-	-	-	-	0%	-	12%
23%	-	-	-	-	-	0%	*	23%
77%	-	-	-	-	-	28%	-	79%
75%	-	-	-	-	-	18%	*	75%
41%	-	-	-	-	-	2%	-	45%
39%	-	-	-	-	-	4%	*	40%
16%	-	-	-	-	-	0%	-	18%
16%	-	-	-	-	-	0%	*	16%
79%	-	-	-	-	-	22%	-	79%
73%	-	-	-	-	-	16%	*	72%
41%	-	-	-	-	-	0%	-	46%
37%	-	-	-	-	-	5%	*	38%
16%	-	-	-	-	-	0%	-	18%
16%	-	-	-	-	-	0%	*	17%
84%	-	-	-	-	-	44%	-	86%
83%	-	-	-	-	-	33%	*	83%
48%	-	-	-	-	-	6%	-	51%
44%	-	-	-	-	-	5%	*	44%
22%	-	-	-	-	-	0%	-	24%
18%	-	-	-	-	-	0%	*	19%
74%	-	-	-	-	-	25%	-	73%
53%	-	-	-	-	-	0%	-	56%
34%	-	-	-	-	-	0%	-	33%
29%	-	-	-	-	-	0%	-	33%
0%	-	-	-	-	-	0%	-	0%
2%	-	-	-	-	-	0%	-	3%
54%	-	-	-	-	-	11%	-	58%
79%	-	-	-	-	-	0%	*	77%
31%	-	-	-	-	-	0%	-	33%
40%	-	-	-	-	-	0%	*	41%
10%	-	-	-	-	-	0%	-	12%
23%	-	-	-	-	-	0%	*	23%
50%	-	-	-	-	-	*	-	55%
23%	-	-	-	-	-	0%	-	26%
50%	-	-	-	-	-	*	-	55%
23%	-	-	-	-	-	0%	-	26%
52%	-	-	-	-	-	*	-	58%
35%	-	-	-	-	-	0%	-	38%
64%	-	-	-	-	-	*	-	70%
47%	-	-	-	-	-	0%	-	46%
21%	-	-	-	-	-	0%	-	24%
14%	-	-	-	-	-	0%	-	16%
21%	-	-	-	-	-	0%	-	24%
14%	-	-	-	-	-	0%	-	16%
34%	-	-	-	-	-	0%	-	36%
37%	-	-	-	-	-	11%	-	42%

34%	-	-	-	-	-	0%	-	36%
24%	-	-	-	-	-	0%	-	26%
20%	-	-	-	-	-	0%	-	24%
31%	-	-	-	-	-	0%	*	29%
20%	-	-	-	-	-	0%	-	24%
31%	-	-	-	-	-	0%	*	29%
35%	-	-	-	-	-	0%	-	41%
38%	-	-	-	-	-	0%	*	34%
43%	-	-	-	-	-	11%	-	44%
60%	-	-	-	-	-	17%	*	62%
31%	-	-	-	-	-	0%	-	36%
23%	-	-	-	-	-	0%	*	23%
31%	-	-	-	-	-	0%	-	36%
23%	-	-	-	-	-	0%	*	23%
41%	-	-	-	-	-	0%	-	46%
37%	-	-	-	-	-	5%	*	38%
48%	-	-	-	-	-	6%	-	51%
44%	-	-	-	-	-	5%	*	44%

Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
*	79%	83%
*	67%	70%
*	52%	52%
*	35%	26%
*	17%	17%
*	16%	4%
*	90%	93%
*	84%	89%
*	62%	62%
*	47%	48%
*	26%	28%
*	21%	11%
80%	71%	77%
80%	72%	68%
20%	29%	27%
0%	37%	32%
20%	11%	12%
0%	7%	12%
60%	66%	69%
67%	69%	58%
20%	37%	23%
17%	24%	15%
0%	17%	12%
0%	7%	8%
80%	71%	77%
33%	53%	50%
40%	29%	31%
0%	29%	23%
0%	0%	0%
0%	2%	0%
67%	83%	75%
*	79%	81%
0%	35%	29%
*	38%	31%
0%	15%	13%
*	24%	19%
67%	90%	88%
*	98%	100%
33%	43%	38%
*	60%	66%
17%	23%	21%
*	26%	25%

School Type: Elementary

33%	54%	48%
*	79%	84%
17%	31%	13%
*	40%	38%
0%	10%	9%
*	23%	25%
66%	76%	77%
76%	75%	76%
17%	40%	35%
24%	39%	36%
5%	15%	14%
8%	16%	14%
73%	78%	78%
77%	73%	74%
7%	39%	37%
23%	37%	30%
7%	15%	14%
8%	16%	12%
67%	83%	84%
86%	83%	84%
20%	48%	42%
36%	44%	45%
7%	22%	20%
7%	18%	15%
80%	71%	77%
33%	53%	50%
40%	29%	31%
0%	29%	23%
0%	0%	0%
0%	2%	0%
33%	54%	48%
*	79%	84%
17%	31%	13%
*	40%	38%
0%	10%	9%
*	23%	25%
*	50%	48%
*	23%	15%
*	50%	48%
*	23%	15%
*	52%	52%
*	35%	26%
*	62%	62%
*	47%	48%
0%	23%	12%
0%	14%	12%
0%	23%	12%
0%	14%	12%
20%	29%	27%
0%	37%	32%

20%	37%	23%
17%	24%	15%
0%	20%	17%
*	31%	28%
0%	20%	17%
*	31%	28%
0%	35%	29%
*	38%	31%
33%	43%	38%
*	60%	66%
0%	32%	27%
15%	23%	19%
0%	32%	27%
15%	23%	19%
7%	39%	37%
23%	37%	30%
20%	48%	42%
36%	44%	45%

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.

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

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

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

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

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

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

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

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

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

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

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

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

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

Policy

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

1.   Prohibits the bullying of a student;

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

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

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

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

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

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

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

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

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

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

Internet Posting

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

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

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

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

Education Code 37.0832

Projection - Closing Gap Report (English & Spanish)

District: **BROWNSVILLE ISD**

Campus: **DEL CASTILLO EL**

Early Childhood Literacy Progress Measure 1 — Reading

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Phonological Awareness** measure will increase from 75% in 2018-2019 to 78% by August 2024.

Yearly Target Goals

* 2020	2021	2022	2023	2024
75%	75%	76%	77%	78%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	74%	77%	90%	8%
2021	74%	77%	90%	8%
2022	75%	78%	91%	9%
2023	76%	79%	92%	10%
2024	77%	80%	93%	11%

Minimum size criteria set to 10 or more students.
*2020 End of Year (EOY) not available due to COVID.

Early Childhood Literacy Progress Measure 1 — Mathematics

The percent of **Pre-Kindergarten** students that are Making Acceptable Progress (MAP) on the EOY **Mathematics** measure will increase from 85% in 2018-2019 to 88% by August 2024.

Yearly Target Goals

* 2020	2021	2022	2023	2024
85%	85%	86%	87%	88%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	84%	86%	100%	27%
2021	84%	86%	100%	27%
2022	85%	87%	100%	28%
2023	86%	88%	100%	29%
2024	87%	89%	100%	30%

Minimum size criteria set to 10 or more students.
*2020 End of Year (EOY) not available due to COVID.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 2   Reading

The percent of **Kindergarten** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 82% in 2018-2019 to 85% by August 2024.

Yearly Target Goals

* 2020	2021	2022	2023	2024
82%	82%	83%	84%	85%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	83%	82%	77%
2021	83%	82%	77%
2022	84%	83%	78%
2023	85%	84%	79%
2024	86%	85%	80%

Minimum size criteria set to 10 or more students.
*2020 End of Year (EOY) not available due to COVID.

Early Childhood Literacy Progress Measure 2   Mathematics

The percent of **Kindergarten** students that achieve the **TEA 2018-19 Grade 3** Meets performance standard on the EOY **Benchmark** will increase from 91% in 2018-2019 to 94% by August 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

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

Minimum size criteria set to 10 or more students.
*2020 End of Year (EOY) not available due to COVID.

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 1st Grade	Reading

The percent of **1st Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 89% in 2018-2019 to 92% by August 2024.

Yearly Target Goals

* 2020	2021	2022	2023	2024
89%	89%	90%	91%	92%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner
2020	88%	88%	87%
2021	88%	88%	87%
2022	89%	89%	88%
2023	90%	90%	89%
2024	91%	91%	90%

Minimum size criteria set to 10 or more students.

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

Projection - Closing Gap Report (English & Spanish)

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

Early Childhood Literacy Progress Measure 3 - 2nd Grade	Reading

The percent of **2nd Grade** students who took **TPRI or Tejas LEE** and are developed on all **Graphophonemic Knowledge** tasks will increase from 46% in 2018-2019 to 49% by August 2024.

Yearly Target Goals

* 2020	2021	2022	2023	2024
46%	46%	47%	48%	49%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economic Disadvantage	English Learner	Special Education
2020	47%	47%	49%	20%
2021	47%	47%	49%	20%
2022	48%	48%	50%	21%
2023	49%	49%	51%	22%
2024	50%	50%	52%	23%

Minimum size criteria set to 10 or more students.

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

Projection - Closing Gap Report (English & Spanish)

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

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

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 52% in 2018-2019 to 55% by August 2024.

Yearly Target Goals

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

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economically Disadvantaged	English Learner (Curr & Mon)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	52%	52%	52%	-1%	58%	-1%
2021	52%	52%	52%	-1%	58%	-1%
2022	53%	53%	53%		59%	
2023	54%	54%	54%	1%	60%	1%
2024	55%	55%	55%	2%	61%	2%

Minimum size criteria set to 10 or more students.
*2020 End of Year (EOY) not available due to COVID.

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

The percent of **3rd Grade** students who **meet grade level or above on STAAR** will increase from 64% in 2018-2019 to 67% by August 2024.

Yearly Target Goals

* 2020	2021	2022	2023	2024
64%	64%	65%	66%	67%

Closing the Gaps Student Groups Yearly Targets

	Hispanic	Economically Disadvantaged	English Learner (Curr & Mon)	Special Education (Current)	Continuously Enrolled	Non-Continuously Enrolled
2020	64%	62%	62%	-1%	70%	-1%
2021	64%	62%	62%	-1%	70%	-1%
2022	65%	63%	63%		71%	
2023	66%	64%	64%	1%	72%	1%
2024	67%	65%	65%	2%	73%	2%

Minimum size criteria set to 10 or more students.
*2020 End of Year (EOY) not available due to COVID.