

# **Brownsville Independent School District**

## **Del Castillo Elementary**

### **2023-2024 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# 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

**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.**

## Texas Mission and Goals

### 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.**

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### Needs Assessment Overview Summary

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 Porter 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-four elementary schools in Brownsville ISD. The campus opened in 1974 and currently has a student population of approximately 219 students in grades PK through 5th grade. According to the PEIMS Data Review and Texas Academic Performance Report (2021-2022 TAPR) of our campus profile, 95.7% of the student population is Hispanic, 95.7% are identified as Economically Disadvantaged, 84.5 % 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, Music, Theatre Arts, Handwriting & Technology and an 21st Century after school program. 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, and Science) which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Del Castillo Elementary School is comprised of 21 faculty members, 2 campus administrators, 1 counselor, 6 educational aides, 1 librarian, 1 nurse, 1 diagnostician, 1 speech pathologist, 2 office staff, 1 parent liaison, and 3 custodians.

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, 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 2022-2023 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 sources 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 CPALLS, 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 226 as of PEIMS Snapshot (October 2023) and serves students in grades Pre Kinder through Fifth Grade. According to the 2022-2023 Texas Academic Performance Report (TAPR) report of our campus profile, student population includes: Hispanic 95.7%, White 4.3%, Economically Disadvantaged 95.7%, Limited English Proficiency (LEP) 60.1%, At-Risk 84.5%, Migrant 3.5%, Gifted and Talented 7.0%, Special Education 10.9%. The mobility rate from home campus to neighboring campuses or within the district is high. A total of 218 students were identified as At-Risk with the highest number being identified under the EB category. Based on the data, the retention rate was high in the 1st grade level (5.6%). Attendance Percentage for the 2022-2023 school year was 96.3.%. Currently the average class size is 18:1 fro PreK-4th Grade and 5th grade average size is above 21:1. 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 1-PreK3, 1 PreK4 classes, 1- Kinder, 2-1st Grade, 2- 2nd Grade, 1-3rd Grade, 2-4th Grade, 2-5th Grade classes. Class sizes range from 16 to 23 students.

## Demographics Strengths

1. Effective and efficient use of budgeted funds
2. Communication procedures between home and school on student attendance
3. EB student placement into the bilingual Program 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 Education 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/EB, and SPED 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 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 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 (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 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 85.5%

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

# Student Learning

## Student Learning Summary

Critical to the academic success of Del Castillo Elementary is the disaggregation of students' assessment data. Data is disaggregated consistently to identify the areas needing improvement such as meeting states' student expectations and TEKS Mastery in the areas of RLA, Math and Science. In addition, administrators and teachers review 4th and 5th grade students' data to ensure Domain 3 will be met for the 2023-2024 school year. Data is disaggregated on a weekly basis through the analysis of progress monitoring, student grades, percentages of students on an RTI plan, TPRI/Tejas LEE beginning, middle, and end of year, end of unit benchmarks, and practice state assessment. Each week, both teachers and administrators meet to discuss students' progress, curriculum and instruction, and to prescribe individual intervention plans for students not mastering the TEKS. Interventions are noted through the students' Response to Intervention (RTI) plan. To help support the instructional program, State Compensatory teachers look at students' achievement scores and break down the test objective to identify strengths and weakness. In addition, administrators and teachers work together weekly to build rigorous weekly tests and lesson plans that are correlated with state standardized assessments and correlated with the higher levels of Bloom's Taxonomy. These test are designed to focus on the higher levels of Bloom's Taxonomy and prepare students for the secondary levels of education. Teachers and administrators then discuss the type of instruction students will receive to include effective research-based instructional strategies that will allow students to master the TEKS at higher levels of complexity and higher levels of depth of knowledge. Another focus group our campus focuses on are our migrant students. Migrant Funds are used to identify and recruit children of migrant workers for supplemental services conducted to assess the supplemental support most needed by the migrant students of our campus. Based upon the migrant student needs survey, the faculty, staff, and administration are in agreement that the items listed will provide the most support to the migrant students. School Supplies such as paper, crayons, glue, binders, jackets, and polo shirts.

## 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.

2022-2023 TAPR: Reading-3rd Grade (Campus 49%, District 74%, State 76%), 4th Grade (Campus 76%, District 80%, State 77%), 5th Grade (Campus 80%, District 81%, State 81%)

2021-2022 TAPR: Reading-3rd Grade (Campus 49%, District 74%, State 76%), 4th Grade (Campus 76%, District 80%, State 77%), 5th Grade (Campus 80%, District 81%, State 81%)

2020-2021 TAPR: Reading-3rd Grade (Campus 50%, District 54%, State 67%), 4th Grade (Campus 31%, District 55%, State 63%), 5th Grade (Campus 64%, District 71%, State 73%)

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%)

2022-2023 TAPR: Reading-3rd Grade (Campus 49%, District 74%, State 76%), 4th Grade (Campus 76%, District 80%, State 77%), 5th Grade (Campus 80%, District 81%, State 81%)

2021-2022 TAPR: Math-3rd Grade (Campus 54%, District 69%, State 71%), 4th Grade (Campus 64%, District 77%, State 70%), 5th Grade (Campus 74%, District 84%, State 77%)

2020-2021 TAPR: Math-3rd Grade (Campus 27%, District 40%, State 62%), 4th Grade (Campus 21%, District 40%, State 59%), 5th Grade (Campus 60%, District 59%, State 70%)

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%)

2022-2023 TAPR: Science 5th Grade (Campus 63%, district 76%, state 76%)

2021-2022 TAPR: Science 5th Grade (Campus 63%, district 76%, state 76%)

2020-2021 TAPR: Science 5th Grade (Campus 38%, district 62%, state 71%)

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

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



✓ Comparative Academic Growth

X Postsecondary Readiness

X Comparative Closing the Gaps

TEA | School Programs | Assessment and Reporting | Performance Reporting

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. All PreK-5th grade teachers have access to the assessment scores through TANGO in order to drive instruction.
2. Tutorials and Saturday Academies were provided to help students increase STAAR and TELPAS scores.
3. RTI interventions and scheduled periods were provided to students to increase their performance in Reading and Math.
4. Students were able to participate in extracurricular activities such as: UIL, Science Fair, Brainsville, ACE program.

### **Need Statements Identifying Student Learning Needs**

**Need Statement 1:** Need to increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI/TEJAS Lee/ NRT, TELPAS, and STAAR in the content areas of Reading/Language Arts, Math, and Science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. **Data Analysis/Root Cause:** Analysis of data show gaps of Special Populations and all students.

**Need Statement 2 (Prioritized):** Need to 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/III 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 (Prioritized):** Need to upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, headphones, and maintain all printers with ink/toner) **Data Analysis/Root Cause:** Replace outdated or obsolete technology items.

**Need Statement 4:** Need to 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 5:** Needs to increase in student academic achievement by providing hands-on field experiences. **Data Analysis/Root Cause:** Analysis of research data shows that students of poverty lack significant field experiences.

**Need Statement 6 (Prioritized):** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 7 (Prioritized):** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

# **School Processes & Programs**

## **School Processes & Programs Summary**

Del Castillo analyzes the school context and organization by looking at how school processes, structures, decision-making, and overall leadership positively affect classroom instruction. It is important to have systems in place so that there is not much interference or distractions from classroom instruction. Curriculum and Instruction are of high importance to the campus. Administration meets with the teachers on a weekly basis to apply the development of the current curriculum and to review data. The campus implements district curriculum initiatives and assessments as required by the State of Texas. The Texas Essential Knowledge and Skills (TEKS) prepare students for a quality education and for state assessments. Teachers work together to develop quality lessons for the six weeks. They are provided with planning time to complete their lessons and move forward with their plan of action. Administrators provide teachers with instructional resources and professional development opportunities. Planning for instruction and interventions is done through vertical and horizontal alignment. Teachers will be provided opportunities to be guided and coached by instructional consultants in order to improve instructional delivery in the classrooms.

## **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 Administration, Grade Level Meetings with the Lead Teacher of the grade level, Faculty Meetings 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.

## **Curriculum, Instruction, and Assessment Summary**

Curriculum, Instruction, and Assessment at Del Castillo Elementary is one of the most important aspects of the campus. Del Castillo Elementary teachers implement district curriculum initiatives and assessments as required by the State of Texas. Instruction at Del Castillo Elementary is based from the Texas Essential Knowledge and Skills (TEKS) and prepares students for state assessments. In doing this process, Del Castillo Administrators and teachers plan lessons that are consistent and research based. Administrators provide the teachers with the instructional resources and professional development opportunities needed. Del Castillo Administrators and grade-level lead teachers guide and mentor new teachers. Collaboration is encouraged for teachers to learn from one another.

## **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

Implementation and acquisition of Technology is observed in every grade level including PK and Resource lab classrooms, PK-5th grade teachers utilize online assessment data bases to review scores (Eduphoria, TELPAS, CPALLS, mCLASS, TPRI, Tejas LEE, TANGO reports) and PreK-2nd grade teachers track students' progress on an IPAD where assessment data is at their fingertips to address intervention strategies. A review of professional development opportunities was made and dates indicating teacher attendance at district trainings were compared to the survey results. All student populations have access to newer computers that allow for better internet access and compatibility with updated software aligned to TEKS Readiness and Supporting Standards.

## School Processes & Programs Strengths

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

1. Weekly grade level meetings
2. Consistent implementation of district curriculum
3. Teacher Evaluation Process (T-TESS) helps improve teacher's ability to fulfill their job assignment
4. Teacher Awareness of students' needs
5. Teachers are given additional planning days to work on quality lesson plans, literacy centers, routines, targeting skills and developing interventions
6. Professional Development that provides the knowledge, skills and strategies necessary to improve instruction

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

**Need Statement 2:** Need to increase EBs, At-Risk, Migrant, Special Education, Dyslexia, Economically Disadvantaged students' assessment scores in C-PALLS, mCLASS, TPRI/ TEJAS Lee/ NRT, TELPAS, and STAAR in the content areas of Reading/Language Arts, Math, and Science through the use of core curriculum and any additional resources and necessary instructional materials and supplies. **Data Analysis/Root Cause:** Analysis of data show gaps of Special Populations and all students.

**Need Statement 3 (Prioritized):** Need to 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

**Need Statement 4:** Need to provide 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 5 (Prioritized):** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 6 (Prioritized):** Need for students to have access to laptops or IPADS for classroom/academic use. Software license need to be purchased. **Data Analysis/Root Cause:** Instruction needs to be supported through technology.

**Need Statement 7:** Needs to increase in student academic achievement by providing hands-on field experiences. **Data Analysis/Root Cause:** Analysis of research data shows that students of poverty lack significant field experiences.

**Need Statement 8 (Prioritized):** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

# Perceptions

## Perceptions 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 on a weekly basis 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, ACE Program, Spelling BEE, and Coding. Del Castillo's school website features students, parents, and staff recognition accomplishments, events, and activities.

Del Castillo Elementary is committed to involve parents and community members to to be involved in the students' education. A parental involvement survey link was given for parents to provide feedback. The SBDM committee analyzed the answers to determine decisions for the school year. The parent liaison compiles data on parental participation attendance an meeting agendas for the SBDM committee. Information obtained is analyzed by the SBDM committee to determines campus needs. In order to increase parental involvement attendance rates, parent and community members volunteer opportunities are available throughout the school year.

**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.**

## 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 and Assistant Principal)
2. Parental Involvement Meetings well structured and well informed presentations
3. Campus Teacher Appreciation Week, Administrative Assistants, Counselors, Nurse, Diagnostician and paraprofessionals are recognized
4. Counselor addresses students needs in the following areas: academic or personal problems, career day, classroom presentations, and speakers
5. Nurse involvement on Health presentations to students
6. Parent representation on the following committees: LPAC, SBDM, Parent /Family Engagement Policy, School/Parent Compact, Title I Policy

7. School website updated continuously with information for parents and families

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):** Need to 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:** Need to 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 for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 6 (Prioritized):** Need for students to have access to laptops or IPADS for classroom/academic use. Software license need to be purchased. **Data Analysis/Root Cause:** Instruction needs to be supported through technology.

**Need Statement 7 (Prioritized):** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

# Priority Need Statements

**Need Statement 1:** Need for paraprofessionals to support small group instruction.

**Data Analysis/Root Cause 1:** Instructional reinforcement needs to be provided to increase academic retention.

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

**Need Statement 2:** 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 2:** Current at-risk percentage 85.5%

**Need Statement 2 Areas:** Curriculum, Instruction, and Assessment - Demographics

**Need Statement 3:** Need to upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, headphones, and maintain all printers with ink/toner)

**Data Analysis/Root Cause 3:** Replace outdated or obsolete technology items.

**Need Statement 3 Areas:** Student Learning - School Processes & Programs

**Need Statement 4:** 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 4:** Campus attendance rate has decreased throughout the school year. Currently our attendance is 94.8%

**Need Statement 4 Areas:** Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics

**Need Statement 5:** 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 5:** Campus faculty and staff need to be informed of local, state and federal policies.

**Need Statement 5 Areas:** School Culture and Climate - Staff Quality, Recruitment, and Retention - School Context and Organization - Perceptions

**Need Statement 6:** 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 6:** Campus needs to meet attendance goal.

**Need Statement 6 Areas:** Student Achievement - School Culture and Climate - Curriculum, Instruction, and Assessment - Demographics

**Need Statement 7:** Need to 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/III 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 8:** Need for students to have access to laptops or IPADS for classroom/academic use. Software license need to be purchased.

**Data Analysis/Root Cause 8:** Instruction needs to be supported through technology.

**Need Statement 8 Areas:** School Processes & Programs - Perceptions

**Need Statement 9:** Need to conduct parent meetings and funds will be allotted to purchase materials, supplies, food and refreshments for parent meetings.

**Data Analysis/Root Cause 9:** Based on the CNA, parental involvement is a key connection between home and school.

**Need Statement 9 Areas:** Parent and Community Engagement - Perceptions

**Need Statement 10:** Need to increase parent attendance at campus bi-weekly meetings by providing additional after-working hour meetings.

**Data Analysis/Root Cause 10:** Lack of parent interest at campus bi-weekly meetings and limited time available

**Need Statement 10 Areas:** Parent and Community Engagement - Perceptions

**Need Statement 11:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community.

**Data Analysis/Root Cause 11:** Create a healthy and safe learning environment at Del Castillo Elementary.

**Need Statement 11 Areas:** Student Learning - School Processes & Programs - Perceptions

**Need Statement 12:** 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 12:** Campus enrollment decreased

**Need Statement 12 Areas:** Demographics - Parent and Community Engagement - School Context and Organization - Demographics

**Need Statement 13:** Need to provide Migrant students with supplemental supplies to increase their attendance rate and assessment scores.

**Data Analysis/Root Cause 13:** The need to help migrant students with supplemental supplies to sustain their attendance and grades

**Need Statement 13 Areas:** Demographics - Student Achievement - Demographics

# Goals

Revised/Approved: June 2, 2023

**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).

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 1:** Del Castillo student performance for all students, all grades, all subjects for STAAR Approaches, Meets, and Masters Grade Level performance in reading, mathematics, science by 2 percentage points over 2023 results.

El desempeño estudiantil de Del Castillo para todos los estudiantes, todos los grados, todas las materias para STAAR se acerca, cumple y domina el desempeño de nivel de grado en lectura, matemáticas y ciencias en 2 puntos porcentuales sobre los resultados de 2023.

**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** STAAR, CPALLS, TELPAS and other EOY performance reports.

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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 assess the language proficiency and assessment of the Emergent Bilinguals. Supplies will be bought to enhance activities with Emergent Bilinguals. (R,ELA, M, S, S.S.)  Desarrollar las habilidades del lenguaje oral y aumentar las habilidades para escuchar, hablar, leer, fluidez en la lectura y competencia en la escritura a través de las estrategias REACH, ELPS, CCRS y ELAR en el aula para que los estudiantes realicen una transición sistemática en inglés. Además, comprar suministros y recursos según sea necesario para el éxito académico de los estudiantes. Además, todos los estudiantes migrantes recibirán útiles escolares y materiales de instrucción apropiados para su grado según sea necesario, con ropa y productos de higiene para apoyar su rendimiento académico. El Comité LPAC se reunirá para evaluar el dominio del idioma y la evaluación de los estudiantes del idioma inglés. Se comprarán útiles para mejorar las actividades con los estudiantes bilingües.		Formative			Summative
		Oct	Jan	Mar	May

(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 2021-2022 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

2022 PBMAS Report

CPALLS

TPRI/ Tejas Lee

mCLASS Kinder

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:**

2.4, 2.5, 2.6

- **TEA Priorities:**

Build a foundation of reading and math


- - **Population:** ELL students TI MI ELL SE AR GT DYS - **Start Date:** August 14, 2023 - **End Date:** May 30, 2024

**Need Statements:** Demographics 4 - Student Learning 2, 6 - School Processes & Programs 3, 5 - Perceptions 5 -


Curriculum, Instruction, and Assessment 1

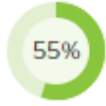
**Funding Sources:** General Supplies - 263 Title III-A Bilingual - 263-11-6399-00-120-Y-25-000-Y - \$1,460



Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The teachers (Including PreK3 and PreK4) will use Reading, Writing (Writable), Math (2nd-5th Grade Sharon Wells Math )and Science materials to master STAAR Standards, TEKS, Readiness and Supporting Standards. The students will demonstrate improvement in state assessments. ( R, ELA, M, S, S.S.)</p> <p>Instructional materials, capital outlay, resources and supplies as needed by classroom and fine arts teachers 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.</p> <p>Los maestros (incluyendo PreK3 y PreK4) usaran materiales de Lectura, Escritura(Writable), Matematicas (2ndo-5o Sharon Wells Math) 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.)</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase in Performance in the following STAAR assessments as compared to the 2021-202 2School Year:</p> <p>Benchmark, Assessments 3RD-5TH Grade Formative Walk-Throughs, Lesson Plans Progress Reports Reading Fluency Charts</p> <p>Summative Data:</p> <p>2022-2023 STAAR Results TPRI/ Tejas Lee mCLASS Kinder BOY/MOY/EOY Data Evaluations</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All Teachers and Support Staff Administrator for State Compensatory Education</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Funding Sources:</b> 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, General supplies - 199 Local funds - 199-11-6399-00-120-Y-11-000-Y, General Supplies Media Center - 162 State Compensatory - 162-11-6399-16-120-Y-30-000-Y - \$1,500</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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)</p> <p>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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Reading Fluency will increase by 15 words every six weeks</p> <p>Schedules</p> <p>Formative: Walk throughs</p> <p>Summative:</p> <p>2022-2023 STAAR Results TELPAS TPRI Results mCLASS Kinder</p> <p><b>Staff Responsible for Monitoring:</b> Librarian Teachers Administrators</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 - <b>Revision Date:</b> June 1, 2022</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-12-6399-00-120-Y-99-000-Y - \$200</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthrough documentation Monitor for small group instruction</p> <p>Summative: EOY TPRI/Tejas LEE assessment C-PM mCLASS Kinder EOY test Reading and Writing STAAR scores TELPAS Online Reading test</p> <p><b>Staff Responsible for Monitoring:</b> Administration Dean of Instruction</p> <p><b>Title I:</b> 2.4, 2.5, 2.6 - <b>Population:</b> AR SE Non-Lep LEP MI DYS GT TI - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



### Student Learning

**Need Statement 2:** Need to 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

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

### School Processes & Programs

**Need Statement 3:** Need to 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/III 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:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

### Perceptions

**Need Statement 5:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**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).

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (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 2023 results.



El desempeño en la primera infancia de Del Castillo aumentará en 5 puntos porcentuales con respecto a los resultados de fin de año 2023.






**High Priority**

**HB3 Goal**

**Evaluation Data Sources:** TPRI, Tejas Lee, Three Cheers PK, CPALLS, mCLASS Kinder.

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Highly qualified paraprofessionals will assist the needs of low performing students through individualized and small group instruction in order to enhance their skills.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: BOY and MOY CPALLS test, Three Cheers for PreK Student Screening Assessments</p> <p>Walk-throughs Lesson Plans</p> <p>Summative: EOY CPALLS and Three Cheers for PreK results, Purchase Orders</p> <p><b>Staff Responsible for Monitoring:</b> Paraprofessionals Teachers Administrators</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 3 - Student Achievement 2 - Student Learning 2, 6 - School Culture and Climate 2 - School Processes &amp; Programs 3, 5 - Perceptions 5 - Curriculum, Instruction, and Assessment 3</p> <p><b>Funding Sources:</b> Extra Duty Pay Overtime - 199 Local funds - 199-11-6121-51-120-Y-11-000-Y - \$25, Extra Duty Pay Overtime - 199 Local funds - 199-23-6121-08-120-Y-99-000-Y - \$75</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> The campus will implement a coordinated systematic plan at the campus and classroom level that includes the use of CPALLS, mCLASS Kinder, TPRI/ TEJAS LEE, STAAR Progress Monitoring Assessments, Benchmarks, TELPAS and Language Progress Reports to provide reinforcement of reading skills to all students (R)</p> <p>La escuela implementara un plan sistematico coordinado a nivel del plantel y del aula que incluye el uso de CPALLS, mCLASS Kinder, 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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Percentage increase in the following assessments in comparison to data obtain through the STAAR Assessment given in 2021-2022</p> <p>CPALLS TPRI/ Tejas Lee mCLASS Kinder 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p> <p>Formative: Campus Benchmarks, PMA Results, TPRI/ Tejas Lee, Progress Monitoring, Progress Reports, Grades</p> <p>Summative: STAAR Results, Report Cards TELPAS, TPRI/ Tejas Lee, mCLASS Kinder EOY CPALLS</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All Teachers and Support Staff</p> <p><b>Population:</b> TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> The Pre-K program will be provided the full day in order to better prepare qualified students academically.</p> <p>El programa de Pre-K se proporcionara el dia completo para preparar mejor a los estudiantes calificados academicamente.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs, student progress reports, Lesson Plans, CPALLS (BOY &amp; MOY)</p> <p>Summative: CPALLS (EOY)</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for State Compensatory Education</p> <p><b>Population:</b> AR, TI, MI, LEP - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> Early Reading, Math &amp; Science Intervention:            This program is based on CPALLS testing. CPALLS and PK SAVVAS assessment results drive instruction and enables teachers to provide individualized intervention for At-Risk students. The teacher will use the CPALLS and PK SAVVAS manual of activities to assist students having difficulty in Reading, Math and Science.            Teachers will administer CPALLS, mCLASS Kinder, TPRI/Tejas LEE at the BOY, MOY and EOY and progress monitor in between based on the assessment timeline. Teachers will use the LION add ons for identification of students at risk for Dyslexia and Special Ed. services.            Intervencion temprana en lectura, matematicas y ciencias:            Este programa se basa en las pruebas CPALLS. CPALLS y PK SAVVAS impulsan la instruccion y permiten a los maestros brindar una intervencion individualizada para los estudiantes en riesgo. El maestro utilizara las actividades manuales de CPALLS y PK SAVVAS para ayudar a los estudiantes que tienen dificultades en lectura, matematicas y ciencias.            Los maestros administraran CPALLS, mCLASS Kinder, TPRI/Tejas LEE en BOY, MOY y EOY y monitorearan el progreso en el medio segun el cronograma de evaluacion. Los maestros usaran los complementos LION para identificar a los estudiantes en riesgo de dislexia y servicios de educacion especial.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:            CPALLS            Three Cheers PREK            TPRI/Tejas LEE BOY &amp; MOY Assessment            mCLASS Kinder            LION Add on Assessment            Classroom Schedules            Walkthroughs            Summative:            EOY CPALLS            Three Cheers PreK            TPRI/Tejas LEE assessment</p> <p><b>Staff Responsible for Monitoring:</b> Dean of Instruction            PK-5th Grade Teachers</p> <p><b>Title I:</b>            2.6            - <b>TEA Priorities:</b>            Build a foundation of reading and math            - <b>Additional Targeted Support Strategy - Population:</b> PreK-2nd Grade populations - <b>Start Date:</b> August 14, 2023            - <b>End Date:</b> May 30, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
					
 No Progress  Accomplished  Continue/Modify  Discontinue					

## Performance Objective 2 Need Statements:

### Demographics

**Need Statement 3:** 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 2:** Need to 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

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

### School Processes & Programs

**Need Statement 3:** Need to 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/III 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:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

### Perceptions

**Need Statement 5:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.




**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).

Los estudiantes de BISD recibirán oportunidades educativas que produzcan graduados integrales que estén preparados para el futuro, estén listos para la universidad/una carrera y sean ciudadanos responsables e independientes. (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 estarán a nivel de grado dentro de 2 años y el 70% estará 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			
<p><b>Strategy 1:</b> 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.</p> <p>Extended Day/After School Program</p> <p>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.</p> <p>These tutorials will be conducted during the school year either through Tier II time (K-5th) morning Tutorial ( 1st -5th) and after school Tutorial</p> <p>(3rd -5th) Research based interventions will be provided to increase student achievement. Supper meals will be provided for the students.</p> <p>La escuela Del Castillo implementará tutorías y estrategias de recuperación en lectura, matemáticas y ciencias para estudiantes en riesgo y de bajo rendimiento con el fin de disminuir las tasas de reprobación y mejorar el rendimiento estudiantil.</p> <p>Programa de día extendido / después de la escuela</p> <p>Los estudiantes de PK a 5o grado participarán en nuestro programa de día extendido / después de la escuela como parte de una actividad de enriquecimiento. Nuestros maestros y paraprofesionales de instrucción proporcionarán actividades académicas y extracurriculares en un esfuerzo por motivar a nuestros estudiantes.</p> <p>Estas tutorías se llevarán a cabo durante el año escolar, ya sea a través de la tutoría matutina de nivel II (K-5 deg) (1er a 5o) y la tutoría después de la escuela</p> <p>(3o-5o) Se proporcionarán intervenciones basadas en la investigación para aumentar el rendimiento estudiantil. Se proporcionarán cena a los estudiantes.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <ul style="list-style-type: none"> <li>5 % increase in Performance</li> <li>Tutorial Time sheets</li> <li>Tutorial classroom observations</li> <li>Student Progress reports</li> <li>Attendance Sheets</li> </ul>	Formative			Summative
	Oct	Jan	Mar	May
				

Permission Slips Eschools Plus generated Tutorial Schedule Attendance Sheets Tutorial Lesson Plans Benchmark Scores  Summative:  STAAR Results TAPR TPRI / Tejas Lee <b>Staff Responsible for Monitoring:</b> Principal Dean of Instruction Tutorial Teachers Administrator for State Compensatory Education  <b>Title I:</b> 2.4, 2.5, 2.6 - <b>Population:</b> AR TI MI LEP - <b>Start Date:</b> September 4, 2023 - <b>End Date:</b> May 24, 2024 <b>Need Statements:</b> Demographics 3 - Student Achievement 2 - Student Learning 2, 6 - School Culture and Climate 2 - School Processes & Programs 3, 5 - Perceptions 5 - Curriculum, Instruction, and Assessment 3 <b>Funding Sources:</b> Extra Duty Pay-SSI - 162 State Compensatory - 162-11-6118-00-120-Y-24-SSI-Y - \$2,646, Extra Duty Pay-Extended Day Certified - 162 State Compensatory - 162-11-6118-00-120-Y-30-000-Y - \$10,785, Transportation - 199 Local funds - 199-11-6494-00-120-Y-11-000-Y - \$900, Professional Extra Duty Pay Certified - 282 ESSER III Grant Funds - 282-11-6118-00-120-Y-240CG-1 - \$4,500, Extra Duty Pay Overtime Classified - 282 ESSER III Grant Funds - 282-11-6121-00-120-Y-240CG-1 - \$6,569, Fringes Certified and Classified - 282 ESSER III Grant Funds - 282-11-6141-00-120-Y-240CG-1 - \$160, Fringes Certified and Classified - 282 ESSER III Grant Funds - 282-11-6146-00-120-Y-240CG-1 - \$1,107, Fringes Classified - 282 ESSER III Grant Funds - 282-11-6445-00-120-Y-240CG-1 - \$96, Fringes TRS Classified and Certified - 282 ESSER III Grant Funds - 282-11-6149-00-120-Y-240CG-1 - \$199				
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>				

Performance Objective 3 Need Statements:

Demographics
<b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> Campus needs to meet attendance goal.

### Student Learning

**Need Statement 2:** Need to 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

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

### School Processes & Programs

**Need Statement 3:** Need to 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/III 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:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

### Perceptions

**Need Statement 5:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.


**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)






La Mesa Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad garantizara la equidad en la disponibilidad de instalaciones apropiadas, bien mantenidas y eficientes en energia para un ambiente de aprendizaje seguro y ordenado para todos los estudiantes. (Meta del tablero 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)

Del Castillo implementara planes de ahorro de energia; mantener y actualizar las instalaciones actuales para brindar un ambiente de aprendizaje saludable y positivo al programar la renovacion/actualizacion/mejora de al menos el 20 % de las instalaciones educativas anualmente durante los proximos 5 anos. (Meta del tablero 2)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> Del Castillo will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan.</p> <p>Del Castillo promovera deliberadamente actividades de ahorro de energia en el campus para apoyar la implementacion del plan de ahorro de energia del distrito.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: draft energy plan</p> <p>Summative: comparison of energy usage</p> <p><b>Staff Responsible for Monitoring:</b> Principal Asst. Principal handling facilities Head Custodian</p> <p><b>Population:</b> All department and campus facilities - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the campus.  Crear e implementar un enfoque sistematico para la renovacion/actualizacion/mejora de las instalaciones para incluir la priorizacion basada en la seguridad y las necesidades de la escuela. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: draft facilities plan  Summative: 5-year maintenance and upgrade plan <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal handling facilities Head Custodian  <b>Population:</b> All departments and campus facilities - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 7 - School Processes & Programs 8 - Perceptions 7 <b>Funding Sources:</b> General Supplies Custodial - 199 Local funds - 199-51-6399-00-120-Y-99-000-Y - \$400, Extra Duty-Overtime - 199 Local funds - 199-51-6121-47-120-Y-99-000-Y - \$50, General Warehouse Custodial Supplies - 199 Local funds - 199-51-6315-00-120-Y-99-000-Y - \$1,701		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 1 Need Statements:

Student Learning
<b>Need Statement 7:</b> Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. <b>Data</b> <b>Analysis/Root Cause:</b> Create a healthy and safe learning environment at Del Castillo Elementary.
School Processes & Programs
<b>Need Statement 8:</b> Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. <b>Data</b> <b>Analysis/Root Cause:</b> Create a healthy and safe learning environment at Del Castillo Elementary.
Perceptions
<b>Need Statement 7:</b> Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. <b>Data</b> <b>Analysis/Root Cause:</b> Create a healthy and safe learning environment at Del Castillo Elementary.






**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)

El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (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.

Del Castillo garantizara el uso efectivo y eficiente del 100% de los fondos presupuestados disponibles para satisfacer las necesidades de todos los estudiantes.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Del Castillo will support programs in the effect effective and efficient use of 100% of available budgeted funds based on the needs assessments.  Del Castillo apoyara programas en el uso eficaz y eficiente del 100% de los fondos presupuestados disponibles en base a las evaluaciones de necesidades.  Need: Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> 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 <b>Staff Responsible for Monitoring:</b> Principal Asst. Principal Dean  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 1 - Demographics 1 - Parent and Community Engagement 1 - School Context and Organization 1	Formative			Summative
	Oct	Jan	Mar	May
	 45%			
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> Need to increase school enrollment, school messenger, PreK roundup, Open House, and school marquee will be utilized to promote the school. <b>Data Analysis/Root Cause:</b> Campus enrollment decreased


**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)

El Distrito garantizara el uso eficaz y eficiente de todos los fondos disponibles en la implementacion de un presupuesto equilibrado que incluya una mejor compensacion para los maestros y planes para reclutar, retener y apoyar a personal altamente calificado. (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.

La Escuela Primaria Del Castillo creara y proporcionara reconocimientos y actividades para el cuerpo docente y el personal para mejorar la moral/clima del campus y apoyar la retencion de maestros y directores.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Critical Success Factors CSF 1, CSF 7 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.  Dar prioridad a los maestros de campus de alta pobreza/alta minoria/bajo rendimiento para participar en las cohortes de Maestria en Educacion, establecer Lideres de Maestros Maestros y explorar incentivos financieros. Need: Equity Plan need and Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Teacher Recognition  Summative: Teacher retention and improved school climate <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean  <b>Population:</b> high poverty/ high minority/ low performing campuses students - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers will receive gifts, recognition, praise, refreshments as part of "Teacher of the Week" and Faculty Meetings/Staff Development.  Los maestros recibirán obsequios, reconocimiento, elogios, refrigerios como parte del "Maestro de la semana" y Reuniones de profesores/Desarrollo del personal. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Weekly Teacher recognition  Summative Teacher Retention and Improved school climate <b>Staff Responsible for Monitoring:</b> Campus Administration Counselor Teachers  <b>Population:</b> All Campus Teachers - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Awards - 199 Local funds - 199-23-6498-00-120-Y-99-000-Y - \$2,000, Refreshments - 199 Local funds - 199-13-6499-53-120-Y-99-000-Y - \$900		Formative			Summative
		Oct	Jan	Mar	May
					
		 No Progress	 Accomplished	 Continue/Modify	 Discontinue

### Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 2:</b> 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. <b>Data Analysis/Root Cause:</b> Campus attendance rate has decreased throughout the school year. Currently our attendance is 94.8%


**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)



Todos los programas y campus de BISD trabajaran de cerca y en colaboracion con la Oficina de Informacion Publica de BISD para expandir las campanas de relaciones publicas/mercadeo para expandir aun mas la inscripcion/reclutamiento/retencion de estudiantes. (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.

Del Castillo proporcionara a la Oficina de Informacion Publica de BISD articulos destacados, reconocimiento de estudiantes, actividades cocurriculares/ extracurriculares y eventos para padres/comunidad.

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The district will promote the history and origins along with current accomplishments of each campus weekly through the website and media venues.  El distrito promovera la historia y los origenes junto con los logros actuales de cada campus semanalmente a traves del sitio web y los medios de comunicacion. Need: Decreasing enrollment/Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Periodically submit events and pictures of activities to the Public Information Office  Summative: Annual submission of events ents from our campus website <b>Staff Responsible for Monitoring:</b> Principal Librarian Lead Teachers  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> July 1, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<b>Strategy 2: Critical Success Factors</b> 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.  2) Del Castillo designara un contacto de PIO para proporcionar articulos destacados, reconocimientos de estudiantes/padres/ personal actuales y anteriores, actividades co-/extracurriculares y eventos para padres/comunidad.  Need: Decreasing enrollment/ Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Periodically submit events and pictures of activities to the Public Information Office  Summative: Annual submission of events ents from our campus website <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean Librarian Lead Teachers  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
Strategy 3 Details	Reviews			
<b>Strategy 3: Critical Success Factors</b> CSF 5, CSF 6 Del Castillo will update website at least monthly including showcasing student and community activities.  Del Castillo actualizara el sitio web al menos una vez al mes, incluida la exhibicion de actividades estudiantiles y comunitarias.  Need: Decreasing enrollment/ Board approved goal priority <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Updated campus website on a weekly basis  Summative: Annual compilation of campus website updates <b>Staff Responsible for Monitoring:</b> Principal Librarian TST  <b>Population:</b> BISD Stakeholders - <b>Start Date:</b> August 7, 2023 - <b>End Date:</b> June 30, 2024 <b>Need Statements:</b> Demographics 4 - Curriculum, Instruction, and Assessment 1	Formative			Summative
	Oct	Jan	Mar	May
				



No Progress



Accomplished



Continue/Modify



Discontinue

## Performance Objective 1 Need Statements:

### Demographics


**Need Statement 4:** Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. **Data Analysis/Root Cause:** Current at-risk percentage 85.5%

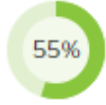
**Goal 5:** School campuses will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)


Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (TEA Ch. 4, Obj. 8)


**Performance Objective 1:** Out of school suspensions (OSS) will decrease by 5% for 2023-2024 and will not be disproportionate for any population. Las suspensiones fuera de la escuela (OSS) disminuiran en un 5 % para 2023-2024 y no seran desproporcionadas para ninguna poblacion.

**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 Rtl plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.






Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<p><b>Strategy 1:</b> The campus will reduce its yearly rate of out of school suspensions to less than 5% by researching and evaluating the 2022-2023 number of days students were absent due to O.S.S.</p> <p>El campus reducira su tasa anual de suspensiones fuera de la escuela a menos del 5% investigando y evaluando la cantidad de dias que los estudiantes estuvieron ausentes en 2022-2023 debido a O.S.S.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase student attendance to 98%</p> <p>Formative:</p> <p>Six Weeks Attendance Rate</p> <p>Summative:</p> <p>Yearly ADA Reports</p> <p><b>Staff Responsible for Monitoring:</b> Principal PEIMS Supervisor Attendance Clerk</p> <p><b>Population:</b> TI MI ELL SE AR GT DY - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> Parents will be notified as soon as possible of any discipline concerns.</p> <p>Los padres seran notificados tan pronto como sea posible de cualquier problema de disciplina.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> PEIMS Discipline Reports</p> <p>Formative:</p> <p>Communication Logs Parent Liaison Logs Teacher Notes</p> <p>Summative:</p> <p>PEIMS Discipline Reports and Discipline Referral Forms</p> <p><b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Teachers Counselor</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p>Se llevara a cabo una asamblea para proporcionar Capacitacion en Manejo de Resolucion de Conflictos a todo el personal docente y administrativo. Se proporcionaran incentivos y recursos para que los maestros motiven y mantengan la moral del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Safe School Environment</p> <p>Formative:</p> <p>Monthly Counselor Log Signature Sheets Professional Development System Evaluations</p> <p>Summative:</p> <p>PEIMS Discipline Reports and Discipline Referral Logs <b>Staff Responsible for Monitoring:</b> Administrators Counselor</p> <p><b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> September 29, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>Se proporcionara desarrollo profesional y asistencia, incluida la "disciplina" exigida por el distrito, a todos los maestros que necesiten gestion del salon de clases para promover un entorno seguro. Los estudiantes recibiran una presentacion de "Intimidacion y seguridad".</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Safe School Environment</p> <p>Formative:</p> <p>Teacher Observation Professional Development System Transcript</p> <p>Summative:</p> <p>PEIMS Discipline Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Teachers Counselors Nurse</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				



Strategy 5 Details	Reviews			
<b>Strategy 5:</b> Teachers will utilize eSchools to report and document behavior incidents or concerns.  Los maestros utilizaran eSchools para informar y documentar incidentes o inquietudes de comportamiento. <b>Milestone's/Strategy's Expected Results/Impact:</b> Safe School Environment  Formative:  eSchoolsDiscipline Referrals  Summative:  PEIMS Discipline Reports <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal All Teachers  <b>Population:</b> All Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
				
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				


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


Los planteles escolares mantendran un ambiente seguro y disciplinado propicio para el aprendizaje de los estudiantes. (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.

Refinar e implementar todos los planes de seguridad en todo el distrito para garantizar que los estudiantes esten seguros en caso de una crisis.

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Se seguira implementando un Equipo de planificacion de operaciones de emergencia para mantener la seguridad de todos en el campus. Todos los interesados seran capacitados en la operacion de emergencia de la escuela.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Safe School Environment</p> <p>Formative:</p> <p>Agendas Sign In Sheets Emergency Drills</p> <p>Summative:</p> <p>Practice Drills Real-Life Situations</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, P.E. Teacher Counselor Nurse Administrators</p> <p><b>Population:</b> Administrators Campus Staff &amp; Faculty Guidance &amp; Counseling Students &amp; Parents - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>Proporcionar oradores motivadores para hablar con el personal y los estudiantes sobre la importancia de la salud y la seguridad en las escuelas, incluidos, entre otros, la seguridad en los autobuses escolares, la prevencion de incendios, etc. Se proporcionaran incentivos a los maestros durante las presentaciones para motivar y mantener la moral del campus.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Safe School Environment</p> <p>Formative:</p> <p>Agendas Sign In Sheets Emergency Drills</p> <p>Summative:</p> <p>Practice Drills Real-Life Situations</p> <p><b>Staff Responsible for Monitoring:</b> Teachers, P.E. Teacher Counselor Nurse Administrators</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2</p> <p><b>Funding Sources:</b> General Supplies Counselor - 199 Local funds - 199-31-6399-00-120-Y-99-000-Y - \$100</p>	Formative			Summative
	Oct	Jan	Mar	May
				

Strategy 3 Details	Reviews			
<b>Strategy 3:</b> The campus will design a comprehensive, developmental, Guidance and Counseling Program, designed to serve all students and all student groups. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: eSchools Discipline Reports Summative: PEIMS Discipline Reports <b>Staff Responsible for Monitoring:</b> Principal Counselor Dean of Instruction  <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
Strategy 4 Details	Reviews			
<b>Strategy 4:</b> 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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs, student progress reports, Lesson Plans, C-PM (BOY & MOY)  Summative: C-PM (EOY) <b>Staff Responsible for Monitoring:</b> Homeless Liaison Counselors  <b>Population:</b> HOM, AR - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

## Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 2:</b> 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. <b>Data Analysis/Root Cause:</b> Campus attendance rate has decreased throughout the school year. Currently our attendance is 94.8%

**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)

La Junta Directiva, en colaboracion con el personal del distrito, la administracion, los padres y la comunidad, brindara el apoyo y los recursos necesarios para lograr la excelencia y la equidad educativas. Los padres seran socios plenos de los educadores en la educacion de sus hijos.

**Performance Objective 1:** There will be a 5% increase of parents involved in campus/district parental involvement activities from 2022-2023.

Habra un aumento del 5% de padres involucrados en actividades de participacion de padres del campus / distrito de 2022-2023

**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			
<p><b>Strategy 1:</b> 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.</p> <p>* 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.</p> <p>* Parent Liaison will have access to miscellaneous supplies &amp; provisions for use during parent meetings.</p> <p>*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.</p> <p>* Upload and store Title I-A Compliance requirements documentation and of other parent activities into the Title I crate.</p> <p>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.</p> <p>* 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.</p> <p>*El enlace de padres tendra acceso a suministros varios y provisiones para usar durante las reuniones de padres.</p> <p>* 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.</p> <p>* 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Weekly Reports: Contact logs, Composite Report, Monthly Calendar, eSchoolPlus</p> <p>Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal</p> <p><b>Title I:</b> 4.1, 4.2 - <b>Population:</b> Parent Liaison - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Achievement 1 - Student Learning 7 - School Culture and Climate 1 - School Processes &amp; Programs 8 - Perceptions 7 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Parent liaison mileage - 199 Local funds - 199-61-6411-00-120-Y-99-000-Y - \$100</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Weekly Reports: Contact Logs, Composite Report, Monthly Calendar, eSchoolPlus</p> <p>Summative:</p> <p>Increase % parent participation Increase % student attendance Increase student STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison Classroom teachers</p> <p><b>Title I:</b> 4.1 - <b>Population:</b> Parents and students - <b>Start Date:</b> August 10, 2023 - <b>End Date:</b> November 30, 2023 <b>Need Statements:</b> School Culture and Climate 3 - Staff Quality, Recruitment, and Retention 2 - Perceptions 2, 3 - Parent and Community Engagement 3 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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:</p> <ul style="list-style-type: none"> <li>* Parent and Family Engagement Policy</li> <li>* School-Parent-Student Compact</li> <li>*Campus Improvement Plan (Goal 6)</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>* Política de participacion de los padres y la familia</li> <li>* Acuerdo entre la escuela, los padres y los estudiantes</li> <li>* Plan de mejora del campus (meta 6)</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Agendas Sign In Sheets</p> <p>Summative:</p> <p>Composite of Meeting Agendas STAAR Results</p> <p>Attendance Rate Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Title I:</b> 4.1, 4.2 - <b>Population:</b> Parents - <b>Start Date:</b> August 16, 2022 - <b>End Date:</b> June 1, 2023</p> <p><b>Need Statements:</b> Demographics 4 - Student Learning 2, 6, 7 - School Culture and Climate 3 - School Processes &amp; Programs 3, 5, 8 - Staff Quality, Recruitment, and Retention 2 - Perceptions 1, 2, 3, 5, 7 - Curriculum, Instruction, and Assessment 1 - Parent and Community Engagement 2, 3 - School Context and Organization 3</p>	Formative			Summative
	Oct	Jan	Mar	May



Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> Invite community agencies/organizations to participate and disseminate information about the public services that their agencies offer in order to continue building strong community partnerships. Create partnerships through a campus volunteer program. Recognize community partners and parent volunteers for their efforts in supporting district/campus goals to increase student success.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Sign In sheets Agendas</p> <p>Summative:</p> <p>STAAR Results, Attendance Rate Discipline Referrals Parent Participation Composite of EOY Survey</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> Parents and Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 1 - Demographics 1 - Parent and Community Engagement 1 - School Context and Organization 1 <b>Funding Sources:</b> Parent Liaison Mileage - 211 Title I-A - 211-61-6411-00-120-Y-30-0F2-Y - \$790</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details	Reviews			
<p><b>Strategy 5:</b> 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:</p> <ul style="list-style-type: none"> <li>* Building capacity through training using appropriate equipment and materials for parent and community access to resources</li> <li>*College Readiness</li> <li>* Community agencies and organizations resources</li> <li>* Drop-out and Violence prevention</li> <li>* Early Childhood Literacy Strategies</li> <li>* Effective teaching strategies in content areas</li> <li>* Health and Wellness Education</li> <li>* Special Education processes, procedures as well as services, procedural safeguards and transition to post-secondary life</li> <li>* Special Population resources and supports for Bilingual, Dyslexia, G. T. Migrant, and At-Risk students, etc.</li> </ul> <p>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:</p> <ul style="list-style-type: none"> <li>* 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.</li> <li>*Preparacion para la universidad</li> <li>* Recursos de agencias y organizaciones comunitarias</li> <li>* Prevencion de la desercion y la violencia</li> <li>* Estrategias de alfabetizacion en la primera infancia</li> <li>* Estrategias de ensenanza efectivas en areas de contenido.</li> <li>* Educacion sobre salud y bienestar</li> <li>* Procesos, procedimientos y servicios de educacion especial, garantias procesales y transicion a la vida postsecundaria.</li> <li>* Recursos y apoyos de poblacion especial para estudiantes bilingues, con dislexia, G. T., migrantes y en riesgo, etc.</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Agendas, Sign-In Sheets, Contact Log, Parent Meeting Sign-In Sheets,</p> <p>Summative: Increase % parent participation Increase % student attendance Increase student STAAR scores</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Title I:</b> 4.2 - <b>Population:</b> Parent and Family Engagement - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 6 Details	Reviews			
<p><b>Strategy 6:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Parent Meetings</p> <p>Summative: Composite of Survey Results</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> Parents and Parent Liaison - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 7 Details	Reviews			
<p><b>Strategy 7:</b> Host a "Parent Orientation Day" to inform parents and community members of daily standard operations procedures and District Policy.</p> <ul style="list-style-type: none"> <li>* Student Code of Conduct</li> <li>* Student / Parent Compact</li> <li>* Emergency Operations Procedure</li> <li>* Volunteer Guidelines and Opportunities</li> </ul> <p>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.</p> <ul style="list-style-type: none"> <li>*Codigo de Conducta Estudiantil</li> <li>* Acuerdo entre estudiantes y padres</li> <li>* Procedimiento de operaciones de emergencia</li> <li>* Pautas y oportunidades para voluntarios</li> </ul> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  District and Campus Parental Involvement Policy  Parental Involvement meetings, agendas, &amp; sign-in sheets  School-Parent-Student Compacts  School-Parent-Student Compact counts</p> <p>Summative:  Composite of End of Year Survey-Title I-A  Parental Involvement Compliance checklist  STAAR results  Attendance rate  Discipline referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal  Parent Liaison</p> <p><b>Population:</b> Parents and the Community - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> September 29, 2023</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 8 Details	Reviews			
<p><b>Strategy 8:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Agendas Sign In Sheets</p> <p>Summative:</p> <p>CNA Parent Survey STAAR Results Attendance Rate Discipline Referrals</p> <p><b>Staff Responsible for Monitoring:</b> Principal Parent Liaison</p> <p><b>Population:</b> Faculty and Staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 9 Details		Reviews			
<b>Strategy 9:</b> Students in Pre-Kinder and Kinder will be accompanied by their parents for a Thanksgiving Feast to promote parental involvement.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Lesson Plans  Summative: Report Card STAAR Results Attendance Rate Discipline Referrals <b>Staff Responsible for Monitoring:</b> Principal Parent Liaison Pre-Kinder and Kinder Teachers  <b>Population:</b> Pre-Kinder and Kinder students - <b>Start Date:</b> November 1, 2023 - <b>End Date:</b> November 30, 2023		Formative			Summative
		Oct	Jan	Mar	May
		<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>			

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 1:</b> Need to increase school enrollment, school messenger, PreK roundup, Open House, and school marquee will be utilized to promote the school. <b>Data Analysis/Root Cause:</b> Campus enrollment decreased <b>Need Statement 2:</b> 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. <b>Data Analysis/Root Cause:</b> Campus attendance rate has decreased throughout the school year. Currently our attendance is 94.8% <b>Need Statement 4:</b> Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. <b>Data Analysis/Root Cause:</b> Current at-risk percentage 85.5%
Student Learning
<b>Need Statement 2:</b> Need to 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. <b>Data Analysis/Root Cause:</b> 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests <b>Need Statement 6:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.

### Student Learning

**Need Statement 7:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

### School Processes & Programs

**Need Statement 3:** Need to 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/III 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:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 8:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

### Perceptions

**Need Statement 1:** Need to 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:** 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:** 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 5:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 7:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

**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)

Los educadores se mantendran al dia con el desarrollo de tecnicas creativas e innovadoras en la instruccion y la administracion utilizando esas tecnicas segun corresponda para mejorar el aprendizaje de los estudiantes. (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.

El desarrollo profesional relacionado con lo academico mejorara la eficacia de los maestros al proporcionar instruccion centrada en el estudiante para satisfacer las necesidades de todos los estudiantes, incluidos aquellos que reciben educacion especial, dislexia, segundo idioma y apoyos en riesgo para mejorar el rendimiento academico y la participacion, como lo demuestran las observaciones en el aula.

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



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Brindar oportunidades de desarrollo profesional en el area de lectura a traves de capacitaciones de cambio por parte de maestros y administradores seleccionados que guian la planificacion para la mejora de los estudiantes (R, ELA) Se compraran mesas y sillas para usar en sesiones de desarrollo profesional.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase Performance in the following 2023-2024 STAAR assessments as compared to the 2022-2023 School Year:</p> <p>Formative Walk-Throughs, Lesson Plans Progress Reports</p> <p>Summative Data:</p> <p>CPALLS Pre-K Results 1st &amp; 2nd TPRI/ Tejas Lee mCLASS Kinder Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p> <p><b>Staff Responsible for Monitoring:</b> Administrator Selected Teachers and Support Staff</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Demographics 3 - Student Achievement 2 - School Culture and Climate 2 - Curriculum, Instruction, and Assessment 3</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p>Los maestros, consejeros y administradores asistirán a oportunidades de desarrollo profesional para mejorar su nivel de rigor en el salón de clases y monitorear el éxito en el salón de clases.</p> <p>Se llevarán a cabo reuniones de alineación vertical y horizontal para compartir información y prácticas y estrategias de enseñanza para facilitar la transición de los estudiantes de Pre-Kinder a 5to grado, así como aumentar el nivel de rigor en las lecciones y la instrucción.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Percentage increase in the following assessments in comparison to data obtained through the STAAR Assessment given in 2022-2023.</p> <p>C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS 3RD-5TH Grade STAAR Assessments</p> <p>Formative Walk-Throughs, Lesson Plans Progress Reports</p> <p>Summative Data:</p> <p>Teacher Evaluations (T-TESS), TANGO TRENDS Data EOY Reports</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All Teachers and Support Staff</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024</p> <p><b>Need Statements:</b> Demographics 3 - Student Achievement 2 - Student Learning 2, 6 - School Culture and Climate 2 - School Processes &amp; Programs 3, 5 - Perceptions 5 - Curriculum, Instruction, and Assessment 3</p> <p><b>Funding Sources:</b> Substitutes Instructional Planning - 282 ESSER III Grant Funds - 282-11-6112-18-120-Y240CG-1 - \$8,000, Fringes - 282 ESSER III Grant Funds - 282-11-6141-00-120-Y-240CG-1 - \$612</p>	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

### Performance Objective 1 Need Statements:

### Demographics

**Need Statement 3:** 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 2:** Need to 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests

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

### School Processes & Programs

**Need Statement 3:** Need to 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/III 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:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

### Perceptions

**Need Statement 5:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

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





La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 1:** Technology-based instruction using hardware and software to address the gaps in students at risk of dropping out, as well as gaps in teachers skills, through adaptive, personalized, flexible and supplemental learning will increase when compared to comparable data for 2022-2023. (Future Ready Curriculum, Instruction, and Assessment)

La instruccion basada en tecnologia que utiliza hardware y software para abordar las brechas en los estudiantes en riesgo de abandonar la escuela, asi como las brechas en las habilidades de los maestros, a traves de un aprendizaje adaptable, personalizado, flexible y complementario aumentara en comparacion con datos comparables para 2022-2023 (Plan de estudios, instruccion y evaluacion de Future Ready)

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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, , Imagine Literacy, Imagine Math, ST Math, Legends of Learning, Discovery Education Experience, Stemscores 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. Toner will be purchased for printers.</p> <p>Los estudiantes de 1.o a 5.o grado utilizaran programas de software informatico para mejorar el rendimiento de los alumnos. Esto incluye el programa de software Renaissance Learning Accelerated Reader, Summit K-12, Imagine Literacy, Imagine Math, ST Math, Legends of Learning, Discovery Education Experience, Stemscores y software informatico complementario que se utilizara para el rendimiento de los estudiantes de jardin de infantes a quinto grado (lectura , Escritura, Matematicas, Ciencias) Nuestra infraestructura de software de tecnologia requiere mantenimiento para seguir funcionando. La garantia y las licencias para las computadoras HATCH deben comprarse anualmente. Las licencias de software de Jamf School deben comprarse para IPADS. Se compraran proyectores y camaras de documentos para reemplazarlos en las aulas. Se compraran auriculares para computadoras para usar con software de computadora. Se comprara toner para impresoras.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:  Usage Reports  Formative:  Lesson Plans  Walk Throughs  AR Reports  Summative:  STAAR Results  TPRI /TEJAS LEE Results  TELPAS Results  CPALLS Results</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  Kinder -5th Grade  Teachers  TST  Curriculum Specialists</p> <p><b>Population:</b> TI, MI, ELL, SE, AR, GT, DYS - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024  <b>Need Statements:</b> Demographics 2 - Demographics 5 - Student Achievement 3 - Student Learning 2, 6 - School Processes &amp; Programs 3, 5, 6 - Perceptions 5, 6  <b>Funding Sources:</b> General Supplies - 163 State Bilingual - 163-11-6399-00-120-25-00-Y - \$1,460, Toner - 166 State Special Ed. - 166-11-6399-62-120-Y-23-000-Y - \$464, General Supplies - 166 State Special Ed. - 166-11-6399-00-120-Y-23-OP4-Y - \$1,036</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> All 2nd Grade students will be provided access to a tablet that will support literacy, writing and homework assignments.  Todos los estudiantes de segundo grado tendran acceso a una tableta que apoyara las tareas de alfabetizacion, escritura y tareas.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Increase Performance in ELA  Summative:  Progress Reports Report Cards  <b>Staff Responsible for Monitoring:</b> All 2nd Grade students will be provided access to a tablet that will support literacy, writing and homework assignments.  <b>Population:</b> AR TI MIT LEP - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
		 No Progress  Accomplished  Continue/Modify  Discontinue			

### Performance Objective 1 Need Statements:

Demographics
<b>Need Statement 5:</b> Need to provide Migrant students with supplemental supplies to increase their attendance rate and assessment scores. <b>Data Analysis/Root Cause:</b> The need to help migrant students with supplemental supplies to sustain their attendance and grades
Student Learning
<b>Need Statement 2:</b> Need to 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. <b>Data Analysis/Root Cause:</b> 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests  <b>Need Statement 6:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.
School Processes & Programs
<b>Need Statement 3:</b> Need to 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. <b>Data Analysis/Root Cause:</b> 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests  <b>Need Statement 5:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.

<b>School Processes &amp; Programs</b>
<b>Need Statement 6:</b> Need for students to have access to laptops or IPADS for classroom/academic use. Software license need to be purchased. <b>Data Analysis/Root Cause:</b> Instruction needs to be supported through technology.
<b>Perceptions</b>
<b>Need Statement 5:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention. <b>Need Statement 6:</b> Need for students to have access to laptops or IPADS for classroom/academic use. Software license need to be purchased. <b>Data Analysis/Root Cause:</b> Instruction needs to be supported through technology.

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 2:** Increase opportunities for student learning to any time of day, from home, school, and/or community, as well as provide authentic job-embedded student internships in aerospace, robotics, coding and technology compared to 2019 or 2021 (due to COVID-19), leveraging human capital in personalized learning.

Future Ready Use of Space and Time

Aumentar las oportunidades para que los estudiantes aprendan en cualquier momento del dia, desde el hogar, la escuela y/o la comunidad, asi como proporcionar pasantias para estudiantes autenticas integradas en el trabajo en aeroespacial, robotica, codificacion y tecnologia en comparacion con 2019 o 2021 (debido a COVID-19 ), potenciando el capital humano en el aprendizaje personalizado.





Uso futuro listo del espacio y el tiempo

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



Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Proporcionar instruccion basada en computadora en el plan de estudios basico para mejorar el rendimiento de los estudiantes en riesgo, la asistencia y disminuir la tasa de retencion. Se compraran computadoras de escritorio, portatiles y software. La administracion tambien comprara computadoras para monitorear las pruebas del distrito y las evaluaciones estatales.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Eschools Plus Master Schedule Computer Lab Schedules Teacher Lesson Plans Benchmark Scores Software Usage Reports Student Progress Reports</p> <p>Summative:</p> <p>STAAR Results Attendance Rate Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Campus Administration Administrator for State Compensatory Education Administrator for Special Programs</p> <p><b>Population:</b> AR TI MIT LEP - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 2, 6 - School Processes &amp; Programs 3, 5 - Perceptions 5</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Teachers and students will be able to utilize the internet, websites, AR, Think Through Math, and ST Math, Imagine Math to enhance their computer literacy skills.  Los maestros y los estudiantes podran utilizar Internet, sitios web, AR, Think Through Math y ST Math, Imagine Math para mejorar sus habilidades de alfabetizacion informatica. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase Performance by 5%  Formative:  Lesson Plans Observations Agendas  Summative:  AR Reports <b>Staff Responsible for Monitoring:</b> Administrators. Teachers Support Staff  <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Need Statements:

Student Learning
<b>Need Statement 2:</b> Need to 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. <b>Data Analysis/Root Cause:</b> 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests
<b>Need Statement 6:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.
School Processes & Programs
<b>Need Statement 3:</b> Need to 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. <b>Data Analysis/Root Cause:</b> 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/III 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
<b>Need Statement 5:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.
Perceptions
<b>Need Statement 5:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)





**Performance Objective 3:** Improve high speed network connectivity for all stakeholders to ensure the success of the plan implementation to support blended learning at all grade levels.

Future Ready Robust Infrastructure

Mejorar la conectividad de la red de alta velocidad para todas las partes interesadas para garantizar el exito de la implementacion del plan para apoyar el aprendizaje combinado en todos los niveles de grado.

Infraestructura robusta preparada para el futuro

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

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>La Escuela Primaria Del Castillo aumentara la accesibilidad para todos los estudiantes en la instruccion basada en tecnologia en todas las materias al proporcionar software nuevo y renovaciones de software, hardware en el campus para tecnologia informatica (computadoras portatiles con licencia, impresoras, carros de almacenamiento para computadoras portatiles, pantallas planas interactivas, documentos camaras, proyectores y suministros didacticos, incluidos suministros protectores como fundas para iPad, etc., para mejorar la instruccion. Los estudiantes tambien desarrollaran proyectos que fomenten la creatividad, la innovacion, la comunicacion, la colaboracion, la fluidez de la informacion y la ciudadania digital en todas las areas de contenido.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Trainings Benchmarks, Classroom projects, students competitions</p> <p>Summative:</p> <p>STAAR Scores, EOY grades, Benchmarks</p> <p><b>Staff Responsible for Monitoring:</b> Principal Librarian Campus TST Teachers</p> <p><b>Population:</b> All Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> June 28, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May
<div> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

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





Future Ready Data and Privacy

Revise, actualice e implemente politicas que guien a los estudiantes, el personal, los padres y los miembros de la comunidad para garantizar la seguridad, la privacidad y la seguridad dentro de nuestros sistemas de datos.

Privacidad y datos preparados para el futuro

**Evaluation Data Sources:** Updated policies, reports of data breaches

Strategy 1 Details	Reviews			
<p><b>Strategy 1:</b> 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.</p> <p>Los maestros implementaran el uso de eSchools para calificaciones y asistencia. Los maestros implementaran tecnologia como: Excel, Microsoft, presentaciones de Word Power point, Publisher, Eduphoria, Aware, Outlook segun B.I.S.D.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase Performance by 5 %</p> <p>Formative:</p> <p>Agendas</p> <p>Summative:</p> <p>Progress Reports</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration</p> <p><b>Population:</b> All Teachers - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details		Reviews			
<b>Strategy 2:</b> Del Castillo will review and update campus internet security procedures to guide students, staff, parents and community to ensure safety, privacy, and security. Del Castillo revisara y actualizara los procedimientos de seguridad de Internet del campus para guiar a los estudiantes, el personal, los padres y la comunidad para garantizar la seguridad, la privacidad y la seguridad. <b>Milestone's/Strategy's Expected Results/Impact:</b> Proposed policy and guideline revisions Survey reports Summative Results: Updated Policies <b>Staff Responsible for Monitoring:</b> Curriculum Administration TST  <b>Population:</b> All students and programs - <b>Start Date:</b> July 10, 2023 - <b>End Date:</b> June 28, 2024		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

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

Aumentar las asociaciones comunitarias y orientadas a los negocios, y crear una base de datos de lideres con experiencia en tecnologia educativa que facilitara la planificacion, las asociaciones a nivel de aula y el acceso a habilidades para apoyar a los estudiantes mientras se preparan para ingresar a la fuerza laboral. Asociaciones comunitarias preparadas para el futuro

**Evaluation Data Sources:** Numbers of partnerships, Database of leaders in Ed. Tech, campus partnership listing

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> 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.  Los estudiantes tendran acceso al laboratorio de computacion que apoyara la alfabetizacion, las actividades de escritura y las tareas asignadas. Las areas adicionales de enfoque pueden ser apoyadas segun lo considere necesario el maestro, el campus o el distrito.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Monitor software and web based program usage  Summative: STAAR scores and TELPAS Reading Scores <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Dean Campus TST Campus Teachers  <b>Population:</b> All Students - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
 No Progress  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. (BISD Future Ready Technology Action Plan) (TEA Ch. 4 Obj. 10)

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)





**Performance Objective 6:** Provide competency and research-based professional development, leverage Media Specialists, Deans, Tech Administrators Technology Support Teachers at every campus, develop Professional Learning Communities (PLCs), offer District Technology Conferences, promote and establish innovative partnerships (MIE, Apple Certified Educator, and Google Certified Teacher) and provide technology resources and PD that support personalized, flexible, blended learning across all content areas.

Future Ready Personalized Professional Learning

Brindar desarrollo profesional basado en la investigacion y la competencia, aprovechar a los especialistas en medios, decanos, administradores de tecnologia y maestros de apoyo tecnologico en cada campus, desarrollar comunidades de aprendizaje profesional (PLC), ofrecer conferencias de tecnologia del distrito, promover y establecer asociaciones innovadoras (MIE, Apple Certified Educator y Google Certified Teacher) y proporciona recursos tecnologicos y PD que respaldan el aprendizaje combinado, flexible y personalizado en todas las areas de contenido.

Aprendizaje profesional personalizado Future Ready

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Teachers, school leaders will participate in a minimum of 12 hours of face to face and/or virtual technology professional development to better prepare and assist with the integration of technology.  Los maestros y los lideres escolares participaran en un minimo de 12 horas de desarrollo profesional de tecnologia presencial y/o virtual para prepararse mejor y ayudar con la integracion de la tecnologia.  <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative Results: Professional Development reports Summative Results: Staff Hours completed/Transcript <b>Staff Responsible for Monitoring:</b> Campus Administration Dean of Instruction  <b>Population:</b> All Campus Staff - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 7:** Allow accessibility to software and platforms, and define accountability metrics that support an efficient planning process across multiple budgets.

Future Ready: Budget and Resources.

Permita la accesibilidad al software y las plataformas, y defina metricas de responsabilidad que respalden un proceso de planificacion eficiente en multiples presupuestos.

Preparados para el futuro: presupuesto y recursos

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

Strategy 1 Details		Reviews			
<b>Strategy 1:</b> Teachers and students will be able to utilize the internet, websites, AR, Think Through Math, and ST Math, Imagine Math to enhance their computer literacy skills.  Los maestros y los estudiantes podran utilizar Internet, sitios web, AR, Think Through Math y ST Math, Imagine Math para mejorar sus habilidades de alfabetizacion informatica. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase Performance by 5%  Formative:  Lesson Plans Observations Agendas  Summative:  AR Reports <b>Staff Responsible for Monitoring:</b> Administrators. Teachers Support Staff  <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024		Formative			Summative
		Oct	Jan	Mar	May
<div> <div>0% No Progress</div> <div>100% Accomplished</div> <div>→ Continue/Modify</div> <div>✗ Discontinue</div> </div>					





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

La tecnologia se implementara y utilizara para aumentar la eficacia del aprendizaje de los estudiantes, la gestion de la instruccion, el desarrollo del personal y la administracion. (Plan de accion de tecnologia preparada para el futuro de BISD) (TEA Ch. 4 Obj. 10)

**Performance Objective 8:** Conduct the BISD Future Ready Framework Technology Survey annually to assess the level of implementation of each Future Ready gear.  
Future Ready Collaborative Leadership.

Llevar a cabo la Encuesta de tecnologia del marco Future Ready de BISD anualmente para evaluar el nivel de implementacion de cada equipo Future Ready.  
Liderazgo colaborativo preparado para el futuro

**Evaluation Data Sources:** BISD Future Ready Framework survey results

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> The BISD Future Ready Framework Technology Survey will be conducted at the end of the school year.  La Encuesta Tecnologica del Marco Preparado para el Futuro de BISD se llevara a cabo al final del ano escolar. <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Survey Results Summative: Survey Results <b>Staff Responsible for Monitoring:</b> Campus Administration  <b>Population:</b> All students, all populations - <b>Start Date:</b> May 1, 2024 - <b>End Date:</b> May 30, 2024	Formative			Summative
	Oct	Jan	Mar	May
<div>  No Progress            Accomplished            Continue/Modify            Discontinue         </div>				

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

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (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.

**High Priority**

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

Strategy 1 Details	Reviews			
<b>Strategy 1:</b> Del Castillo will conduct home visits and monitor absence codes to find out the reasons for students being out of school.  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. <b>Milestone's/Strategy's Expected Results/Impact:</b> Increase student attendance to 98%  Formative:  Daily Attendance Rate <b>Staff Responsible for Monitoring:</b> Principal Assistant Principal Parent Liaison Data Entry Clerk  <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase student attendance to 98%</p> <p>Formative:</p> <p>Daily and Weekly Attendance Reports Awards each six weeks</p> <p>Summative:</p> <p>Yearly ADA Reports End of Year awards &amp; recognition</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Classroom Teachers Counselors Parent Liaison Data Entry Clerk</p> <p><b>Title I:</b> 2.5 - <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Demographics 2 - Student Achievement 1 - School Culture and Climate 1 - Curriculum, Instruction, and Assessment 2 <b>Funding Sources:</b> Awards, trophies - 199 Local funds - 199-11-6498-00-120-Y-11-000-Y - \$2,000, Miscellaneous - 199 Local funds - 199-11-6499-53-120-Y-11-000-Y - \$1,000</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase student attendance to 98%</p> <p>Formative: Teacher Referrals to Parent Liaison and Communication Logs</p> <p>Summative:</p> <p>Weekly Attendance Log</p> <p><b>Staff Responsible for Monitoring:</b> Administration Classroom Teachers Parent Liaison</p> <p><b>Title I:</b> 2.6 - <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details		Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>Capacitar al secretario de asistencia y al enlace de asistencia de los padres para monitorear y comunicar constantemente las ausencias y tardanzas diarias de los estudiantes a los padres y al personal para promover y garantizar un sistema rapido de comunicacion para reducir las ausencias y tardanzas de los estudiantes y aumentar las oportunidades de instruccion para los estudiantes. El Enlace de Padres tambien comunicara la importancia de la asistencia a los padres a traves de reuniones de padres.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase student attendance to 98%</p> <p>Formative: Professional Development System Report Six Weeks Attendance Report School Messenger Notification System Report Summative: Yearly ADA Report</p> <p><b>Staff Responsible for Monitoring:</b> Principal Campus PEIMS Supervisor Data Entry Clerk Parent Liaison</p> <p><b>Population:</b> Data Entry Clerk Parent Liaison - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p> <p><b>Need Statements:</b> Demographics 1 - Demographics 1, 2, 3 - Student Achievement 1, 2 - School Culture and Climate 1, 2 - Curriculum, Instruction, and Assessment 2, 3 - Parent and Community Engagement 1 - School Context and Organization 1</p> <p><b>Funding Sources:</b> Parent Liaison General Supplies - 211 Title I-A - 211-61-6399-00-120-Y-30-0F2-Y - \$790, Parent Liaison Misc. Operating Costs - 211 Title I-A - 211-61-6499-53-120-Y-30-0F2-Y - \$790</p>		Formative			Summative
		Oct	Jan	Mar	May
<div> <div>0%</div> <div>No Progress</div> </div> <div> <div>100%</div> <div>Accomplished</div> </div> <div> <div>→</div> <div>Continue/Modify</div> </div> <div> <div>✗</div> <div>Discontinue</div> </div>					

### Performance Objective 1 Need Statements:

Demographics
<p><b>Need Statement 1:</b> Need to increase school enrollment, school messenger, PreK roundup, Open House, and school marquee will be utilized to promote the school.</p> <p><b>Data Analysis/Root Cause:</b> Campus enrollment decreased</p>



### Demographics

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

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

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (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%.

**High Priority**

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

Strategy 1 Details	Reviews			
	Formative			Summative
	Oct	Jan	Mar	May
<b>Strategy 1:</b> 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  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				

<p>* Revisar los datos de resultados de los estudiantes para evaluar la instruccion.</p> <p>Nivel I: un minimo de 90 minutos dedicados a la instruccion ELAR.</p> <p>Nivel II: 30 minutos por dia en grupos pequenos ademas de la instruccion basica.</p> <p>Nivel III: 30 minutos por dia en instruccion individual o en grupos pequenos ademas del plan de estudios basico.</p> <p>(lectura, artes de lenguaje, matematicas)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Decrease by 5% in the number of Tier II and Tier III students compared to the2022-2023 School Year:</p> <p>RTI Forms</p> <p>Summative:</p> <p>C-PM</p> <p>TPRI/ Tejas Lee</p> <p>1st and 2nd Grade Six Weeks Assessments TELPAS</p> <p>3RD-5TH Grade STAAR Assessments</p> <p>Report Cards</p> <p><b>Staff Responsible for Monitoring:</b> Administrators</p> <p>All Teachers</p> <p>and Support Staff</p> <p><b>Title I:</b></p> <p>2.6</p> <p>- <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024</p>				
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Strategy 2 Details		Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>Los estudiantes de PreK3 a 5to grado usaran un muro de palabras de la A a la Z para aprender vocabulario academico. El muro de palabras sera interactivo y se utilizara en todas las areas de contenido.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase by 5% in Performance in the following assessments:</p> <p>Word Wall</p> <p>Formative: Benchmark Results C-PM TPRI/ Tejas Lee 1st and 2nd Grade Six Weeks Assessments TELPAS Report Card Grades</p> <p><b>Staff Responsible for Monitoring:</b> Administrators All Teachers and Support Staff</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 2, 3 - School Processes &amp; Programs 1, 3</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 3 Details		Reviews			
<p><b>Strategy 3:</b> 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.</p> <p>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.</p> <p>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.</p> <p>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.</p>		Formative			Summative
		Oct	Jan	Mar	May

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

Walk Throughs  
Lesson Plans  
Student Progress Reports  
District Benchmark Scores  
Professional Development System Transcripts /  
Attendance Reports  
BOY & MOY TPRI/Tejas Lee  
Campus Assessments  
District Benchmarks  
TPRI/Tejas LEE, CPALLS, mCLASS Kinder Reports  
ETAZO & Tango Reports  
Eduphoria/Aware Reports  
Summative:  
EOY TPRI/Tejas LEE, mCLASS Kinder  
Campus Assessments  
District Benchmarks  
STAAR Scores

**Staff Responsible for Monitoring:** Principal  
Administrator for State Compensatory Education





**TEA Priorities:**

Improve low-performing schools

- **Population:** At Risk Student Population - **Start Date:** July 17, 2023 - **End Date:** June 14, 2024

**Need Statements:** Demographics 3, 4 - Student Achievement 2 - Student Learning 2, 3, 6, 7 - School Culture and Climate 2, 3 - School Processes & Programs 1, 3, 5, 8 - Staff Quality, Recruitment, and Retention 2 - Perceptions 2, 5, 7 - Curriculum, Instruction, and Assessment 1, 3 - School Context and Organization 3

Strategy 4 Details		Reviews			
<b>Strategy 4:</b> 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.  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, <b>Milestone's/Strategy's Expected Results/Impact:</b> Formative: Walkthroughs, Lesson Plans, Student Progress Reports, Benchmark Scores          Summative:  STAAR Results <b>Staff Responsible for Monitoring:</b> Campus Administration Dyslexia Department Administrator for State Compensatory Education  <b>Population:</b> Dyslexia AR - <b>Start Date:</b> August 8, 2023 - <b>End Date:</b> May 31, 2024		Formative			Summative
		Oct	Jan	Mar	May

 No Progress
  Accomplished
  Continue/Modify
  Discontinue

## Performance Objective 2 Need Statements:

Demographics
<b>Need Statement 3:</b> 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. <b>Data Analysis/Root Cause:</b> Campus needs to meet attendance goal.
<b>Need Statement 4:</b> Decrease At-Risk percentages by providing more academic support/interventions and additional resources/instructional materials for students who are struggling academically. <b>Data Analysis/Root Cause:</b> Current at-risk percentage 85.5%
Student Learning
<b>Need Statement 2:</b> Need to 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. <b>Data Analysis/Root Cause:</b> 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/III interventions and tutorials are needed to close the gap between demographic groups to meet the needs of the state's performance tests
<b>Need Statement 3:</b> Need to upgrade infrastructural technology (Increase software, on-line websites, and computer accessibility to all students, headphones, and maintain all printers with ink/toner) <b>Data Analysis/Root Cause:</b> Replace outdated or obsolete technology items.
<b>Need Statement 6:</b> Need for paraprofessionals to support small group instruction. <b>Data Analysis/Root Cause:</b> Instructional reinforcement needs to be provided to increase academic retention.

### Student Learning

**Need Statement 7:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

### School Processes & Programs

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

**Need Statement 3:** Need to 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/III 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:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 8:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

### Perceptions

**Need Statement 2:** 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 5:** Need for paraprofessionals to support small group instruction. **Data Analysis/Root Cause:** Instructional reinforcement needs to be provided to increase academic retention.

**Need Statement 7:** Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. **Data Analysis/Root Cause:** Create a healthy and safe learning environment at Del Castillo Elementary.

**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)

A traves de esfuerzos mejorados de prevencion de la desercion escolar, todos los estudiantes permaneceran en la escuela hasta que obtengan un diploma de escuela secundaria. (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			
<p><b>Strategy 1:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 100% Fitness Assessment Data  Catch Binder  Schedules  Formative:  Classroom Observations  Student Attendance  Updated District Policy</p> <p>Summative:</p> <p>School Health Index  Physical Fitness Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators  P.E. Teacher</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024  <b>Need Statements:</b> Student Learning 7 - School Processes &amp; Programs 8 - Perceptions 7  <b>Funding Sources:</b> General Supplies - 199 Local funds - 199-11-6399-51-120-Y-11-000-Y - \$100</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 2 Details	Reviews			
<p><b>Strategy 2:</b> 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.</p> <p>Evalúe el estado físico 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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> 100% Fitness Assessment Data</p> <p>Fitness Gram Schedules Formative: Classroom Observations Student Attendance Summative: School Health Index Physical Fitness Assessment</p> <p><b>Staff Responsible for Monitoring:</b> Administrators P.E. Teacher</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> April 1, 2024 - <b>End Date:</b> April 30, 2024</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 3 Details	Reviews			
<p><b>Strategy 3:</b> 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)&lt; 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.</p> <p>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)</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Increase CATCH Binder by 5 points School Health Index Assessment</p> <p>Formative:</p> <p>CATCH Binder School Health Index</p> <p><b>Staff Responsible for Monitoring:</b> Principal Catch Team Members</p> <p><b>Population:</b> CATCH TEAMS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 30, 2024 <b>Need Statements:</b> Student Learning 7 - School Processes &amp; Programs 8 - Perceptions 7</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 4 Details	Reviews			
<p><b>Strategy 4:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Student Health and Attendance Increase by 4%</p> <p>Nurse Log</p> <p>Formative:</p> <p>Time and Effort Logs Nurse and Health Student Referrals</p> <p>Summative:</p> <p>EOY Attendance Reports STAAR Results</p> <p><b>Staff Responsible for Monitoring:</b> Administration Nurse</p> <p><b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 8, 2023 - <b>End Date:</b> May 31, 2024</p> <p><b>Need Statements:</b> Student Learning 7 - School Processes &amp; Programs 8 - Perceptions 7</p> <p><b>Funding Sources:</b> General Supplies - 199 Local funds - 199-33-6399-00-120-Y-99-000-Y - \$100, Employee Travel Mileage - 199 Local funds - 199-23-6411-00-120-Y-99-0004 - \$200</p>	Formative			Summative
	Oct	Jan	Mar	May

Strategy 5 Details		Reviews			
<p><b>Strategy 5:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Benchmark Scores and Student Progress Reports</p> <p>Summative: STAAR Results, Attendance Rate and Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators on Campus and at Homeless Youth Project</p> <p><b>Title I:</b> 2.4 - <b>Population:</b> TI MI ELL SE AR GT DYS - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May
Strategy 6 Details		Reviews			
<p><b>Strategy 6:</b> 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.</p> <p>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.</p> <p><b>Milestone's/Strategy's Expected Results/Impact:</b> Formative:</p> <p>Benchmark Scores and Student Progress Reports</p> <p>Summative: STAAR Results, Attendance Rate and Retention Rate</p> <p><b>Staff Responsible for Monitoring:</b> Administrators on Campus and at Homeless Youth Project</p> <p><b>Population:</b> AR TI MI LEP - <b>Start Date:</b> August 14, 2023 - <b>End Date:</b> May 31, 2024</p>		Formative			Summative
		Oct	Jan	Mar	May



No Progress



Accomplished



Continue/Modify



Discontinue

### Performance Objective 3 Need Statements:

Student Learning
<b>Need Statement 7:</b> Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. <b>Data</b> <b>Analysis/Root Cause:</b> Create a healthy and safe learning environment at Del Castillo Elementary.
School Processes & Programs
<b>Need Statement 8:</b> Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. <b>Data</b> <b>Analysis/Root Cause:</b> Create a healthy and safe learning environment at Del Castillo Elementary.
Perceptions
<b>Need Statement 7:</b> Need to provide the resources and supplies to promote a healthy, safe and orderly campus environment for our school population and community. <b>Data</b> <b>Analysis/Root Cause:</b> Create a healthy and safe learning environment at Del Castillo Elementary.

# 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

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Dean	Dean of Instruction	1

# Title I

## 1.1: Comprehensive Needs Assessment

The Site-Based Decision -Making (SBDM) Committee conducted a comprehensive needs assessment over a period of one 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 CNA, the committee decided to concentrate on improving the passing rate of all students and student groups including Migrant, Bilingual, At-Risk, Dyslexia, GT, Title I, and Special Education on state assessments. The goal is to have a minimum of 90% of all student groups perform at a Meets Performance on STAAR Assessments for the 2023-2024 school year and increase the Masters Performance to at least 40% in all content areas.

The CNA is comprised of the strengths and needs ranked with in each Multiple Measures of Data. The list of data sources include the following:

- 1) District/Campus Goals
- 2) TEA Accountability Summary Report
- 3) Data Analysis Meetings (BOY/MOY/EOY TPRI/Tejas LEE & Benchmark results). Record of dates, agendas, sign-in sheets are kept with campus administration.
- 4) TEA Academic Performance Report Card
- 5) Campus Needs Assessment Survey completed by staff, students, and parents

CNA was reviewed and revised for 2023-2024 school year on June 2, 2023

## 2.1: Campus Improvement Plan developed with appropriate stakeholders

The CIP was developed by the SBDM committee (Names and roles can be found at the end of our plan). The CNA was reviewed and a subcommittee developed the new performance measures and needs were identified. We identified problem statements and root causes to help us implement the needed strategies to improve performance measures.



CNA was reviewed and revised for 2023-2024 school year on June 2, 2023

## **2.2: Regular monitoring and revision**

Del Castillo Teachers met on a weekly basis with Principal and Dean in order to monitor and revise lesson delivery using relevant data. Grade level teachers meet on a weekly basis in order to plan vertically and horizontally to meet the individual needs of our students. Lead Teachers met on a monthly basis with the Principal to get updates. The RTI Committee meets every six weeks in order to monitor student progress.

The CNA/CIP will be 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 (2023-2024) on May 12, 2023. Additional Dates for revision are October 25, 2023, December 20, 2023, April 14, 2024, June 2, 2024.

## **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.

CIP Goals 1-9 have been translated to Spanish. The rest CIP can and will be translated into any language the parent requests to the non-English speaking parents. Languages other than English.

## **2.4: Opportunities for all children to meet State standards**

The school will provide opportunities for all students, including each subgroup of students, to meet State Academic standards. 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 provided through accelerated instruction during extended day and tutorial programs in order to improve At-risk student achievement on campus, district, and state assessments. Our campus develops prevention and intervention strategies that decrease the retention rate and improve student achievement through tutorials in the core-area subjects for low-performing students, as well as provide supplemental resources to enhance the instructional program. Any student who is at-risk of failure is placed on an RTI and monitored with necessary accommodations.

## **2.5: Increased learning time and well-rounded education**

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

improvement plans. As per BISD policy, R. E. Del Castillo Elementary will implement tutorials and remediation strategies in Reading, Math, and Science in order to decrease the retention rate and improve student achievement. PreK Full day program teachers will be working with phonological and language development activities using a hands-on approach in order to meet PK guidelines and CIRCLE components. Materials incorporated into the CIRCLE curriculum will be purchased to assist with oral language and development of PK students.

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

The needs of all students, particularly of those who are At-Risk are met by faculty and staff on campus. These students are given the opportunity to attend intervention tutorials, are given remediation strategies in the curriculum during daily TIER II time, and attend extended day at least twice a week in order to decrease retention rates and improve student achievement. Instruction is differentiated by the teachers and if needed, students are placed on an RTI with accommodations in order to meet students' needs. Our Dyslexia students are provided services through our Dyslexia lab on campus.

## **3.1: Annually evaluate the schoolwide plan**

Campus Improvement Plan will be evaluated annually using data from the state assessments, other performance data and surveys to determine if the schoolwide program has been effective in addressing the major problem areas and in turn increase student achievement, particularly for the lowest-achieving students. The plan will be annually revised, as necessary, based on the needs and the results to ensure continuous improvement in our campus.

## **4.1: Develop and distribute Parent and Family Engagement Policy**

The campus will distribute to parents and family members of participating students the Parent and Family Engagement Policy during the first parent meeting and it will be prepared and provided in English and Spanish. The Parent and Family Engagement Policy was prepared, reviewed and revised in June 2022. An annual Title I-A meeting will be given at the beginning of the school year (September 2022) to inform parents of services and activities provided through Title I funds. There will be a Title I meetings held throughout the school year on a flexible schedule. Parents are invited to attend and learn about the necessary requirements of becoming a parent volunteer. The list of individuals and their roles who assisted in the development of the Parent and Family Engagement Policy include:

- Petra Torres-Administrator
- Maribel Salinas-Meeting Facilitator
- Robin Arredondo-Non-classroom Professional
- Graciela Garcia-Classroom Teacher
- Susana Carlos-Classroom Teacher
- Aime Romero-Classroom Teacher
- Claudia Aguillon-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 14, 2023, the Parent and Family Engagement Policy will be provided to parent/students in both English and Spanish, along with the Student Code of Conduct, parent/nurse release forms, etc. The policy will also be shared with parents at the Title I Parent Information Meeting scheduled for October 2023.

#### **4.2: 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 activities 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.

#### **5.1: Determine which students will be served by following local policy**

Not Applicable

# Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Elsa Acebo	Parent Liaison	Special Programs	1.00
Mariana Hernandez	Library Aide	Special Programs	0.50
Robin Arredondo	Librarian	Special Programs	1.00

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	Copy Paper	199-11-6396-00-120-Y-11-000-Y	\$0.00
1	1	2	General Supplies	199-23-6399-65-120-Y-99-000-Y	\$0.00
1	1	2	General supplies	199-11-6399-00-120-Y-11-000-Y	\$0.00
1	1	3	General Supplies	199-12-6399-00-120-Y-99-000-Y	\$200.00
1	2	1	Extra Duty Pay Overtime	199-11-6121-51-120-Y-11-000-Y	\$25.00
1	2	1	Extra Duty Pay Overtime	199-23-6121-08-120-Y-99-000-Y	\$75.00
1	3	1	Transportation	199-11-6494-00-120-Y-11-000-Y	\$900.00
2	1	2	General Warehouse Custodial Supplies	199-51-6315-00-120-Y-99-000-Y	\$1,701.00
2	1	2	General Supplies Custodial	199-51-6399-00-120-Y-99-000-Y	\$400.00
2	1	2	Extra Duty-Overtime	199-51-6121-47-120-Y-99-000-Y	\$50.00
3	2	2	Refreshments	199-13-6499-53-120-Y-99-000-Y	\$900.00
3	2	2	Awards	199-23-6498-00-120-Y-99-000-Y	\$2,000.00
5	2	2	General Supplies Counselor	199-31-6399-00-120-Y-99-000-Y	\$100.00
6	1	1	Parent liaison mileage	199-61-6411-00-120-Y-99-000-Y	\$100.00
9	1	2	Awards, trophies	199-11-6498-00-120-Y-11-000-Y	\$2,000.00
9	1	2	Miscellaneous	199-11-6499-53-120-Y-11-000-Y	\$1,000.00
9	3	1	General Supplies	199-11-6399-51-120-Y-11-000-Y	\$100.00
9	3	4	General Supplies	199-33-6399-00-120-Y-99-000-Y	\$100.00
9	3	4	Employee Travel Mileage	199-23-6411-00-120-Y-99-0004	\$200.00
<b>Sub-Total</b>					\$9,851.00
<b>Budgeted Fund Source Amount</b>					\$9,851.00
<b>+/- Difference</b>					\$0.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	2	General Supplies Media Center	162-11-6399-16-120-Y-30-000-Y	\$1,500.00
1	3	1	Extra Duty Pay-SSI	162-11-6118-00-120-Y-24-SSI-Y	\$2,646.00

162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Extra Duty Pay-Extended Day Certified	162-11-6118-00-120-Y-30-000-Y	\$10,785.00
Sub-Total					\$14,931.00
Budgeted Fund Source Amount					\$14,931.00
+/- Difference					\$0.00
163 State Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	General Supplies	163-11-6399-00-120-25-00-Y	\$1,460.00
Sub-Total					\$1,460.00
Budgeted Fund Source Amount					\$1,460.00
+/- Difference					\$0.00
166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Toner	166-11-6399-62-120-Y-23-000-Y	\$464.00
8	1	1	General Supplies	166-11-6399-00-120-Y-23-OP4-Y	\$1,036.00
Sub-Total					\$1,500.00
Budgeted Fund Source Amount					\$1,500.00
+/- Difference					\$0.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
6	1	4	Parent Liaison Mileage	211-61-6411-00-120-Y-30-0F2-Y	\$790.00
9	1	4	Parent Liaison General Supplies	211-61-6399-00-120-Y-30-0F2-Y	\$790.00
9	1	4	Parent Liaison Misc. Operating Costs	211-61-6499-53-120-Y-30-0F2-Y	\$790.00
Sub-Total					\$2,370.00
Budgeted Fund Source Amount					\$2,370.00
+/- Difference					\$0.00
263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	263-11-6399-00-120-Y-25-000-Y	\$1,460.00
Sub-Total					\$1,460.00
Budgeted Fund Source Amount					\$1,460.00

263 Title III-A Bilingual					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
+/- Difference					\$0.00
281 ESSER II Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$1.00
+/- Difference					\$1.00
282 ESSER III Grant Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	Fringes Classified	282-11-6445-00-120-Y-240CG-1	\$96.00
1	3	1	Extra Duty Pay Overtime Classified	282-11-6121-00-120-Y-240CG-1	\$6,569.00
1	3	1	Fringes Certified and Classified	282-11-6141-00-120-Y-240CG-1	\$160.00
1	3	1	Fringes TRS Classified and Certified	282-11-6149-00-120-Y-240CG-1	\$199.00
1	3	1	Fringes Certified and Classified	282-11-6146-00-120-Y-240CG-1	\$1,107.00
1	3	1	Professional Extra Duty Pay Certified	282-11-6118-00-120-Y-240CG-1	\$4,500.00
7	1	2	Substitutes Instructional Planning	282-11-6112-18-120-Y240CG-1	\$8,000.00
7	1	2	Fringes	282-11-6141-00-120-Y-240CG-1	\$612.00
Sub-Total					\$21,243.00
Budgeted Fund Source Amount					\$21,243.00
+/- Difference					\$0.00
Grand Total Budgeted					\$52,816.00
Grand Total Spent					\$52,815.00
+/- Difference					\$1.00