Brownsville Independent School District

Castaneda Elementary

2019-2020

Accountability Rating: A

Distinction Designations:
Academic Achievement in English Language Arts/Reading
Academic Achievement in Science
Top 25 Percent: Comparative Academic Growth
Top 25 Percent: Comparative Closing the Gaps
Postsecondary Readiness

Board Approval Date: November 6, 2019
Public Presentation Date: November 9, 2019

Mission Statement

Josephine Castañeda Elementary School will be devoted to academic excellence and to the cultivation of self-esteem and high expectations for success in an orderly environment where respect for the rights of others guide school behavior.

Vision

At Josephine Castañeda Elementary School, we work as a team in a trusting environment with a determination to challenge students to become all they can be. This is provided through a unified and consistent focus on decisions that impact student education and preparation for continued success.

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Comprehensive Needs Assessment

Revised/Approved: May 21, 2019

Needs Assessment Overview

Josephine Castañeda Elementary is located in the Southmost area of Brownsville, Texas, and originally opened its doors on November 1965, to temporarily serve the migrant students of Brownsville. Today the school operates as a regular school, serving a diverse student population of 598 students from early education to fifth grades. After thirty-five years of being housed in temporary buildings, on March 28, 2000, the Castañeda Crusaders finally moved into the new facility, which was constructed and known as B.I.S.D's first new state of the art school of the millennium.

The ethnic distribution of the school's student population includes 99% Hispanic, and less than one percent made up of white; 81 Gifted and Talented, 54 Special Education, 270 Bilingual, 435 At-Risk, 8 migrant, and 595 economically disadvantaged. The school is composed of three administrators, and four administrative office staff members. The instructional staff includes 28 classroom teachers, 4 special education teachers, and 15 instructional assistants. Our professional support staff includes: one counselor, one librarian, one technology teacher, two P.E. coaches, and a part time diagnostician, speech therapist and dyslexia teacher. Other support staff members include 3 custodial personnel and 6 food service personnel.

Key features that have contributed to Castañeda's success are our extremely dedicated, hard-working faculty and staff as well as the supportive parents and community members. These factors have labored together to recognize and focus on the potential in each student, evaluate their needs and take action to ensure that positive, long-lasting results are obtained. Castañeda Elementary is devoted to high academic excellence.

Castañeda, along with all the other schools in the district, is a Title-I school wide school. Our school benefits from a three-year old program in which young eager minds are educationally enriched, programs and teachers funded by Title I that have helped enhance the instructional program are the instructional assistants, computer labs, the parent liaison, and the reading enrichment lab. Aside from academics, Castañeda believes in creating well-rounded individuals by providing opportunities for the students to participate in extra-curricular activities. These activities include: flag football, cheerleading, choir, science fair, Destination Imagination, Jump Rope for Heart, Spelling Bee, safety patrol, Accelerated Reader, Coding Club and chess club.

Castañeda's school colors are royal blue and white and it proudly displays the "Crusader" as its mascot. The faculty and staff will continue to work by its motto "Committed to Excellence."

The campus has received the following recognition: 5 of 6 TEA Distinctions 2016-2017; Named to Texas Honor Roll 2017; 5 of 6 TEA Distinctions 2015-2016;

5 out of 5 STAR TEA Distinctions 2014-2015 School Year

Named to the Texas Honor Roll 2016

6 STAR TEA Distinctions: 2013-2014

2014-2015: TEA High Performance Reward School

2014-2015: TEA High Progress Reward School

A TEA Recognized Campus: 1993-1994 1994-1995 1995-1996 1996-1997 1999-2000 2000-2001 2001-2002 2002-2003 2003-2004 2004-2005 2005-2006 2006-2007 2007-2008 2008-2009 2009-2010

TBEC Honor Roll Campus: 2008

A TEA Exemplary Campus: 1997-1998

4-Star Rating by Texas Monthly Magazine in 1996-1997

5-Star Rating by Texas Monthly Magazine in 2001-2002

2004 Gold Performance Acknowledgement in Attendance and Reading

2007 Gold Performance Acknowledgement in Attendance (2005-2006): Commended in Writing, Mathematics and Science

2008 Gold Performance Acknowledgement in Attendance (2006-2007): Commended in Writing, Mathematics and Science

2009 Gold Performance Acknowledgement in Attendance (2007-2008): Commended in Reading, Writing, Mathematics and Science

2010 Gold Performance Acknowledgement in Attendance (2008-2009): Commended in Mathematics and Science

2011 Gold Performance Acknowledgement in Attendance (2009-2010): Commended in Reading, Mathematics and Science

2009 The National Center for Educational Achievement (NCEA) recognizes CASTANEDA EL as part of its 2009 Just for the Kids Campaign for Higher Performing Schools in Texas.

Demographics

Demographics Summary

The student population at Castaneda Elementary School is approximately 540 and serves students in grades PK-3 through 5th. According to the PEIMS Data Review of our campus profile, the student population includes: Hispanic, African American, Economically Disadvantaged, Limited English Proficient (LEP), At-Risk, Migrant, Gifted and Talented, and Special Education. Enrollment numbers for Castaneda have decreased by approximately 44 students. The mobility rate for the campus is 15% (2% decrease from previous report). A total of 436 students are identified as at-risk(a 26 student increase from previous report) with the highest number of at-risk students being identified under the Hispanic sub population. Additionally, the retention rate is as follows: All students-4%, At-Risk Students-4%. The Attendance Rates for the 2017-2018 school year is 97.3% for all students and 96.6% for at-risk students. The campus will provide incentives for perfect attendance that include various activities including weekly, six-weeks, end of semester and at the end of the year. At-Risk and LEP populations activities include participation in tutorial, vocabulary rich environments and identifying individual needs of students to meet mastery of standards.

Demographics Strengths

- Low student/teacher ratios
- Average 18 students per classroom
- Mobility Rate Lower
- Stable enrollment

Demographic Needs

1. Increase academic achievement for Economically Disadvantaged students, Bilingual/LEP population, Migrants, and the Special Education program (At-Risk Population) through after school programs such as the Extended Day Enrichment program and State Compensatory tutorials.
2. Migrant students will receive added support from the campus such as purchasing school supplies, clothing and items for personal hygiene.
3. Increase Attendance Rate for sub-populations
4. Raise reading/language skills in both native and second language for ELL students
5. Maintain highly qualified teachers by providing program stipends and campus recognition activities such as the annual *Thanksgiving Teacher Luncheon, The Twelve Days Before Christmas Holidays, Teacher Appreciation Week* and *End of the Year* educator recognitions.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Special population groups such as Economically Disadvantaged and ELL students are in need of language acquisition/vocabulary/comprehension in the foundation grades. **Root Cause**: A greater percentage of Economically Disadvantaged, Special Needs and ELL populations who have gaps in language arts skills.

Student Academic Achievement

Student Academic Achievement Summary

The campus, within the CIP has addressed these needs by including activities that target reading comprehension and fluency which will affect test scores as a whole. The administration is committed to monitor instruction by conducting walk throughs. The teachers, as documented in the CIP desegregate data to identify individual student needs in order to focus instruction in those areas. The campus through technology and computer lab time will utilize time to practice and prepare for on-line assessments. The teachers attend grade level meetings with our cluster bilingual lead teacher to understand the TELPAS reports and the criteria needed for our students to be successful. The teachers are reviewing resources to select appropriate resources to purchase for student use, which include STAAR reading, math and science.

2019 3rd-5th Grade All Students STAAR Summary:

Spring 2019 STAAR Results	Approaches (90)	Meets (60)	Masters (30)
3rd Reading	94	44	17
3rd Math	92	66	35
4th Reading	83	44	19
4th Math	79	55	23
4th Writing	75	39	10
5th Reading	84	46	23
5th Math	93	52	27
5th Science	84	56	21
All Grade Levels Rdg	87	45	20
All Grade Levels Math	88	57	28

Comparison Reports

English

	Reading			Math			Writing			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Third Grade	65%	73%	94%	81%	78%	91%						
Fourth Grade	78%	68%	83%	74%	79%	78%	78%	65%	75%			
Fifth Grade	94%	90%	83%	97%	95%	92%				93%	85%	83%

Spanish

	Reading		Math		Writing		Science	
	2017	2018	2017	2018	2017	2018	2017	2018
Third Grade		100%						
Fourth Grade		100%		100%		50%		
Fifth Grade								

English, Spanish & SPED

	Reading			Math			Writing			Science		
	2017	2018	2019	2017	2018	2019	2017	2018	2019	2017	2018	2019
Third Grade	68%	74%	94%	82%	79%	91%						
Fourth Grade	79%	70%	85%	77%	80%	79%	78%	67%	77%			
Fifth Grade	95%	90%	84%	98%	95%	93%				93%	85%	84%
Totals 3rd-5th	80%	77%	87%	85%	84%	88%	78%	67%	77%	93%	85%	84%

The trends identified when student performance scores were compared of a period of 3 years demonstrate that students are consistently lower in reading than in math when all scores averaged. However, there were gains in reading.

2019 Performance variation between all student groups:

Reading: At-Risk (55%), Economically Disadvantage (68%), Hispanic (68%), Female (81%), Male (72%), Gifted and Talented (95%), LEP (46%), Migrant (33%), Special Education (57%)

Writing: At-Risk (41%), Economically Disadvantage (66%), Hispanic (66%), Female (85%), Male (61%), Gifted and Talented (91%), LEP (32%), Migrant (0%), Special Education (0%)

Math: At-Risk (76%), Economically Disadvantage (76%), Hispanic (76%), Female (83%), Male (77%), Gifted and Talented (90%), LEP (63%), Migrant (100), Special Education (23%)

Science: At-Risk (74%), Economically Disadvantage (82%), Hispanic (82%), Female (92%), Male (78%), Gifted and Talented (88%), LEP (69%), Migrant (50%), Special Education (50%)

The trends identified when all student performance was compared with all student groups indicated that our Special Education group was lower than other sub- groups.

Student Academic Achievement Strengths

- Tutorials: State Compensatory, SSI
- Extended Day Enrichment Program
- STEAM Academy in 2nd Grade and one to one iPad per child in first through fourth grades
- Student/Teacher ratio
- Prekindergarten 3 and 4 Year Old Program

Student Achievement Needs

1. Provide more supplemental instructional materials and supplies in all academic content areas to support classroom instruction for all student special populations.
2. The Spring 2019 Campus Needs Assessment Survey compiled for the campus showed that 75% of teachers believe they need more professional development. Teachers specifically indicated they need more professional development in math, language arts, and science. More weekly grade level meeting academic strategies shared among colleagues. More instructional supplies purchased for professional development so teachers may have hands on sessions to turn around strategies immediately in the classrooms.
3. Improve TELPAS scores; Increase Advanced High percentage on TELPAS; Increase ELL students achievement (Science)
4. Increase reading (fluency & comprehension), math (fluency and comprehension) and writing academic achievement by analyzing data such as STAAR, TPRI, Tejas Lee, CPALLS (3 Year-Old Program-Prekindergarten), SUPERA, Terra Nova, Accelerated Reader reports and District Checkpoints as well as utilizing state compensatory after school funds and federal funds (extended day enrichment program) for all populations.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students in the sub-populations need more intensive instruction in language arts to develop and strengthen their vocabulary , comprehension and writing skills. **Root Cause**: Sub-population students are below grade level expectations in vocabulary, comprehension and writing skills.

School Processes & Programs

School Processes & Programs Summary

Castaneda has strived to strengthen the communication and collaboration between and among the school and our community. At the beginning of the school year, our campus personnel began working strategically on analyzing the campus data to implement programs that would target our areas of need in kindergarten through fifth grade. The teachers attended professional development in assessing students, reading and using the assessment data, and in planning and implementing targeted instructional groups. Each respective content area implemented, and monitored district frameworks that reflected research-based strategies and best practices. All core content areas conducted grade-level, the Fall Literacy Conference that focused on raising the district performance on all state assessments.

English Language Arts

The district compiled an Action Plan for ELA that included the guidelines for the implementation of the ELA Plan created in the summer of 2016. It laid out the key strategies, activities, and monitoring actions that needed to take place at each level and identified key personnel for following up on the implementation. The plan was implemented at Castaneda.

Fiction and non-fiction literature was expected to be used as the basis for not only reading but writing throughout the campus at all appropriate grade levels. Weekly fluency and writing samples were picked up and reviewed at grade level meetings. TLI and Dr. Kay's reading strategies were used to strengthen reading comprehension.

Mathematics

The main activities for elementary math teachers were focused on professional learning communities with representation from each grade level and on-campus/in-campus supports based on specific needs identified by campus leadership.

Science

Science in fifth grade is departmentalized. The science class follows the district's curriculum frameworks for both classroom and lab activities.

Social Studies

The social studies program at Castaneda is focused on the district's curricular programs. In addition, programs such as Brain Pop and Social Studies Weekly are used to increase student knowledge.

Technology

The campus TST provides support with computing, networking, web services, and technology systems. His responsibility primarily focuses on teaching

computer technology to our prekindergarten through fifth grade students.

School Processes & Programs Strengths

- In 2018-2019, a major factor contributing to our strengths continued to be professional development opportunities across core areas in the use of iPads and educational apps such as Seesaw. All certified personnel were asked to receive 12 hours of professional development in technology. Walkthroughs and observations showed the implementation of the technology and the strategies acquired during the staff developments.
- Extra-curricular activities such as Fine Arts and Destination Imagination continued to see some increases in participation and students advancement beyond the district and region.
- Frequent visitation to classrooms ensured constant monitoring of classroom instruction based on the diverse needs of the campus. In the classroom, activities involved modeling and providing instructional support to the teachers.
- Collaboration between administration and the staff in analyzing of assessment data was critical to improve student outcomes to address academic needs.
- Research shows that high student attendance rates and campuses reaching their annual performance objectives will increase all students' educational potential. Determination of the final 2018-2019 attendance rate is pending but is expected to be about 98%.
- Castaneda was one of six schools selected to be a STEAM academy for the 2018-2019 school year and now this 2019-2020 school year all students in grades first through third will have iPads/tablets to enhance learning, strengthen technology skills and increase communication with parents.

School Processes & Programs Needs

1. RTI 3-tiered model will be monitored to ensure implementation of differentiated/individualized interventions for both academic and behavior. The RTI behavior model will include counseling sessions (weekly and individualized).
2. Purchase software programs, applications, warranties, licences, and computer hardware such as desktops, tablets, printers, projectors, Apple TV's, and iPads to be implemented in all grade levels and administration for the blended learning approach and data analysis. Purchase STEAM resources to support the STEAM initiative such as the Goblin car. Provide professional development in technology for teachers and administration to fulfill district and campus goals/requirements.
3. 2018-2019 attendance was 97.28%;The 2019-2020 campus goal is 98%; There is a need to continue monitoring students' daily attendance, provide campus incentives and awards to students meeting the attendance goals. The parent liaison will assist in monitoring students' attendance through home visits as needed. Therefore, a budget will be allocated for mileage reimbursement.
4. Increase parent volunteer percentage; More parent communication through the use of technology apps and involvement through the addition of various parental involvement activities. General supplies will be purchased for parent meetings and parent trainings.
5. Maintain a safe learning environment by purchasing general supplies and resources.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is a need to increase technology available to all grade levels prekindergarten through fifth. **Root Cause**: Second grade STEAM classrooms were the initial investment and models.

Perceptions

Perceptions Summary

Overall, Castaneda continues to maintain its student enrollment. The information provided by the 2018-2019 Campus Needs Assessment Survey provided valuable insight to continue to improve partnership and communication with all stakeholders involved in the success of the campus.

Perceptions Strengths

The Parent Survey indicators showed that parents were overall satisfied (100% combining "strongly agree" and "agree" with the regular and 905% special program) instruction provided. 100% of parents agree that the teachers expect their children to do their very best and over 100% "strongly agree"" and "agree" that the quality of instruction at Castaneda is good. Technology resources available for students to assist with school work was scored at an 88%. For indicators relating to child safety, clean and well maintained schools, and availability of support staff for students, both English and Spanish respondents were overall in agreement (around 75%). 100% of all parents who completed the survey strongly agreed that the feel welcomed at Castaneda.

Parental Involvement Department has identified the following as areas of strength:

- Increased parent participation
- Combined strongly agree and agree statements are in the 90% range for parental support of the education program.
- Weekly parent meetings with well structured and well informed presentations
- 98% of our students believe their teachers "help students do their best"
- Coffee with Crusaders teacher- parent gathering once per six weeks per grade level

Perceptions Challenges (Needs):

1. Based on the 2019 Parent Survey results, parent believe that the school building needs more assistance with maintenance.
2. According to the 2019 Teacher Survey, teachers are requesting more professional development in the area of technology and servicing special education students in the regular classroom.
3. 94% of parents feel their child(ren) are safe at school.
4. Increase the number of students participating in more school activities such as athletics, chess, dramas/plays, coding

Problem Statements Identifying Perceptions Needs

Problem Statement 1: More parents would like to be involved in campus decision-making process. **Root Cause**: Low parent involvement in decision-

making process.

Priority Problem Statements

Problem Statement 1: Students in the sub-populations need more intensive instruction in language arts to develop and strengthen their vocabulary , comprehension and writing skills.

Root Cause 1: Sub-population students are below grade level expectations in vocabulary, comprehension and writing skills.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: Special population groups such as Economically Disadvantaged and ELL students are in need of language acquisition/vocabulary/comprehension in the foundation grades.

Root Cause 2: A greater percentage of Economically Disadvantaged, Special Needs and ELL populations who have gaps in language arts skills.

Problem Statement 2 Areas: Demographics

Problem Statement 3: There is a need to increase technology available to all grade levels prekindergarten through fifth.

Root Cause 3: Second grade STEAM classrooms were the initial investment and models.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: More parents would like to be involved in campus decision-making process.

Root Cause 4: Low parent involvement in decision- making process.

Problem Statement 4 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data
- Local Accountability Systems (LAS) data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Texas approved Prekindergarten and Kindergarten assessment data

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Special programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- STEM/STEAM data
- Section 504 data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- State certified and high quality staff data
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- TTESS data

Parent/Community Data

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

- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results

Goals

Revised/Approved: May 27, 2019

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

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

Evaluation Data Source(s) 1: STAAR performance reports not available due to COVID-19. Progress evaluation based on District Benchmarks and other assessments.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) Purchase instructional materials and resources, supplies, copy paper, tablet cases, and capital outlay equipment as needed for instructional and professional development use. Purchase instructional and consumable supplies for classroom use to supplement the core curriculum and provide hands on practice and instruction. Population: Teachers, AR, SE, MI, T1, Time line: December 2019 CNA: SA 1, 2 TLI Sustainability Activity	2.4, 2.5	Teachers Principal Dean of Instruction	Formative: Walk Throughs, Benchmarks, Report Cards Summative: Increase TPRI/Tejas Lee Developed Results, Increase student passing percentage on State Assessment Test Results	60%	90%	95%	→
			Funding Sources: 162 State Compensatory - 8596.00, 211 Title I-A - 39525.00, 199 Local funds - 15033.00				
2) Provide high quality professional staff development and methodologies to address deficiencies in the STAAR/state assessments results. Reading Strategies Writing Process Training Math(New TEKS) Science Social Studies Population: Teachers Time line: August 7, 2019- May 27, 2020 Scheduled Campus & District Training CNA: SA 2 TLI Sustainability Activity	2.5	Teachers Principal Dean of Instruction Assistant Principal	Formative: Session Evaluations, Walk throughs, Lesson Plans Summative: Increase student passing percentage on State Assessment Test Results	65%	85%	95%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 3) Teachers in EE-5th grades will analyze campus and district benchmarks , previous STAAR Reading, TPRI/Tejas Lee (BOY, MOY, EOY), CPALLS, Education Galaxy assessments to determine deficiencies and reorganize instructional focus for non-mastered reading, math, writing and science TEKS. Utilize Eduphoria and TANGO reports to facilitate desegregation of data. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Time line: August 7, 2019- May 27, 2020 CNA: SA 4 TLI Sustainability Activity	2.4	Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	Formative: Benchmark Aware Reports, TANGO Reports, Lesson Plans Summative: Increase student achievement in State Assessment Test Results	50%	75%	90%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 4) Paraprofessionals in Library, Science Lab, EE, and PK will work with teachers to assist in serving students who are identified as bilingual, at-risk or educationally challenged. Populations: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 7, 2019- May 27, 2020-Daily CNA: Demo 1		Principal Teachers Paraprofessionals Librarian	Formative: Walk throughs Summative: Teacher Assistant EOY Evaluations	100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 5: Effective Instruction 5) Teachers and the RTI team will comply with the RTI process prior to referring students for academic or behavioral concerns and will utilize Review 360 for classroom interventions. Population: RTI Team, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 7, 2019- May 27, 2020 - District Designated Six Weeks Periods CNA: SPP 1	2.6	Principal Assistant Principal / RTI Coordinator Dean of Instruction Teachers	Formative: Increase student academic achievement on Weekly Assessments, Daily Schedule, Progress Monitoring Reports, Lesson Plans Summative: Increase student achievement on State Assessment Test Results	55%	85%	85%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 6) CSR teacher will help alleviate the number of 5th grade students per class to increase student academic achievement. Population: 5th Graders-AR, LEP, Non LEP, 504/ Dys, Sp. Ed., TI, Mig Time line; August 7, 2019- May 27, 2020-Daily CNA: Demo 1		Principal Dean of Instruction	Formative: Daily Schedule, Lesson Plans, Walk Throughs, TANGO & AWARE Reports Summative Increase student achievement in State Assessment Test Results	100%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 7) Teachers in grades 1st -5th will promote reading throughout the year via the Accelerated Reader Program as indicated in the Student Summary Report. Students will receive incentives for accumulating points,and encourage a love of reading. Second through fifth grade students will read novels bimonthly to strengthen reading achievement.		Librarian *1st -5th Grade Teachers	Formative: AR Weekly Student Reports, Summative: STAAR Assessment Results, TPRI, Tejas Lee BOY, MOY, EOY Results, TELPAS Results, 1st and 2nd Grade NRT	50%	75%	90%	→
Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Time line: August 14, 2019-May 27, 2020 Daily CNA: Demo 1; SA 4	**Funding Sources**: 199 Local funds - 500.00						
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 8) Fluency practices for K-5th grade students will be sent home daily. Weekly fluency reading and writing check-ups (journal writing/portfolios) will be completed and reviewed by the Dean of Instruction. Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, PK-5th Grade Time line: August 14, 2019- May 27, 2020Daily TLI Sustainability Activity CNA: SA 4		Principal Asst. Principal Dean of Instruction PK-5th Grade Teachers	Formative: Weekly Log, Progress Reports Summative: Increase student achievement on State Assessment Test Results	50%	75%	90%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 9) Teachers in Prekindergarten through 5th grades will use the TLI routines and strategies (TTT, CPQ, MIP, Frayer Model for Academic Vocabulary). Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Time line: August 14, 2019- May 27, 2020 TLI Sustainability Activity CNA: Demo 1; SA 4		Principal Dean of Instruction Teachers	Formative: Progress Monitoring Reports, Tango Reports, Walk Throughs, Lesson Plans Summative: Increase student achievement on Tango (TPRI, Tejas Lee, C-PM) EOY Reports, and STAAR Results	55%	65%	85%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 10) Purchase instructional materials, consumable supplies, and electronic equipment such as iPads to supplement the core curriculum. Utilize consumable supplies such as paper to make instructional booklets to support the ELL student in the classroom. Supplemental supplies such as dictionaries, glossaries, and thesauruses will be utilized so ELL students may determine or confirm meanings of words or phrases. Provide bilingual teachers with duplicating paper, supplies, and materials as needed. Provide substitutes for testing, planning and professional development. Population: ELL Students Time line: December 2019 CNA: SA 1		Principals Dean of Instruction Teachers	Formative: RAPS 360, Benchmarks, Lesson Plans, Walk Throughs Summative: Increase bilingual student achievement on TELPAS, and the Terra Nova	55%	85%	95%	→
		Funding Sources: 263 Title III-A Bilingual - 6877.00, 163 State Bilingual - 7350.00					

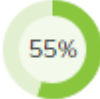|				
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✕ = Discontinue	

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

Performance Objective 2: J. Castaneda Elementary early childhood performance will increase by 7 percentage points over end-of-year 2019 results.

Evaluation Data Source(s) 2: TPRI, Tejas Lee, OWL, CPALLS, LION and CIRCLE PM.
Progress evaluation based on District Benchmarks and other assessments due to COVID-19.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 1) Highly qualified teachers in EE/3-Yr Old Half Day Program will carry out age appropriate instructional curricula required for the program to ensure academic and social success. Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Time line: August 14, 2019- May 27, 2020-Daily CNA: SA 4		Principal Asst. Principal Dean of Instruction EE Teachers	Formative: Student Attendance, Progress Reports, Walk Throughs Summative: PDAS	100%	100%	100%	100%
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 2) Utilize allotted three-year old funds to purchase supplemental supplies, technology resources and materials needed in the classroom. Population: 3-Year Old Students, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed. TI, Mig Time line: September 2019 CNA: SA 4		Principal Dean of Instruction	Formative: Increase Student Attendance, Progress Reports, Walk Throughs Increase student achievement on Tango CPALLS (C-PM) EOY Reports	55%	85%	95%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 3) The Pre-K (PK4) program will be provided the full day in order to better prepare qualified students academically. Population: Prekindergarten Students, AR, LEP, TI, MI Time line: August 20, 2018-May 30, 2019 CNA: SA 4		Principal, Dean of Instruction, Administrator for State Compensatory	Formative: Lesson Plans, Classroom Observations, CPALLS (BOY and MOY) Summative: Increase student achievement on CPALLS (EOY) assessment	100%	100%	100%	100%
		Funding Sources: 162 State Compensatory - 105833.00					

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

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

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

> **Evaluation Data Source(s) 3:** PBMAS Report, STAAR/EOC Assessments for Migrant students, Migrant Program participation reports. Progress evaluation based on District Benchmarks and other assessments.

> **Summative Evaluation 3:** Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) All migrant students will receive grade appropriate supplemental school supplies on a needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. The campus will purchase school supplies and materials that include pens, pencils, paper, notebooks, binders, crayons, glue, pocket folders, scissors, dividers, writing tablets, pencil colors, and pencil bag for zipper bags for supplies. The campus will purchase clothing for migrant students to encourage school attendance. Population: PFS and Migrant Students Time line: August 14, 2019- May 27, 2020 CNA: Demo 1	2.6	Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	Formative: NGS Campus Reports Summative: Completed Request for Supplemental Support Form w/ student NGS Number and Parent / Student signature	55%	75%	85%	100%
			Funding Sources: 212 Title I-C (Migrant) - 330.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 2) Migrant students' 3rd through 5th grade STAAR results will be reviewed to secure accurate placement into the current State Assessment remediation opportunities during regular school year and summer school. Population: Migrant Students Time line: August 7, 2019 CNA: Demo 1		Special Programs Administrator Campus Principal Counselors Core Subject Teachers	Formative: Increase STAAR Remediation Enrollment Lists, NGS STAAR Report, Benchmark Results Summative: Increase Migrant student achievement on State Assessment Test Results	30%	50%	65%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 2: Effective, Well-Supported Teachers 3) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3)so they can receive the same educational experience as non-migrant students. Population: Migrant Students Time line: July 2019-June 2020 CNA: Demo 1; SA 4		Campus Principals Recruiters Migrant Lead Clerk MSC	Formative: Attendance Sheets, NGS Currently Enrolled Reports Summative: Increase the number of Three Year-Old Program Completion Certificates	45%	50%	75%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 4) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Parents of PK- 2nd grade students Time line: August 14, 2019- May 27, 2020 District/Campus Scheduled Mtgs CNA: PERC 1	3.2	Migrant Funded: Parent Liaison Recruiters DMC MSC	Formative: Visitation Logs, Parent Meeting Evaluations Summative: Session Evaluations, Increase the number of Participation Surveys	40%	50%	70%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 5) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students. Populations: Migrant students Time line: April 2020 CNA: SA 1		Elem. Student Survey Parent Survey Survey Monkey	Formative: Parent Meeting Evaluations, Student Session Evaluations Summative: Survey Results, Implementation of Survey Suggestions	40%	50%	75%	100%
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 6) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Populations: Campus, Administration, Faculty and Staff Time line: September 2019- May 2020 CNA: DEMO 1; SA 4		Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Formative: Increase the number of STAAR Remediation Enrollment Lists, Attendance Reports, Participants Survey Summative: Session Evaluations, Report Cards	40%	60%	75%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			
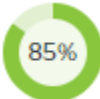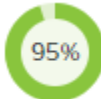
Goal 1: BISD students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

Performance Objective 4: Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts by 5% over 2018-2019 participation.

Evaluation Data Source(s) 4: Regional and state competition participation numbers

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 1) Fifth grade students will participate in Celebration of Song and represent the campus as part of the honor choir. Students will have the opportunity to sing as part of a large choir and encourage continuing studying music. Population: Selected 5th Grade Students Time line: April 21, 2020 CNA: PERC 4		Music Teacher	Formative: Lesson Plans, Walk throughs Summative: Final Parent Performance, Increase student achievement on State Assessment Test Results	20%	70%	75%	→
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 4: High-Quality Curriculum 2) Teachers will implement a structured theatre arts / drama program as part of the fine arts curriculum. Present to the campus and community. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020-Daily CNA: DEMO 1; PERC 4		Principal Dean of Instruction Classroom Teachers	Formative: Lesson Plans, Walk throughs Summative: Programs and Presentations, Increase student achievement on State Assessment Test Results	45%	85%	90%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 3) Students will participate and compete in UIL music memory activities, in order to excel and participate in spelling, oral reading, math number sense, art, and music appreciation. Population: 4th-5th Grade UIL Participants Time line: December 14, 2019 CNA: PERC 4		UIL Coordinators Music Memory Coach	Formative: Lesson Plans, UIL Practice Student Contact Logs Summative: UIL Results, Increase student achievement on State Assessment Test Results	50%	100%	100%	100%
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 4) GT students will participate in district competitions such as Brainsville, DI, Spelling Bee, Science Fair and Chess. Supplies will be purchased to enrich student projects/products as needed.		Administration Group Sponsors	Formative: Student Rosters, Student Project Journals Summative: Increase the number of students placing in Competition Results	40%	85%	95%	→
Population: GT Students Time line: Brainsville January 2019, Science Fair (Cluster 3) November 2019, Spelling Bee February 2020, Scheduled District Chess Tournaments September 2019-June 2020 CNA: PERC 4	**Funding Sources**: 199 G/T Advanced Academics - 0.00						

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

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

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

Evaluation Data Source(s) 1: New Energy Plan adopted by campus, updated five-year facilities renovation plan.

Summative Evaluation 1: Some progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 1) Purchase office supplies and equipment, and instructional materials, as needed. Purchase administrative supplies and computers to be used for student registration and administrative office needs.		Principal Assistant Principal	Formative: Sign In Sheets Summative: Increase number of Parent Surveys and Student Surveys completed for more represented results.	40%	85%	95%	100%
Population: AR, LEP, Non-LEP, 504 / DYS, GT, Sp. Ed., TI, Migrant Time line: August 7, 2019- May 27, 2020 CNA: SPP 2	**Funding Sources**: 211 Title I-A - 1800.00						
ESF Levers Lever 3: Positive School Culture 2) Purchase materials, resources, supplies and capital outlay equipment as needed for school maintenance use, in order to have proper maintained facilities for students.		Administration Head Custodian	Formative: Monthly Safety Checks Summative: Increase student achievement on State Assessment Test Results	45%	85%	95%	100%
Population: All Students Time line: December 2019 CNA: SPP 5	**Funding Sources**: 199 Local funds - 2000.00						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 5: Effective Instruction 3) In order to promote energy savings and recycling, the campus will implement various activities such as designating a recycling day, lessons on conserving energy, and having a Green Day (no paper use). Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Parents, Community Members Time line: January 2020-June 2020 CNA:		Administration Counselor Faculty and Staff	Formative: Lesson Plans, Student Projects, Parent Meeting Agendas, Summative: Decrease usage by our campus on the District Energy Savings Report;	40%	70%	70%	→
ESF Levers Lever 3: Positive School Culture 4) A systematic approach such as a needs assessment survey/form will be implemented to renovate/upgrade/improve facilities to prioritize the safety and needs of the campus. Population: Faculty, staff, administration Time line: August 2019- June 2020 CNA: SPP 4		Administration Head Custodian Faculty and Staff District Maintenance Department	Formative: Campus Walk Throughs by Administration and Custodians Reports Summative: Increase the number of CNA Staff Surveys and Facilities List	20%	50%	90%	→

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

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

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

Evaluation Data Source(s) 1: Campus Budget Reports incomplete due to COVID-19

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 5: Effective Instruction 1) The campus will utilize available budgeted funds based on the Campus Needs Assessment. Population: SBDM, Administration, Faculty and Staff Time line: August 2019- June 2020 CNA: DEMO 1;		Administration	Formative: PO's, CIP Budget Accounts Summative: Budget Reports	50%	85%	90%	→
100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue				

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

Performance Objective 2: The campus will commit to a balanced budget which includes improved compensation for 100% of teachers.

Evaluation Data Source(s) 2: Compensation plan including improved funding for teachers.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Stipends will be paid as a strategy to attract high quality teachers to high needs schools. Population: Teachers Time line: August 14, 2019- May 27, 2020 CNA: DEMO 4		Principal Campus Hiring Committee	Formative: Lesson Plans, Walk Throughs Summative: TTESS	75%	85%	95%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

Performance Objective 3: The camps will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

Evaluation Data Source(s) 3: Campus needs assessment surveys, district/campus climate surveys

Summative Evaluation 3: Significant progress made toward meeting Performance Objective
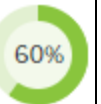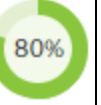
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Recruit, support, retain teachers and principals **ESF Levers** Lever 2: Effective, Well-Supported Teachers 1) Campus will recognize faculty and staff by activities such as the BOY PD raffle, Thanksgiving Luncheon extended lunch, Twelve Days Before Christmas Vacation gifts, Teacher Appreciation Week and grade level weekly meetings recognition. Population: Faculty and Staff Time line: August 7, 2019- May 27, 2020 CNA: DEMO 4		Administration	Formative: School Calendar of Events, Luncheon Schedules Summative: CNA	45%	80%	90%	100%
	100% = Accomplished	→ = Continue/Modify	0% = No Progress	✗ = Discontinue			

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

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

Evaluation Data Source(s) 1: Campus and District websites and media reports.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) The Campus will promote the history and origin along with current accomplishments weekly through the school and BISD websites. Historical school documentation will be held in the library for community and parent viewing. Population: AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Faculty and Staff, Community and Parents Time line: August 14, 2019- May 27, 2020		Administration TST Librarian	Formative: Weekly School Website, Pictures on BISD Website, Sign In Sheet of Viewing Historical Campus Documentation, Newspaper Summative: Increase the Number of Website Views, Newspaper, Archived BISD Media Releases	25%	50%	60%	→
ESF Levers Lever 3: Positive School Culture 2) The campus PIO (Public Information Officer) selected will submit articles, current and prior students/parents/staff recognition, co-/extra-curricular activities and parent/ community events to the BISD public information department and media. Population: PIO, TST, Faculty and Staff, Parents, Community, All Students Time line: August 14, 2019- May 27, 2020		Administration PIO TST	Formative: Increase the number of campus media sent to the BISD Website, Media, Campus Calendar of Events Summative: Archived BISD Media Releases	30%	60%	80%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 3) The campus website will be utilized to showcase student and community activities and communicate with parents and the community school data and important events. Population: All Students, Faculty and Staff, Community, Parents Time line: August 14, 2019- May 27, 2020		Administration TST	Formative: Increase the number of views on the Weekly Website Summative: End of the Year Number of Views Website Report	55%	70%	90%	100%

100% = Accomplished	➡ = Continue/Modify	0% = No Progress	✗ = Discontinue

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

Performance Objective 1: J. Castaneda Elementary discipline referrals including ISS and OSS placement will decrease by 5%.

Evaluation Data Source(s) 1: PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data related to discipline

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 1) Principals will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students needs are addressed. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 CNA: SPP 1		Principals Counselors	Formative: Student sign in sheets, Summative: Counselor logs	100%	100%	100%	100%
ESF Levers Lever 3: Positive School Culture 2) Assistant principal and counselors will conduct presentations on Conflict Resolution during faculty meetings. Population: Faculty Time line: August 7-8, 2019 CNA: PERC 3		Counselors	Formative: Session Evaluations Summative: PEIMS Report	75%	90%	100%	100%
100% = Accomplished		→ = Continue/Modify		0% = No Progress		✗ = Discontinue	

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

Performance Objective 2: J. Castaneda Elementary disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

Evaluation Data Source(s) 2: ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 1) Students and parents will be informed of classroom discipline and rules as per the Student Code of Conduct booklet in to maintain discipline and ensure safety. Teachers will follow campus discipline procedures and utilize Review 360 for behavior interventions. Population: All Students Time line: August 14, 2019- May 27, 2020 CNA: PERC 3		Administration Counselors Classroom Teacher	Formative: Contact Logs, SCOC Book Receipt Summative: Decrease number of office referrals reported to PEIMS	95%	95%	95%	→

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

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

Performance Objective 3: The campus will refine and implement safety plans on campus and across the district to ensure students are safe in the event of a crisis.

Evaluation Data Source(s) 3: Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 1) Campuses will develop and maintain an Emergency Operations Plan. The Plan must be multi-hazard in nature. Must be reviewed and updated annually by the campus safety and security committee. The following drills must be practiced accordingly: Lock-down drills (3 times per year), Shelter-in-place, Reverse evacuation, Drop & Cover, Evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Population: EOP Committee, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 CNA: PERC 3		Principals, Assistant Principals, Faculty and Staff, Campus Counselors, Safety and BISD Police	Formative: After Action Reviews, Contact Logs, Session Evaluations Audits Summative: EOP Plan	35%	60%	85%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 2) Parent Presentations will be made periodically at campuses -Gang Awareness -Bullying -Dating Violence -Internet Safety -Drug, Alcohol and Tobacco Awareness -Gun Safety -Teen CERT -Truancy -EOP-Safety Procedures to educate parents to be able to recognize the signs and symptoms related to certain offenses. Population: Parents August 14, 2019- May 27, 2020 Time line: Weekly-Wednesdays Scheduled Parent Meetings CNA: PERC 3	3.2	Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Meeting Minutes Summative: Decreased referrals, Increased attendance	50%	65%	85%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
ESF Levers Lever 3: Positive School Culture 3) Security Officer(s) will be placed and assigned throughout the year at each elementary. Campus Officers and Counselors, when possible, will address current current trends with Students, Parents, Campus Faculty and Staff Gang Awareness Bullying Dating Violence Internet Safety Drug, Alcohol and Tobacco Awareness Gun Safety Teen Community Emergency Response Team (CERT) Truancy Emergency Operations Plan (EOP)-Safety Procedures As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019-May 27, 2020 Counselors' weekly student classroom presentations CNA: PERC 3		Administrators, Principals, Assistant Principals, Counselors, Parental Involvement, BISD Police and Security Services.	Formative: Session Evaluations, Audits, Contact Logs Summative: PEIMS Discipline Reports	70%	80%	95%	→

100% = Accomplished → = Continue/Modify 0% = No Progress ✗ = Discontinue
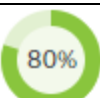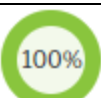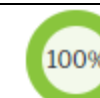
Goal 6: The Board of Trustees, in collaboration with District Staff, Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)

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

Evaluation Data Source(s) 1: Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math **ESF Levers** Lever 3: Positive School Culture 1) The Parental Involvement Department along with the instructional leader will provide parents with continued training on how to help their child improve academic performance through the concepts of self-confidence and self-responsibility throughout the school year. Regularly scheduled parental involvement meetings will take place as well as added meetings such as Coffee with Crusaders to open more communication with parents and the community. Population: Castaneda Parents Time line: September 2019 - May 2020 CNA: SPP 4, PERC 1	2.4, 3.2	Principal Assistant Principal Dean of Instruction Parent Liaison	Formative: Flyer, Contact Logs Summative: Increase Participant Evaluation/ Feedback	50%	75%	95%	→
			Funding Sources: 211 Title I-A - 900.00				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
2) Parent Orientation Night and Meet the Teacher Night will be held the Thursday before school starts for EE-5th grades in order to orient the students and the parents with the *Student Code of Conduct *Student-Parent-School Compact *Parental Involvement Policy *Emergency Operation Procedures *Volunteer Guidelines and Opportunities Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig & Parents Time line: August 2019 CNA: PERC 1, 3	3.1		Formative: Contact Logs, School Marquee Summative: Parent Sign-In	100%	100%	100%	100%
3) Parent volunteers will be assigned to assist in the parent center and classrooms on a regular basis upon request. Supplies will be purchased as needed to maintain the parent volunteer center. Recognition will be given to volunteers who partake on a regular basis. Parents are encouraged to attend in order to play an active role in the campus. Population: Parent Volunteers Time line: August 14, 2019- May 27, 2020-Daily CNA: SPP 4,PERC 1		N. Camargo H. Castillo M. Garcia Abby Cuellar	Formative: Contact Logs End-of-Year Awards, Authority to Volunteer Clearance Summative: Parental Program Feedback , Volunteer Sign-In	60%	75%	90%	→
		Funding Sources: 211 Title I-A - 900.00					
4) Open House for all parents and community members will be held during the fall and spring semesters. Population: Parents, Community Members Time line: Fall 2018- Spring 2019 CNA: PERC 1		N. Camargo R. Martinez M. Garcia EE-5th Grade Spec. Ed./Prog. Teachers	Formative: Contact Logs Summative: Increased Attendance	50%	80%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
5) Funds will be allocated to provide a Parent Liaison and payment for mileage incurred while conducting Attendance and Parental Involvement responsibilities i.e: home visits and parental involvement trainings.		Parent Liaison Principal	Formative: Monthly contact log, Composite Report Summative: Monthly Mileage Log	50%	85%	95%	→
Population: Parent Liaison Time line: August 14, 2019- May 27, 2020 CNA: SPP 3	**Funding Sources**: 211 Title I-A - 900.00						
6) Conduct an annual Title I meeting to inform parents of the programs and services provided by Title I funds. Population: Castaneda Parents Time line: August 2019 CNA: PERC 1	3.2	Parent Liaison Parent Trainer Administration	Formative: Contact Logs Summative: Survey Results, Title I-A PI Compliance Checklist	100%	100%	100%	100%
7) School-Parent-Student Compacts will be disseminated in order to indicate each groups responsibility to ensure student achievement. The Compact will be reviewed and revised as needed annually by the SBDM Committee. Population: Parents, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Teachers Time line: August 2019 CNA: PERC 1	3.1	Parent Liaison N. Camargo	Formative: School-Parent-Student Compacts Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist	100%	100%	100%	100%
8) In order to effectively evaluate and review district and/or Campus Parental Involvement efforts Title I will conduct an annual Parent Survey. Population: Castaneda Parents Time line: April 2019 CNA: SPP 4, PERC 1	3.1	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations, STAAR Results, Title I-A PI Compliance Checklist	50%	70%	85%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
9) Transition orientation meetings will be conducted for parents of students entering EE from Head Start Programs as well as 5th grade students going to middle schools. Population: 3 Year-Old Students, 5th Grade Students Time line: April 2020 CNA: SPP 4, PERC 1, 3		Administration EE-K Teachers H. Castillo	Formative: Newsletter to Parents, Counselor Portfolio Documentation, Memo to Parents, Sign-In Rosters Summative: Student Enrollment List	35%	50%	85%	→
10) In order to increase parent participation, parents will be actively involved in completing and disseminating a Parental Involvement Policy. Population: Castaneda Parents Time line: October 2019 CNA: SPP 4, PERC 1	3.1	Parent Liaison N. Camargo	Formative: Parental Involvement Policy Summative: Parent Evaluations STAAR Results, Title I-A PI Compliance Checklist	70%	85%	90%	100%
11) Have student presentations during Hispanic Heritage Month, Charro Days and different holidays and celebrations to invite parents and the community to visit and be a part of the school activities. Population: Castaneda Parents, All Students Time line: August 14, 2019- May 27, 2020 CNA: SPP 4		Administration Classroom teachers Librarian Counselor Music Teacher	Formative: Student Programs Awards Programs Summative: Parent Survey Evaluations	40%	75%	95%	100%
12) The school will utilize apps such as Seesaw and Classroom Dojo to keep in communication with parents/guardians over their child(ren)'s instructional results. Uploaded student work (assignments, assessments, fluency) will be posted as well as individual parent messages and whole classroom messages. All Student Populations Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2		Principal Classroom Teachers	Higher Academic Results in all state assessments Increase communication with parents/guardians	50%	80%	95%	100%

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

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

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

Evaluation Data Source(s) 1: Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluations

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Teachers, counselors, and/ or administrators will attend both district and out of district professional development conferences to enhance professional growth. Population: Faculty Time line: August 14, 2019- May 27, 2020 CNA: DEMO 1, SA 2, PERC 2		Principal Asst. Principal Dean of Instruction Counselors PK-5th Grade Teachers	Formative: Session Evaluations Summative: State Assessment Test Results	60%	75%	85%	→
Funding Sources: 199 Local funds - 3250.00							
2) Provide support for the Sheltered Instruction Observation Protocol (SIOP) / ELPS professional development for all content areas to ensure that students develop a strong conceptual foundation and mastery of SS TEKS and perform well on STAAR (EOC) assessments. Population: Teachers, LEP Time line: SIOP Training: August 14, 2019- May 27, 2020 CNA: DEMO 1, SAA 4	2.5	N. Camargo *R. Martinez *M. Garcia *EE-5th Grade Teachers	Formative: Lesson plans, Walk throughs Summative: TELPAS, State Assessment Test Results	40%	85%	95%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			**Summative**
				Nov	**Feb**	**Apr**	**June**
3) Teachers in EE-5th grades will meet weekly for grade level meetings with Principal and Dean of Instruction. Vertical team meetings will be held at least twice a year to align reading curriculum across the grade levels. Substitutes will be used to allow teachers time for vertical teaming activities, student evaluations and professional development trainings. Professional development supplies will be purchased for staff trainings to increase academic results.	2.4	Principal Dean of Instruction Teachers	Formative: Grade Level Meeting Sign In Sheets, ERO Session Rosters Summative: STAAR Assessment Results, CPALLS, TPRI, Tejas Lee BOY, MOY, EOY Results	70%	90%	95%	→
Population: Teachers, AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig, Time line: August 14, 2019- May 27, 2020- Weekly-Tuesdays TLI Sustainability Activity CNA: DEMO 1, SA 4			**Funding Sources**: 199 Local funds - 1500.00, 211 Title I-A - 12847.00				
4) GT Teachers are encouraged to attend 18 hours of GT on-going training including the TPSP. Population: Kinder-5th Grade Students; GT Teachers Time line: June 2019 - May 27, 2020 CNA: PERC 1		Principal, Dean of Instruction	Formative: GT Projects Summative: Professional Development Transcripts of GT On-Going Hours of Completion	60%	85%	95%	100%
5) Teachers will be trained on Project Based Learning. They will plan and begin to use the PBL approach to increase critical thinking skills and improve academic results. All Student Populations Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2		Principal Dean of Instruction Teachers	Increased academic results on report cards, district benchmarks, and state assessments	55%	60%	80%	→

100% = Accomplished   → = Continue/Modify   0% = No Progress   ✗ = Discontinue
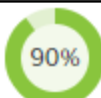
Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)

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

Evaluation Data Source(s) 1: EOY Student grades, electronic portfolios, StarChart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Students will be taught the technology TEKS for their grade level in order to complete assignments and promote critical thinking. Utilize campus TST and technology teacher in the computer lab. Population: -AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2	2.5	Classroom teachers Technology Teacher TST M. Garcia	Formative: Computer lab schedule Summative: Report card grades	55%	75%	90%	→
2) Teachers and administration will participate in a minimum of 30 hours of technology professional development annually to maintain and keep updated in changing technology that will be utilized daily in the classroom. Population: Faculty Time line: August 7, 2019- May 27, 2020 On-Going Scheduled Campus and District Trainings CNA: SPP 2, PERC 2		Classroom teachers Technology Teacher TST M. Garcia	Formative: P.D. Evaluations Summative: ERO Reports	50%	65%	85%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Teachers will complete an annual School Technology and Readiness(StaR) chart, in order to comply with regulations. Results will be used to improve the technology in the campus. Teachers & Librarians Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2		Classroom Teachers Campus TST	Formative: Completion of Survey Summative: Admin Access to Survey participation	0%	0%	0%	→
4) Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons to increase student academic achievement in reading and all disciplines. Colored printers will also be used for student icons during Life Skills lessons. Special Education Teachers Special Education Students Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2		Special Education teachers will utilize technology in their lessons by utilizing Smart Board, Redcat, and Mobi in lessons	Formative: Walk throughs, Lesson Plans Summative: State Assessment Test Results	55%	75%	95%	→
	Funding Sources: 166 State Special Ed. - 3360.00						
5) Students will work at computer stations and tablets/iPads on programs such as Education Galaxy that will increase their reading, writing, math and science skills to help increase their level of academic performance. All Student Populations PK-1st Grade-1 x per week 2nd - 5th Grade 2 x per week Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2		Principal Dean of Instruction Asst Principal Teachers Support Staff	Formative: Benchmarks, Report Card Grades Summative: EOY Grades, State Assessment Test Results	70%	90%	95%	→
6) Teachers will integrate technology in their lesson plans using the technology TEKS in order to prepare students for applying technology in their daily lives. All Student Populations Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2		Classroom teachers Campus TST	Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Report card grades, Technology Program reports (Pearson, LWS Science & Math, Edusmart, iReady Math & Reading)	70%	80%	90%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
7) Teachers will utilize Office 365 to upload and share their lesson plans on the One Drive program. The lesson plans will be reviewed biweekly by the campus administrators and as requested by district administrators. Population: Faculty and Staff August 14, 2019- May 27, 2020 CNA: PERC 2		Principal Dean	Formative: Lesson Plans, One Drive Teacher File, Walk Throughs Summative: State Assessment Test Results	80%	85%	90%	100%
8) Purchase technology and STEAM resources such as computers, printers, iPads, tablet charging carts, document cameras, projectors, Goblin car, warranties and licences for both administrative and classroom use to supplement the core curriculum and provide hands on practice and instruction.		Principal Dean TST	Formative: Lesson Plans, Walk throughs, Student Online Assessment Results Summative: Report card grades, Technology Program reports (Pearson, LWS Science & Math, Galaxy Education Math & Reading)	65%	85%	95%	→
Population: Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2	**Funding Sources**: 199 Local funds - 2500.00, 211 Title I-A - 63500.00, XXX Grant Funds - 0.00, 162 State Compensatory - 175.00, 274 GEAR UP Grant Funds - 10000.00						
9) Students in grades first through third will each be assigned an iPad where they will be in a one to one device classroom setting. Their teachers will use programs/apps such as Seesaw, Epic, Spelling City and the districts' adoptions' online resources through Pearson to enhance instruction through technology. All Student Populations Time line: August 14, 2019- May 27, 2020 CNA: SPP 2, PERC 2	2.4	Principal Dean of Instruction TST	Formative: Lesson Plans, Walk throughs, Usage Reports Summative: Report Card Grade, State Assessment Reports	85%	90%	95%	→

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

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

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

Evaluation Data Source(s) 1: Campus attendance rates, At-Risk Student Attendance.

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Monitor daily classroom attendance by submitting absences forms at the start of the day. The parent liaison will make parent contact to check on the absences. Teachers will monitor absences and report to the parent liaison for home visits if needed. Ensure that campus student attendance meets District and State rates so that students meet their full educational potential. Population: All Students Time line: August 14, 2019- May 27, 2020-Daily CNA: DEMO 2	2.6	R. Martinez N. Camargo B. Perez A. Cuellar	Formative: Weekly review of campus attendance rates Summative: Monitor campus Attendance Management plans as needed by campus visitations by attendance office	55%	75%	90%	→
2) Classrooms that obtain a 98% attendance or higher will be rewarded at the end of the week with popcorn party in order to encourage all students to maintain attendance rate. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020-Fridays-Weekly CNA: DEMO 2, SPP 3		N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers H. Castillo A. Cuellar	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance	60%	75%	90%	→

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) All students with perfect attendance, A honor roll, A - B honor roll, and Academic Achievement will be recognized during the Awards Ceremony at the end of each six weeks and the end of the school year as a reward and an incentive to maintain perfect attendance and academic excellence.		N. Camargo R. Martinez M. Garcia EE-5th Grade Teachers	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance	50%	75%	85%	→
Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 CNA: DEMO 2, SPP 3	**Funding Sources**: 199 Local funds - 3000.00, 211 Title I-A - 3000.00						
4) The school marquee will display our campus attendance goal and announce the two top classes per six weeks to motivate all students to be all school daily. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020 Daily CNA: DEMO 2, SPP 3		N. Camargo R. Martinez M. Garcia Custodians	Formative: Six Weeks Attendance Reports Summative: Yearly ADA, Increased attendance	50%	75%	85%	→

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

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

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

Evaluation Data Source(s) 2: STAAR reports disaggregated for At-Risk students.

Summative Evaluation 2: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Accelerated instruction in the foundation curriculum will be provided during extended day, week, and/or year tutorial programs such as the 5th grade SSI Program, the SCE Extended Day Program, and the Extended Day Enrichment Program in order to improve at-risk student achievement, and decrease the retention rate. Populations: Elementary At-Risk, TI, MI, LEP Time line: 5th Grade SSI Tutorial August 2019 - May 2020 Mon.-Thurs. SCE Tutorial November 2019 - May 9, 2020 Extended Day Enrichment Program August 2019 CNA: DEMO 1	2.5, 2.6	Principal, Assistant Principal Dean of Instruction, Area Assistant Superintendent, Administrator for State Compensatory Education, Administrator for Special Programs, PK-5th Grade Teachers	Formative: eSchool Plus generated Tutorial Schedule, Tutorial Attendance Report, Tutorial Lesson Plans, Tutorial Classroom Observations, eSchool PLus At-Risk Progress Report, Benchmark Scores, Student Progress Reports Summative: STAAR, Retention Rate	50%	85%	90%	→
Funding Sources: 162 State Compensatory - 60142.00, 211 Title I-A - 37500.00, 199 Local funds - 100.00							
2) The Dean of Instruction will work with teachers EE-5th in all areas of instructional curricula. The Dean of Instruction will help provide professional development, facilitate curricular information to teachers as needed and conduct walk throughs to improve instruction and ensure academic success. Population: At-Risk Students Time line: August 7, 2019- May 27, 2020-Daily CNA: SA 2, 4,	2.5	Principal Administrator for State Compensatory Education	Formative: ERO Session Evaluation Report, ERO Session Attendance Report, Lesson Plans, Classroom Observations, Student Progress Reports, Benchmark Scores Summative: STAAR	50%	75%	90%	→
Funding Sources: 162 State Compensatory - 93920.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) Castaneda Elementary will recover at-risk students that are no shows as a district initiative. Population: At-Risk Students Time line: September 14, 2019 Demo 3, SPP3		Principal, Assistant Principals and Dean of Instruction and Faculty and Staff	Formative Evaluation: Attendance reports, PEIMS, At-Risk rate Summative Evaluation: STAAR, Progress Reports & Benchmarks	100%	100%	100%	→
Funding Sources: 162 State Compensatory - 100.00							
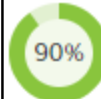
100% = Accomplished　　→ = Continue/Modify　　0% = No Progress　　✕ = Discontinue

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

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

Evaluation Data Source(s) 3: 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.

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) 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 improve overall health in order to improve student attendance/performance. Population: Campus Nurse, All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: August 14, 2019- May 27, 2020-Daily CNA: SPP 5		Health Services Administrator Special Programs Administrator Federal Programs Administrator	Formative: Time and Effort Logs, Referrals Summative: Increased Attendance Rates	100%	100%	100%	100%
2) Update and monitor the campus School Health Index and Assessment Tool. Population: Physical Education Teachers Time line: April 2020 CNA: SPP 5		Teachers P.E. Coach P.E. Assistants Nurse Administration	Formative: Lesson Plans Summative: Health Index Assessment	35%	70%	85%	100%
3) CPR and other emergency training (Safety information / videos) will be provided to faculty, staff, parents, and volunteers in order to promote awareness about safety issues and student safety. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: CPR Training- April 2020 CNA: SPP 5		Administration Counselors Classroom Teachers	Formative: Session Evaluations, Contact Logs Summative: PEIMS Report	35%	100%	100%	100%

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
4) Purchase supplies and resources for the school health office for student use by the nurse. Population: All Students-AR, LEP, Non LEP, 504/ Dys, GT, Sp. Ed., TI, Mig Time line: September 2019 CNA: SPP 5		Administration Nurse	Formative: Parent & Student Contact Log Summative: Nurse Log	55%	75%	90%	→
		Funding Sources: 199 Local funds - 200.00					

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

State Compensatory

Budget for Castaneda Elementary:

Account Code	Account Title	Budget
6100 Payroll Costs		
162-11-6118-00-115-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	$12,288.00
162-11-6118-00-115-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	$17,000.00
162-11-6118-00-115-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	$37,500.00
	6100 Subtotal:	**$66,788.00**
6300 Supplies and Services		
162-11-6396-00-115-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	$2,000.00
162-11-6398-62-115-Y-30-000-Y	6398 Computer Supplies/Software - Locally Defined	$3,600.00
162-11-6399-00-115-Y-30-000-Y	6399 General Supplies	$6,060.00
	6300 Subtotal:	**$11,660.00**

Personnel for Castaneda Elementary:

Name	Position	Program	FTE
Dean of Instruction	Elementary Dean of Instruction	State Compensatory	1
Prekindergarten	Teacher	State Compensatory	.5
Prekindergarten	Teacher	State Compensatory	.5
Prekindergarten	Teacher	State Compensatory	.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The results of the annual campus comprehensive needs assessment are utilized for the following:

- Information on academic achievement of students using district measures such as the TPRI/Tejas Lee, CPALLS, TELPAS and district benchmarks
- STAAR Results for third through fifth grades
- eSchools Failure Lists to monitor students on Tier 2 and Tier 3 RTI interventions
- Monitor school programs
- The CNA Summary can be found on page 5
- SBDM committee looked at the CNA Survey and used the data to revise strategies in the plan. Meeting date May 27, 2019.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The Campus will use Title 1 funds for activities that support the needs of students as identified by by the CNA.

- The community along with the faculty, staff and parents will implement instructional strategies that address needs and strengthen the academic program in the school
- provide more learning opportunities for all students by holding extended day enrichment programs and state compensatory after school at-risk tutorials
- Strategies supporting students include tier 1 small group instruction and RTI tier 2 and 3 intensive instructional interventions.
- Parents/Guardians, staff, administration and community met to revise and review strategies.

2.2: Regular monitoring and revision

- The SBDM Committee which includes parents meet regularly to monitor and revise the CIP plan as needed.
- The SBDM meetings are held monthly
- The plan is reviewed at grade level meetings with all faculty and staff
- The SBDM Committee reviewed the CIP quarterly

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

- The plan is in a format that is understandable and uniformed
- The CIP plan is available for all stakeholders on the campus and district websites and upon request be translated.
- The parents are shown at a parent meeting how to locate the plan on the website as well as how to read the various sections

2.4: Opportunities for all children to meet State standards

The plan is monitored and revised regularly based on student need by the SBDM Committee to ensure students are provided opportunities to meet the challenging State academic standards. Such opportunities include:

- Extended Day Enrichment Program
- RTI
- Computer based blended learning approach, one to one device/iPads classrooms
- Data Analysis meetings, Vertical Planning
- Parental Involvement academic meetings
- District Literacy Programs, BISD ELAR Plan

2.5: Increased learning time and well-rounded education

The plan is comprised of activities in all subject areas that describe learning opportunities for all students. The curriculum is set by the district using research-based differentiated instruction. All students have the opportunity to work at their appropriate levels. A daily schedule is set with the following activities:

- TLI Comprehension Strategies, Language Enrichment
- Computer Lab- Coding, Technology Skills, Computer Assisted Individual Pathways in Reading and Math
- Sheltered Instruction Strategies
- Tier 2 and Tier 3 instruction
- Extended Day Program, State Compensatory After School Tutorials
- Academic Mentoring- Community Care Buddies Program

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

The at-risk population is supported with activities in the CIP that address academics, attendance and behavior.

- Positive Behavior Supports
- Attendance Goal Incentives
- At-Risk tutorials in third through fifth grades (SSI)

- RTI Model
- Progress Monitoring- Weekly Fluency, Weekly Writing Samples (Writing Portfolios)

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

- The policy is developed in collaboration between campus representatives (SBDM Committee, Parent Liaison) and parents/guardians of participating children. (6.1.7)
- It is distributed to all parents in English and Spanish to parents and family member of participating children annually.
- The policy is made available to the local community and updated periodically to meet the changing needs of the parents and the school

3.2: Offer flexible number of parent involvement meetings

Flexible meetings are scheduled for parents to attend at different times of the day that address the following: opportunities to Volunteer at School, training to help parents work with their children to improve their academic achievement, such as literacy training and using technology, a description and explanation of the curriculum in use at the school, the academic assessments used to measure academic achievement, and State Standards, the LEA programs available, train parents to enhance the involvement of other parents.

- Regular scheduled parent meetings on Wednesdays at 1:30 in both English and Spanish (6.1.1, 6.1.6)
- Coffee with Crusaders at 8:30 am monthly in both English and Spanish
- The parent liaison will schedule meetings as needed as suggested by parents/guardians and the campus

Title I Personnel

Name	Position	Program	FTE
Elementary	Parent Liaison	Federal	1
Elementary	Library Aide	Federal	1
Elementary	Nurse	Federal	.4

Site-Based Decision Making Committee

Committee Role	Name	Position
Administrator	Nora Camargo	Principal
Meeting Facilitator	Marisa C. Garcia	Dean of Instruction
Classroom Teacher	Magdalena Garcia	Prekindergarten Teacher Y2
Classroom Teacher	Ana Reyes-Garcia	Special Education Teacher Y2
Non-classroom Professional	Heriberto Castillo	Counselor
Classroom Teacher	Sara Abrego	Second Grade Teacher Y2
Classroom Teacher	Joanna Gonzalez	Third Grade Teacher Y1
Classroom Teacher	Dora Hernandez	First Grade Teacher Y2
Classroom Teacher	Ursula Mendiola	Fourth Grade Teacher Y1
Classroom Teacher	Rosa Casas	Fifth Grade Teacher Y2
Classroom Teacher	Marianela Ramirez	Kindergarten Teacher Y1
Business Representative	Genaro Martinez	Business Representative Y2
Parent	Jose Cuellar	Parent Representative Y2
Parent	Irma Bermudez	Parent Representative Y1
District-level Professional	Alejandra Aldrete	District Level Representative Y1
Community Representative	Jesse Garcia	Community Representative Y2
Community Representative	Ana Garcia	Community Representative Y2
Classroom Teacher	Alfredo Bermudez	Technology Teacher Y2
Business Representative	Santiago Herrera	Business Representative Y2
Meeting Facilitator	Rosie Martinez	Assistant Principal
Parent	Sylvia Chapa	Parent Representative Y1
Parent	Celeste Cuello	Parent Representative Y1

Campus Funding Summary

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-115-Y-11-000-Y	$2,000.00
1	1	1	General Supplies	199-11-6399-00-115-Y-11-000-Y	$3,283.00
1	1	1	General Supplies	199-11-6399-51-115-Y-11-000-Y	$800.00
1	1	1	General Supplies-Media Center	199-11-6399-16-115-Y-11-000-Y	$2,500.00
1	1	1	General Supplies- Library	199-12-6399-00-115-Y-99-000-Y	$250.00
1	1	1	General Supplies- Administration	199-23-6399-00-115-Y-99-000-Y	$2,000.00
1	1	1	General Supplies- Toner	199-23-6399-65-115-Y-99-000-Y	$1,000.00
1	1	1	General Supplies Counseling and Guidance	199-31-6399-00-115-Y-99-000-Y	$200.00
1	1	1	Transportation	199-11-6494-00-115-Y-11-000-Y	$3,000.00
1	1	7	Reading Materials- Subscriptions & Supplies and Materials	199-12-6325-42-115-Y-99-000-Y	$500.00
2	1	2	General Supplies	199-51-6315-00-115-Y-99-000-Y	$2,000.00
7	1	1	Employee Travel	199-13-6411-23-115-Y-99-000-Y	$1,000.00
7	1	1	Employee Travel	199-23-6411-23-115-Y-99-000-Y	$2,000.00
7	1	1	Employee Travel	199-61-6411-00-115-Y-99-000-Y	$250.00
7	1	3	Substitutes	199-11-6112-18-115-Y-11-000-Y	$1,000.00
7	1	3	Substitutes	199-11-6112-18-115-Y-99-000-Y	$500.00
8	1	8	Miscellaneous Operating Costs	199-23-6499-53-115-Y-99-000-Y	$500.00
8	1	8	Technology Equipment for Administration	199-23-6398-00-115-Y-99-000-Y	$2,000.00
9	1	3	Awards	199-11-6498-00-115-Y-11-000-Y	$1,000.00
9	1	3	Awards-Administration	199-23-6498-00-115-Y-99-000-Y	$2,000.00
9	2	1	Extra Duty Pay/Overtime	199-51-6121-47-115-Y-99-000-Y	$50.00

199 Local funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	2	1	Extra Duty Pay/Overtime	199-11-6121-51-115-Y-11-000-Y	$50.00
9	3	4	General Supplies	199-33-6399-00-115-Y-99-000-Y	$200.00
				Sub-Total	$28,083.00
				Budgeted Fund Source Amount	$28,083.00
				+/- Difference	$0

162 State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	162-11-6396-00-115-Y-30-000-Y	$0.00
1	1	1	Supplies and Materials	162-11-6398-62-115-Y-30-000-Y	$3,550.00
1	1	1	General Supplies	162-11-6399-00-115-Y-30-000-Y	$5,046.00
1	2	3	State Comp Prekindergarten 4 Salaries	162-11-6119-00-115-Y-34-000-Y	$105,833.00
8	1	8	Zulu Desk License	162-11-6299-62-115-Y-30-000-Y	$175.00
9	2	1	SSI Tutorial Fund	162-11-6118-00-115-Y-24-SSI-Y	$5,642.00
9	2	1	SCE Tutorial	162-11-6118-00-115-Y-30-000-Y	$54,500.00
9	2	2	Dean of Instruction Salary	162-13-6119-00-115-Y-30-000-Y	$93,920.00
9	2	3	Walk for the Future	162-61-6399-00-115-Y-30-000-1	$100.00
				Sub-Total	$268,766.00
				Budgeted Fund Source Amount	$268,766.00
				+/- Difference	$0

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Substitutes	163-13-6112-00-115-25-000-Y	$1,350.00
1	1	10	Supplies	163-11-6399-00-115-25-000-Y	$6,000.00
				Sub-Total	$7,350.00
				Budgeted Fund Source Amount	$7,350.00

163 State Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				+/- Difference	$0

166 State Special Ed.

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	4	Supplies	166-11-6399-00-115-Y-23-0P4-Y	$1,360.00
8	1	4	Supplies for Life Skills	166-11-6399-00-115-Y-23-0P1-Y	$2,000.00
				Sub-Total	$3,360.00
				Budgeted Fund Source Amount	$3,360.00
				+/- Difference	$0

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	211-11-6396-00-115-Y-30-0F2-Y	$2,400.00
1	1	1	Technology Material Non-Computer Related	211-11-6398-00-115-Y-30-0F2-Y	$5,000.00
1	1	1	General Supplies	211-11-6399-00-115-Y-30-0F2-Y	$26,500.00
1	1	1	Licenses	211-11-6299-62-115-Y-30-0F2-Y	$2,625.00
1	1	1	General Supplies	211-23-6399-00-115-Y-30-0F2-Y	$2,000.00
1	1	1	General Supplies	211-13-6399-00-115-Y-30-AYP-Y	$1,000.00
2	1	1	Administrative General Supplies	211-23-6398-65-115-Y-30-0F2-Y	$1,800.00
6	1	1	Miscellaneous Operating Costs-Food	211-61-6499-53-115-Y-30-0F2-Y-	$900.00
6	1	3	Supplies	211-61-6399-00-115-Y-30-0F-Y	$900.00
6	1	5	Employee Travel	211-61-6411-00-115-Y-30-0F2-Y	$900.00
7	1	3	Substitutes	211-11-6112-00-115-Y30-AYP-Y	$2,000.00
7	1	3	Consulting Services	211-13-6291-00-115-Y-30-AYP-Y	$10,847.00
8	1	8	Classroom technology equipment - projectors, iPads	211-11-6398-62-115-Y-30-OF2-Y	$57,950.00
8	1	8	Software	211-11-6395-62-115-Y-30-0F2-Y	$550.00
8	1	8	Epson Projectors	211-11-6398-00-115-Y-30-0F2-Y	$5,000.00

211 Title I-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
9	1	3	Student Awards	211-11-6498-00-115-Y-30-0F2-Y	$3,000.00
9	2	1	After School Program	211-11-6118-00-115-Y-24-ASP-Y	$33,448.00
9	2	1	Para Professional Overtime	211-11-6121-00-115-Y-24-ASP-Y	$0.00
9	2	1	Medicare	211-11-6141-00-115-Y-24-ASP-Y	$485.00
9	2	1	TRS	211-11-6146-00-115-Y-24-ASP-Y	$2,987.00
9	2	1	ACA	211-11-6148-00-115-Y-24-ASP-Y	$78.00
9	2	1	TRS	211-11-6149-00-115-Y-24-ASP-Y	$502.00
				Sub-Total	$160,872.00
				Budgeted Fund Source Amount	$160,872.00
				+/- Difference	$0

263 Title III-A Bilingual

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	10	Supplies	263-11-6399-00-115-Y-25-000-Y	$6,877.00
				Sub-Total	$6,877.00
				Budgeted Fund Source Amount	$6,877.00
				+/- Difference	$0

274 GEAR UP Grant Funds

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	8	Technology	289*-11-6398-00-SCHOOLLOC-Y-30-STM-Y	$10,000.00
				Sub-Total	$10,000.00
				Budgeted Fund Source Amount	$10,000.00
				+/- Difference	$0
				Grand Total	$485,308.00

Addendums

2018-19 Texas Academic Performance Report

District Name: **BROWNSVILLE ISD**

Campus Name: **CASTANEDA EL**

Campus Number: **031901115**

2019 Accountability Rating: **A**

Distinction Designations:

Academic Achievement in ELA/Reading

Academic Achievement in Science

Top 25 Percent: Comparative Academic Growth

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness

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District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

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

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

Grade 3 Reading
At Approaches Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	76%	80%	**94%**	-	94%	-	-	-	-	-	71%	-	95%	80%	94%	94%
	2018	77%	80%	**73%**	-	73%	-	-	-	-	-	40%	*	73%	78%	72%	66%
At Meets Grade Level or Above	2019	45%	46%	**41%**	-	41%	-	-	-	-	-	43%	-	43%	20%	41%	42%
	2018	43%	42%	**44%**	-	44%	-	-	-	-	-	33%	*	47%	22%	43%	37%
At Masters Grade Level	2019	27%	26%	**18%**	-	18%	-	-	-	-	-	14%	-	17%	20%	18%	17%
	2018	25%	22%	**16%**	-	16%	-	-	-	-	-	7%	*	16%	22%	16%	6%

Grade 3 Mathematics
At Approaches Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	79%	85%	**91%**	-	91%	-	-	-	-	-	71%	-	92%	80%	91%	90%
	2018	78%	86%	**78%**	-	78%	-	-	-	-	-	40%	*	80%	67%	79%	69%
At Meets Grade Level or Above	2019	49%	56%	**66%**	-	66%	-	-	-	-	-	43%	-	65%	80%	66%	73%
	2018	47%	54%	**51%**	-	51%	-	-	-	-	-	40%	*	53%	33%	52%	37%
At Masters Grade Level	2019	25%	27%	**37%**	-	37%	-	-	-	-	-	14%	-	35%	60%	37%	42%
	2018	23%	27%	**25%**	-	25%	-	-	-	-	-	27%	*	27%	11%	25%	17%

Grade 4 Reading
At Approaches Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	83%	**85%**	-	85%	-	-	-	-	-	73%	50%	86%	78%	84%	78%
	2018	73%	79%	**70%**	-	70%	-	-	-	-	-	44%	-	71%	56%	70%	58%
At Meets Grade Level or Above	2019	44%	51%	**47%**	-	47%	-	-	-	-	-	55%	13%	50%	22%	45%	41%
	2018	46%	49%	**39%**	-	39%	-	-	-	-	-	38%	-	44%	0%	38%	27%
At Masters Grade Level	2019	22%	23%	**21%**	-	21%	-	-	-	-	-	9%	13%	23%	0%	17%	13%
	2018	24%	23%	**18%**	-	18%	-	-	-	-	-	0%	-	20%	0%	16%	4%

Grade 4 Mathematics
At Approaches Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	75%	82%	**79%**	-	79%	-	-	-	-	-	73%	25%	80%	78%	80%	69%
	2018	78%	86%	**80%**	-	80%	-	-	-	-	-	56%	-	81%	67%	80%	80%
At Meets Grade Level or Above	2019	48%	53%	**56%**	-	56%	-	-	-	-	-	64%	25%	58%	44%	57%	44%
	2018	49%	56%	**48%**	-	48%	-	-	-	-	-	44%	-	48%	56%	48%	38%
At Masters Grade Level	2019	28%	30%	**25%**	-	25%	-	-	-	-	-	18%	13%	27%	11%	23%	9%
	2018	27%	30%	**24%**	-	24%	-	-	-	-	-	13%	-	25%	11%	22%	11%

Grade 4 Writing
At Approaches Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	67%	78%	**77%**	-	77%	-	-	-	-	-	73%	38%	77%	78%	77%	75%
	2018	63%	74%	**67%**	-	67%	-	-	-	-	-	44%	-	69%	56%	67%	60%
At Meets Grade Level or Above	2019	35%	44%	**45%**	-	45%	-	-	-	-	-	64%	13%	45%	44%	43%	41%
	2018	39%	48%	**39%**	-	39%	-	-	-	-	-	31%	-	38%	56%	38%	24%
At Masters Grade Level	2019	11%	14%	**12%**	-	12%	-	-	-	-	-	18%	0%	14%	0%	12%	9%
	2018	11%	14%	**17%**	-	17%	-	-	-	-	-	31%	-	18%	11%	16%	9%

Grade 5 Reading^
At Approaches Grade Level or Above

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Approaches Grade Level or Above	2019	86%	91%	**85%**	-	85%	-	-	-	-	-	63%	-	88%	56%	85%	84%
	2018	84%	90%	**89%**	-	89%	*	-	-	-	-	78%	*	92%	60%	89%	83%
At Meets Grade Level or Above	2019	54%	56%	**47%**	-	47%	-	-	-	-	-	31%	-	49%	33%	46%	37%
	2018	54%	59%	**57%**	-	57%	*	-	-	-	-	28%	*	58%	40%	55%	50%

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

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Econ Disadv	EL (Current & Monitored)
At Masters Grade Level	2019	29%	28%	**25%**	-	25%	-	-	-	-	-	13%	-	25%	22%	23%	14%
	2018	26%	28%	**22%**	-	23%	*	-	-	-	-	0%	*	21%	40%	22%	17%
Grade 5 Mathematics^																	
At Approaches Grade Level or Above	2019	90%	96%	**92%**	-	92%	-	-	-	-	-	69%	-	95%	67%	92%	92%
	2018	91%	97%	**95%**	-	95%	*	-	-	-	-	83%	*	96%	80%	95%	94%
At Meets Grade Level or Above	2019	58%	70%	**53%**	-	53%	-	-	-	-	-	50%	-	55%	33%	53%	43%
	2018	58%	74%	**63%**	-	64%	*	-	-	-	-	39%	*	65%	40%	62%	58%
At Masters Grade Level	2019	36%	46%	**27%**	-	27%	-	-	-	-	-	19%	-	26%	33%	26%	18%
	2018	30%	43%	**32%**	-	32%	*	-	-	-	-	11%	*	31%	40%	30%	31%
Grade 5 Science																	
At Approaches Grade Level or Above	2019	75%	84%	**84%**	-	84%	-	-	-	-	-	56%	-	88%	44%	84%	78%
	2018	76%	85%	**84%**	-	83%	*	-	-	-	-	53%	*	84%	*	83%	85%
At Meets Grade Level or Above	2019	49%	60%	**57%**	-	57%	-	-	-	-	-	56%	-	61%	22%	57%	55%
	2018	41%	51%	**47%**	-	47%	*	-	-	-	-	41%	*	47%	*	45%	30%
At Masters Grade Level	2019	24%	28%	**23%**	-	23%	-	-	-	-	-	13%	-	23%	22%	22%	16%
	2018	17%	20%	**21%**	-	21%	*	-	-	-	-	24%	*	20%	*	20%	6%
All Grades All Subjects																	
At Approaches Grade Level or Above	2019	78%	81%	**86%**	-	86%	-	-	-	-	-	67%	38%	88%	69%	86%	84%
	2018	77%	78%	**79%**	-	79%	*	-	-	-	-	56%	100%	80%	66%	79%	74%
At Meets Grade Level or Above	2019	50%	52%	**52%**	-	52%	-	-	-	-	-	51%	17%	53%	36%	51%	48%
	2018	48%	49%	**48%**	-	48%	*	-	-	-	-	37%	40%	49%	34%	47%	37%
At Masters Grade Level	2019	24%	23%	**23%**	-	23%	-	-	-	-	-	15%	8%	24%	19%	22%	18%
	2018	22%	21%	**22%**	-	22%	*	-	-	-	-	14%	20%	22%	17%	21%	12%
All Grades ELA/Reading																	
At Approaches Grade Level or Above	2019	75%	76%	**88%**	-	88%	-	-	-	-	-	68%	50%	90%	70%	87%	86%
	2018	74%	74%	**77%**	-	77%	*	-	-	-	-	55%	*	78%	65%	77%	68%
At Meets Grade Level or Above	2019	48%	47%	**45%**	-	45%	-	-	-	-	-	41%	13%	47%	26%	44%	40%
	2018	46%	44%	**46%**	-	47%	*	-	-	-	-	33%	*	49%	17%	45%	37%
At Masters Grade Level	2019	21%	18%	**21%**	-	21%	-	-	-	-	-	12%	13%	22%	13%	20%	15%
	2018	19%	17%	**19%**	-	19%	*	-	-	-	-	2%	*	19%	17%	18%	9%
All Grades Mathematics																	
At Approaches Grade Level or Above	2019	82%	86%	**88%**	-	88%	-	-	-	-	-	71%	25%	90%	74%	88%	85%
	2018	81%	85%	**84%**	-	84%	*	-	-	-	-	61%	*	86%	70%	84%	81%
At Meets Grade Level or Above	2019	52%	57%	**58%**	-	58%	-	-	-	-	-	53%	25%	59%	48%	58%	54%
	2018	50%	55%	**54%**	-	54%	*	-	-	-	-	41%	*	55%	43%	54%	44%
At Masters Grade Level	2019	26%	31%	**29%**	-	29%	-	-	-	-	-	18%	13%	29%	30%	29%	24%
	2018	24%	28%	**27%**	-	27%	*	-	-	-	-	16%	*	28%	17%	26%	19%
All Grades Writing																	
At Approaches Grade Level or Above	2019	68%	76%	**77%**	-	77%	-	-	-	-	-	73%	38%	77%	78%	77%	75%
	2018	66%	71%	**67%**	-	67%	-	-	-	-	-	44%	-	69%	56%	67%	60%
At Meets Grade Level or Above	2019	38%	44%	**45%**	-	45%	-	-	-	-	-	64%	13%	45%	44%	43%	41%
	2018	41%	45%	**39%**	-	39%	-	-	-	-	-	31%	-	38%	56%	38%	24%
At Masters Grade Level	2019	14%	15%	**12%**	-	12%	-	-	-	-	-	18%	0%	14%	0%	12%	9%
	2018	13%	13%	**17%**	-	17%	-	-	-	-	-	31%	-	18%	11%	16%	9%

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
All Grades Science																	
At Approaches Grade Level or Above	2019	81%	84%	**84%**	-	84%	-	-	-	-	-	56%	-	88%	44%	84%	78%
	2018	80%	82%	**84%**	-	83%	*	-	-	-	-	53%	*	84%	*	83%	85%
At Meets Grade Level or Above	2019	54%	55%	**57%**	-	57%	-	-	-	-	-	56%	-	61%	22%	57%	55%
	2018	51%	51%	**47%**	-	47%	*	-	-	-	-	41%	*	47%	*	45%	30%
At Masters Grade Level	2019	25%	21%	**23%**	-	23%	-	-	-	-	-	13%	-	23%	22%	22%	16%
	2018	23%	19%	**21%**	-	21%	*	-	-	-	-	24%	*	20%	*	20%	6%

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

School Progress Domain - Academic Growth Score by Grade and Subject

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed (Current)	Special Ed (Former)	Continu-ously Enrolled	Non-Continu-ously Enrolled	Econ Disadv	EL (Current & Monitored)
Grade 4 ELA/Reading	2019	61	69	**77**	-	77	-	-	-	-	-	70	86	76	89	77	70
	2018	63	65	**60**	-	60	-	-	-	-	-	41	-	61	40	60	57
Grade 4 Mathematics	2019	65	64	**72**	-	72	-	-	-	-	-	70	100	69	94	72	75
	2018	65	66	**56**	-	56	-	-	-	-	-	53	-	55	64	54	50
Grade 5 ELA/Reading	2019	81	78	**85**	-	85	-	-	-	-	-	90	-	84	100	84	84
	2018	80	81	**81**	-	81	-	-	-	-	-	78	*	83	*	81	79
Grade 5 Mathematics	2019	83	88	**85**	-	85	-	-	-	-	-	100	-	84	88	85	82
	2018	81	87	**82**	-	82	*	-	-	-	-	89	*	84	60	82	83
All Grades Both Subjects	2019	69	69	**80**	-	80	-	-	-	-	-	85	93	79	92	80	79
	2018	69	71	**69**	-	69	*	-	-	-	-	66	*	70	55	68	66
All Grades ELA/Reading	2019	68	67	**82**	-	82	-	-	-	-	-	82	86	80	93	81	79
	2018	69	69	**70**	-	70	-	-	-	-	-	60	*	71	44	70	67
All Grades Mathematics	2019	70	71	**79**	-	79	-	-	-	-	-	88	100	78	91	79	79
	2018	70	72	**68**	-	68	*	-	-	-	-	72	*	69	63	67	65

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

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

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

		State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Progress of Prior-Year Non-Proficient Students														
Sum of Grades 4-8														
Reading	2019	41%	48%	**57%**	-	57%	-	-	-	-	-	40%	57%	64%
	2018	38%	44%	**46%**	-	46%	-	-	-	-	-	31%	46%	36%
Mathematics	2019	45%	57%	**43%**	-	43%	-	-	-	-	-	27%	44%	37%
	2018	47%	57%	**48%**	-	48%	-	-	-	-	-	47%	50%	42%
Student Success Initiative														
Grade 5 Reading														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	78%	84%	**78%**	-	78%	-	-	-	-	-	33%	77%	73%
Students Requiring Accelerated Instruction														
	2019	22%	16%	**22%**	-	22%	-	-	-	-	-	67%	23%	27%
STAAR Cumulative Met Standard														
	2019	86%	91%	**83%**	-	83%	-	-	-	-	-	50%	83%	80%
Grade 5 Mathematics														
Students Meeting Approaches Grade Level on First STAAR Administration														
	2019	83%	92%	**87%**	-	87%	-	-	-	-	-	58%	86%	83%
Students Requiring Accelerated Instruction														
	2019	17%	8%	**13%**	-	13%	-	-	-	-	-	42%	14%	17%
STAAR Cumulative Met Standard														
	2019	90%	96%	**92%**	-	92%	-	-	-	-	-	58%	92%	90%

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
(Current EL Students)

		State	District	Campus	Bilingual Education	BE-Trans Early Exit	BE-Trans Late Exit	BE-Dual Two-Way	BE-Dual One-Way	ESL	ESL Content	ESL Pull-Out	LEP No Services	LEP with Services	Total EL
STAAR Performance Rate by Subject and Performance Level															
All Grades All Subjects															
At Approaches Grade Level or Above	2019	78%	81%	**86%**	82%	82%	-	-	-	-	-	-	*	82%	81%
	2018	77%	78%	**79%**	59%	59%	-	-	-	-	-	-	-	59%	59%
At Meets Grade Level or Above	2019	50%	52%	**52%**	41%	41%	-	-	-	-	-	-	*	41%	40%
	2018	48%	49%	**48%**	23%	23%	-	-	-	-	-	-	-	23%	23%
At Masters Grade Level	2019	24%	23%	**23%**	12%	12%	-	-	-	-	-	-	*	12%	12%
	2018	22%	21%	**22%**	5%	5%	-	-	-	-	-	-	-	5%	5%
All Grades ELA/Reading															
At Approaches Grade Level or Above	2019	75%	76%	**88%**	86%	86%	-	-	-	-	-	-	*	86%	86%
	2018	74%	74%	**77%**	51%	51%	-	-	-	-	-	-	-	51%	51%
At Meets Grade Level or Above	2019	48%	47%	**45%**	29%	29%	-	-	-	-	-	-	*	29%	29%
	2018	46%	44%	**46%**	21%	21%	-	-	-	-	-	-	-	21%	21%
At Masters Grade Level	2019	21%	18%	**21%**	8%	8%	-	-	-	-	-	-	*	8%	8%
	2018	19%	17%	**19%**	1%	1%	-	-	-	-	-	-	-	1%	1%
All Grades Mathematics															
At Approaches Grade Level or Above	2019	82%	86%	**88%**	82%	82%	-	-	-	-	-	-	*	82%	81%
	2018	81%	85%	**84%**	71%	71%	-	-	-	-	-	-	-	71%	71%
At Meets Grade Level or Above	2019	52%	57%	**58%**	51%	51%	-	-	-	-	-	-	*	51%	51%
	2018	50%	55%	**54%**	28%	28%	-	-	-	-	-	-	-	28%	28%
At Masters Grade Level	2019	26%	31%	**29%**	20%	20%	-	-	-	-	-	-	*	20%	20%
	2018	24%	28%	**27%**	7%	7%	-	-	-	-	-	-	-	7%	7%
All Grades Writing															
At Approaches Grade Level or Above	2019	68%	76%	**77%**	73%	73%	-	-	-	-	-	-	*	73%	70%
	2018	66%	71%	**67%**	38%	38%	-	-	-	-	-	-	-	38%	38%
At Meets Grade Level or Above	2019	38%	44%	**45%**	32%	32%	-	-	-	-	-	-	*	32%	30%
	2018	41%	45%	**39%**	19%	19%	-	-	-	-	-	-	-	19%	19%
At Masters Grade Level	2019	14%	15%	**12%**	0%	0%	-	-	-	-	-	-	*	0%	0%
	2018	13%	13%	**17%**	8%	8%	-	-	-	-	-	-	-	8%	8%
All Grades Science															
At Approaches Grade Level or Above	2019	81%	84%	**84%**	71%	71%	-	-	-	-	-	-	-	71%	71%
	2018	80%	82%	**84%**	71%	71%	-	-	-	-	-	-	-	71%	71%
At Meets Grade Level or Above	2019	54%	55%	**57%**	52%	52%	-	-	-	-	-	-	-	52%	52%
	2018	51%	51%	**47%**	14%	14%	-	-	-	-	-	-	-	14%	14%
At Masters Grade Level	2019	25%	21%	**23%**	10%	10%	-	-	-	-	-	-	-	10%	10%
	2018	23%	19%	**21%**	0%	0%	-	-	-	-	-	-	-	0%	0%
School Progress Domain - Academic Growth Score															
All Grades Both Subjects	2019	69%	69%	**80%**	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	69%	71%	**69%**	59%	59%	-	-	-	-	-	-	-	59%	59%
All Grades ELA/Reading	2019	68%	67%	**82%**	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	69%	69%	**70%**	60%	60%	-	-	-	-	-	-	-	60%	60%
All Grades Mathematics	2019	70%	71%	**79%**	84%	84%	-	-	-	-	-	-	*	84%	82%
	2018	70%	72%	**68%**	58%	58%	-	-	-	-	-	-	-	58%	58%
Progress of Prior Year STAAR Non-Proficient Students (Percent of Non-Proficient Passing STAAR)															
Reading	2019	41%	48%	**57%**	67%	67%	-	-	-	-	-	-	*	67%	64%
	2018	38%	44%	**46%**	36%	36%	-	-	-	-	-	-	-	36%	36%
Mathematics	2019	45%	57%	**43%**	39%	39%	-	-	-	-	-	-	*	39%	37%
	2018	47%	57%	**48%**	42%	42%	-	-	-	-	-	-	-	42%	42%

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 585

Campus Name: CASTANEDA EL
2018-19 Campus STAAR Participation
Grade Span: PK - 05

Campus Number: 031901115
School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2019 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	-	-	-	-	-	100%	100%	100%
Included in Accountability	94%	95%	**95%**	-	95%	-	-	-	-	-	96%	95%	96%
Not Included in Accountability													
Mobile	4%	2%	**4%**	-	4%	-	-	-	-	-	4%	5%	3%
Other Exclusions	1%	2%	**1%**	-	1%	-	-	-	-	-	0%	1%	2%
Not Tested	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Absent	1%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
Other	0%	0%	**0%**	-	0%	-	-	-	-	-	0%	0%	0%
2018 STAAR Participation (All Grades)													
All Tests													
Assessment Participant	99%	100%	**100%**	-	100%	*	-	-	-	-	99%	100%	99%
Included in Accountability	94%	95%	**94%**	-	94%	*	-	-	-	-	94%	94%	89%
Not Included in Accountability													
Mobile	4%	3%	**4%**	-	4%	*	-	-	-	-	6%	4%	4%
Other Exclusions	1%	2%	**2%**	-	2%	*	-	-	-	-	0%	2%	7%
Not Tested	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	1%
Absent	1%	0%	**0%**	-	0%	*	-	-	-	-	1%	0%	1%
Other	0%	0%	**0%**	-	0%	*	-	-	-	-	0%	0%	0%

District Name: BROWNSVILLE ISD

Campus Name: CASTANEDA EL

Campus Number: 031901115

Total Students: 585

Grade Span: PK - 05

School Type: Elementary

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
Attendance Rate													
2017-18	95.4%	95.4%	**97.3%**	*	97.3%	*	-	-	-	-	96.7%	97.3%	97.7%
2016-17	95.7%	95.8%	**97.2%**	-	97.2%	-	-	-	-	-	96.3%	97.2%	97.0%
Annual Dropout Rate (Gr 7-8)													
2017-18	0.4%	0.5%	-	-	-	-	-	-	-	-	-	-	-
2016-17	0.3%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Annual Dropout Rate (Gr 9-12)													
2017-18	1.9%	1.1%	-	-	-	-	-	-	-	-	-	-	-
2016-17	1.9%	1.3%	-	-	-	-	-	-	-	-	-	-	-
4-Year Longitudinal Rate (Gr 9-12)													
Class of 2018													
Graduated	90.0%	92.8%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	3.8%	3.0%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.7%	3.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.4%	93.1%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.3%	96.1%	-	-	-	-	-	-	-	-	-	-	-
Class of 2017													
Graduated	89.7%	91.6%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.4%	0.2%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	4.0%	4.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	5.9%	3.4%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	90.1%	91.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	94.1%	96.6%	-	-	-	-	-	-	-	-	-	-	-
5-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2017													
Graduated	92.0%	95.4%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.6%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.1%	0.5%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.3%	3.8%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.6%	95.7%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.7%	96.2%	-	-	-	-	-	-	-	-	-	-	-
Class of 2016													
Graduated	91.6%	94.7%	-	-	-	-	-	-	-	-	-	-	-
Received TxCHSE	0.7%	0.3%	-	-	-	-	-	-	-	-	-	-	-
Continued HS	1.2%	0.8%	-	-	-	-	-	-	-	-	-	-	-
Dropped Out	6.6%	4.3%	-	-	-	-	-	-	-	-	-	-	-
Graduates and TxCHSE	92.2%	94.9%	-	-	-	-	-	-	-	-	-	-	-
Graduates, TxCHSE, and Continuers	93.4%	95.7%	-	-	-	-	-	-	-	-	-	-	-
6-Year Extended Longitudinal Rate (Gr 9-12)													
Class of 2016													
Graduated	92.1%	95.4%	-	-	-	-	-	-	-	-	-	-	-

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

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

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Texas Academic Performance Report
Total Students: 585

Campus Name: CASTANEDA EL
2018-19 Campus College, Career, and Military Readiness (CCMR)
Grade Span: PK - 05

Campus Number: 031901115
School Type: Elementary

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 585

Campus Name: CASTANEDA EL

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

Grade Span: PK - 05

Campus Number: 031901115

School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

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

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

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

SAT/ACT Results (Annual Graduates) *
Tested

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

At/Above Criterion

	State	District	Campus	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Special Ed	Econ Disadv	EL (Current)
2017-18	37.9%	22.5%	-	-	-	-	-	-	-	-	n/a	-	n/a

Average SAT Score (Annual Graduates) *
All Subjects

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

Average ACT Score (Annual Graduates) *
All Subjects

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

District Name: BROWNSVILLE ISD

Texas Academic Performance Report

Total Students: 585

Campus Name: CASTANEDA EL

2018-19 Campus Other Postsecondary Indicators

Grade Span: PK - 05

Campus Number: 031901115

School Type: Elementary

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

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

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

| Student Information | --------------- Campus --------------- | | District | State |
	Count	Percent		
Total Students	585	100.0%	44,356	5,416,400
Students by Grade:				
Early Childhood Education	0	0.0%	0.2%	0.3%
Pre-Kindergarten	89	15.2%	8.0%	4.4%
Kindergarten	80	13.7%	5.9%	6.9%
Grade 1	87	14.9%	6.8%	7.1%
Grade 2	85	14.5%	6.6%	7.2%
Grade 3	69	11.8%	6.5%	7.3%
Grade 4	79	13.5%	6.9%	7.6%
Grade 5	96	16.4%	7.3%	7.7%
Grade 6	0	0.0%	6.8%	7.7%
Grade 7	0	0.0%	7.1%	7.5%
Grade 8	0	0.0%	7.2%	7.5%
Grade 9	0	0.0%	8.2%	8.1%
Grade 10	0	0.0%	7.6%	7.4%
Grade 11	0	0.0%	7.6%	6.9%
Grade 12	0	0.0%	7.3%	6.5%
Ethnic Distribution:				
African American	0	0.0%	0.1%	12.6%
Hispanic	577	98.6%	98.3%	52.6%
White	8	1.4%	1.4%	27.4%
American Indian	0	0.0%	0.0%	0.4%
Asian	0	0.0%	0.2%	4.5%
Pacific Islander	0	0.0%	0.0%	0.2%
Two or More Races	0	0.0%	0.0%	2.4%
Economically Disadvantaged	565	96.6%	88.5%	60.6%
Non-Educationally Disadvantaged	20	3.4%	11.5%	39.4%
Section 504 Students	70	12.0%	8.7%	6.5%
English Learners (EL)	310	53.0%	34.6%	19.5%
Students w/ Disciplinary Placements (2017-18)	0	0.0%	1.0%	1.4%
Students w/ Dyslexia	31	5.3%	5.4%	3.6%
At-Risk	436	74.5%	67.3%	50.1%
Students with Disabilities by Type of Primary Disability:				
Total Students with Disabilities	83			
By Type of Primary Disability				
Students with Intellectual Disabilities	47	56.6%	55.3%	42.4%
Students with Physical Disabilities	20	24.1%	11.5%	21.9%
Students with Autism	8	9.6%	12.2%	13.7%
Students with Behavioral Disabilities	8	9.6%	18.9%	20.6%
Students with Non-Categorical Early Childhood	0	0.0%	2.1%	1.4%
Mobility (2017-18):				
Total Mobile Students	72	15.1%	15.0%	15.4%

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

Student Information	--------------- Campus --------------- Count	Percent	District	State
By Ethnicity:				
African American	1	0.2%		
Hispanic	69	14.5%		
White	2	0.4%		
American Indian	0	0.0%		
Asian	0	0.0%		
Pacific Islander	0	0.0%		
Two or More Races	0	0.0%		

Student Information	--------Non-Special Education Rates-------- Campus	District	State	--------Special Education Rates-------- Campus	District	State
Retention Rates by Grade:						
Kindergarten	0.0%	1.8%	1.7%	0.0%	4.3%	6.2%
Grade 1	10.4%	10.7%	3.1%	21.1%	16.2%	5.5%
Grade 2	7.6%	5.9%	1.8%	0.0%	3.0%	2.3%
Grade 3	4.5%	3.0%	1.1%	0.0%	1.1%	0.9%
Grade 4	0.0%	1.6%	0.5%	0.0%	1.0%	0.5%
Grade 5	1.7%	0.7%	0.5%	0.0%	0.0%	0.6%
Grade 6	-	2.6%	0.4%	-	1.6%	0.5%
Grade 7	-	3.8%	0.6%	-	2.2%	0.6%
Grade 8	-	1.6%	0.4%	-	3.2%	0.7%
Grade 9	-	6.5%	7.2%	-	22.4%	12.7%

Class Size Information	Campus	District	State
Class Size Averages by Grade and Subject (Derived from teacher responsibility records):			
Elementary:			
Kindergarten	20.1	19.2	18.9
Grade 1	14.9	17.8	18.8
Grade 2	16.3	17.8	18.7
Grade 3	15.1	19.2	18.9
Grade 4	16.0	21.6	19.2
Grade 5	20.2	21.1	21.2
Grade 6	-	21.9	20.4
Secondary:			
English/Language Arts	-	17.0	16.6
Foreign Languages	-	20.8	18.9
Mathematics	-	19.9	17.8
Science	-	20.1	18.9
Social Studies	-	19.8	19.3

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus Count/Average	Percent	District	State
Total Staff	61.3	100.0%	100.0%	100.0%
Professional Staff:	47.8	78.0%	56.5%	64.1%
Teachers	38.6	62.9%	44.0%	49.8%
Professional Support	6.2	10.2%	9.5%	10.1%
Campus Administration (School Leadership)	3.0	4.9%	2.9%	3.0%
Educational Aides:	13.5	22.0%	11.7%	10.3%
Librarians & Counselors (Headcount):				
Librarians				
Full-time	1.0	n/a	58.0	4,414.0
Part-time	0.0	n/a	2.0	572.0
Counselors				
Full-time	1.0	n/a	149.0	12,433.0
Part-time	1.0	n/a	11.0	1,097.0
Total Minority Staff:	59.0	96.2%	94.0%	50.4%
Teachers by Ethnicity and Sex:				
African American	0.0	0.0%	0.3%	10.6%
Hispanic	36.6	94.8%	90.3%	27.7%
White	2.0	5.2%	8.9%	58.4%
American Indian	0.0	0.0%	0.1%	0.3%
Asian	0.0	0.0%	0.1%	1.7%
Pacific Islander	0.0	0.0%	0.3%	0.2%
Two or More Races	0.0	0.0%	0.0%	1.1%
Males	3.2	8.4%	32.0%	23.8%
Females	35.3	91.6%	68.0%	76.2%
Teachers by Highest Degree Held:				
No Degree	0.0	0.0%	1.2%	1.4%
Bachelors	29.3	76.0%	79.4%	73.6%
Masters	9.2	24.0%	19.0%	24.3%
Doctorate	0.0	0.0%	0.4%	0.7%
Teachers by Years of Experience:				
Beginning Teachers	0.0	0.0%	2.7%	7.0%
1-5 Years Experience	0.0	0.0%	14.3%	28.9%
6-10 Years Experience	7.0	18.1%	17.6%	19.0%
11-20 Years Experience	19.2	49.9%	39.3%	29.3%
Over 20 Years Experience	12.3	31.9%	26.0%	15.7%
Number of Students per Teacher	15.2	n/a	15.2	15.1

District Name: BROWNSVILLE ISD
Campus Name: CASTANEDA EL
Campus Number: 031901115

Total Students: 585
Grade Span: PK - 05
School Type: Elementary

Staff Information	Campus	District	State
Experience of Campus Leadership:			
Average Years Experience of Principals	12.0	8.8	6.3
Average Years Experience of Principals with District	12.0	8.4	5.4
Average Years Experience of Assistant Principals	5.5	8.4	5.3
Average Years Experience of Assistant Principals with District	5.5	8.2	4.7
Average Years Experience of Teachers:	18.4	15.1	11.1
Average Years Experience of Teachers with District:	17.6	14.3	7.2
Average Teacher Salary by Years of Experience (regular duties only):			
Beginning Teachers	-	$49,007	$47,218
1-5 Years Experience	-	$49,170	$50,408
6-10 Years Experience	$49,021	$50,423	$52,786
11-20 Years Experience	$56,810	$55,575	$56,041
Over 20 Years Experience	$66,225	$64,161	$62,039
Average Actual Salaries (regular duties only):			
Teachers	$58,404	$55,810	$54,122
Professional Support	$60,643	$67,073	$64,069
Campus Administration (School Leadership)	$79,901	$84,030	$78,947
Instructional Staff Percent:	n/a	58.7%	64.5%
Contracted Instructional Staff (not incl. above):	0.0	3,598.0	6,043.6

TEXAS EDUCATION AGENCY

Texas Academic Performance Report

District Name: BROWNSVILLE ISD

2018-19 Campus Staff Information

Campus Name: CASTANEDA EL

Total Students: 585

Campus Number: 031901115

Grade Span: PK - 05

School Type: Elementary

Program Information	--------------- Campus ---------------		District	State
	Count	Percent		
Student Enrollment by Program:				
Bilingual/ESL Education	309	52.8%	34.1%	19.7%
Career & Technical Education	0	0.0%	31.3%	26.3%
Gifted & Talented Education	71	12.1%	12.0%	8.1%
Special Education	83	14.2%	12.1%	9.6%
Teachers by Program (population served):				
Bilingual/ESL Education	2.2	5.7%	2.7%	6.4%
Career & Technical Education	0.0	0.0%	5.6%	4.9%
Compensatory Education	0.0	0.0%	0.9%	2.7%
Gifted & Talented Education	0.0	0.0%	0.5%	2.0%
Regular Education	29.3	75.9%	78.8%	71.4%
Special Education	4.6	12.0%	11.4%	9.1%
Other	2.5	6.4%	0.2%	3.6%

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

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

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

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

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

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

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

2. Includes cyberbullying.

Cyberbullying

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

Applicability

These provisions apply to:

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

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

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

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

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

Policy

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

1. Prohibits the bullying of a student;

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

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

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

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

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

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

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

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

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

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

Internet Posting

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

Prevention and Mediation

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

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

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

Education Code 37.0832

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

Bullying Prohibited

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

Examples

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

Retaliation

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

Examples

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

False Claim

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

Timely Reporting

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

Reporting Procedures

Student Report

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

Employee Report

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

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

The discipline of a student with a disability is subject to applicable state and federal law in addition to the Student Code of Conduct.

Corrective Action

Examples of corrective action may include a training program for the individuals involved in the complaint, a comprehensive education program for the school community, follow-up inquiries to determine whether any new incidents or any instances of retaliation have occurred, involving parents and students in efforts to identify problems and improve the school climate, increasing staff monitoring of areas where bullying has occurred, and reaffirming the District's policy against bullying.

Transfers

The principal or designee shall refer to FDB for transfer provisions.

Counseling

The principal or designee shall notify the victim, the student who engaged in bullying, and any students who witnessed the bullying of available counseling options.

Improper Conduct

If the investigation reveals improper conduct that did not rise to the level of prohibited conduct or bullying, the District may take action in accordance with the Student Code of Conduct or any other appropriate corrective action.

Confidentiality

To the greatest extent possible, the District shall respect the privacy of the complainant, persons against whom a report is filed, and witnesses. Limited disclosures may be necessary in order to conduct a thorough investigation.

Appeal

A student who is dissatisfied with the outcome of the investigation may appeal through FNG(LOCAL), beginning at the appropriate level.

Records Retention

Retention of records shall be in accordance with CPC(LOCAL).

Access to Policy and Procedures

This policy and any accompanying procedures shall be distributed annually in the employee and student handbooks. Copies of the policy and procedures shall be posted on the District's website, to the extent practicable, and shall be readily available at each campus and the District's administrative offices.