

**Canutillo Independent School District**  
**Canutillo Elementary School**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

Canutillo Elementary School will provide a safe environment that will enhance the ability for quality learning in order to achieve success as a productive member of society.

## Vision

Canutillo Elementary will strive to inspire all children to become life-long learners, responsible and respectful of our culturally diverse society.

## Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency



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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

#### 2016-2017

Enrollment: 582

At-Risk: 74%

Economically Disadvantaged: 86.6%

ELL: 52.1%

Mobility rate: 9.4%

Hispanic/latino: 97.7%

Migrant: 3.6%

SPED: 10%

Attendance: 96.58%

#### 2015-2016

Professional staff: 50

Teachers by ethnicity: Hispanic/82%, White/15.4%

Teachers/Degrees: Bachelors/71.9%, Masters/28.3%

Teachers/ Experience: Begin/7.3%, 1-5 years/15.4%,  
6-10 years/12.9%,11-20 years/30.9%, over 20 years/ 33.5%

Number of students per Teacher: 15.8

Average years experience by Teacher: 15.4 years

Average Salaries/ Teachers: \$52,199

Enrollment: 613

At-Risk:

Economically disadvantaged: 87.4%

ELL: 51.5%

SPED: 9.6%

Mobility: 11.8%

## Demographics Strengths

- Teachers at CES are stable, low turn around.
- Teachers are well trained and hold madters degrees.
- Teachers maintatin over 90% attendance rate monthly.
- Students maintain above 96% attendance rate every six weeks.

## Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Large number of At- Risk students require a need for more interventions. **Root Cause:** Students are not Reading at grade level, lack of support skills, and there is an achievement gap.

**Problem Statement 2:** Pre-Kinder and Kindergarten have low attendance percentages. **Root Cause:** Lack of parent education on the importance of education.

## Student Academic Achievement

### Student Academic Achievement Summary

#### STAAR 2016

All subjects: 79%      Index 1: 79

Reading: 78%          Index 2: 43

Math: 80%             Index 3: 45

Writing: 78%         Index 4: 36

Science: 76%         Distinction: ELA/Reading

Performance gaps and Postsecondary Readiness

#### STAAR 2017

All subjects: 79%      Index 1: 79

Reading: 79%          Index 2: 37

Math: 83%             Index 3: 47

Writing: 72%          Index 4: 45

Science: 75%

Distinctions (4): Academic Achievement in ELAR  
and Mathematics, Top 25 Percent Closing

### Student Academic Achievement Strengths

- STAAR results are above the state average in: Reading, Math, and Writing.
- STAAR results are above the district average in: Reading, Math, and Writing.
- Reading and Math STAAR scores are above state in Postsecondary Readiness Standard.
- Reading and Writing STAAR scores are at or above state in Advanced Standard.
- Met or Exceeded Progress STAAR scores are above state in Reading and Math.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** CES lacks vertical alignment to improve and increase accountability and student achievement. **Root Cause:** Planning time limited as we were creating common assessments. Substitutes for PLC planning time.

**Problem Statement 2:** Students are not being referred and/or accepted in early school years to be properly identified for early intervention. **Root Cause:** The process and the amount of paperwork required is overwhelming.

**Problem Statement 3:** At-Risk Students are not at grade level expectations in comprehension, academic vocabulary, and problem solving skills throughout all content areas. **Root Cause:** Inconsistencies in the delivery of instruction in all content areas.



# School Processes & Programs

## School Processes & Programs Summary

### Curriculum:

- Renaissance Learning (AR)
- I-Station
- Eduphoria
- TEKS Resource System
- Lead4Ward/ YAG

### Techonolgy:

- Computer Labs (3)
- Mounted projectors
- WiFi
- Librarian/ Media Specialist
- STEMSCOPES
- BrainPOP

### School Organization:

- Kids Excel
- Boys and Girls Club
- Mother/ Daughter & Father/ Son
- Chess Club
- VIP Parent volunteer group
- Sylvan tutoring after school
- UIL competition

### Staff Recruitment & Retention:

- Highly qualified (HQ) staff
- Good School Morale
- Teacher Leadership Team
- CIC, campus based decisions

## School Processes & Programs Strengths

Curriculum strengths:

- PLCs
- YAG
- Eduphoria

Technology strengths:

- accessibility of equipment
- web-based programs
- integration in core subjects

School Organization strengths:

- extracurricular involvement such as UIL & Chess Club
- Sylvan tutoring
- Kids Excel

Staff Recruitment & retention strengths:

- positive environment
- open door policy
- low teacher turn over

## Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Instructional decisions were not always made based on data. **Root Cause:** Lack of time to analyze data and use it strategically.

**Problem Statement 2:** The YAG is not sequentially aligned to support and integrate within the content areas. **Root Cause:** Lack of professional development and teacher input in academic sequencing.

**Problem Statement 3:** Technology hardware is outdated and there is a lack of technological support. **Root Cause:** There is not enough funding allocated for hardware replacement and support.

## **Perceptions**

### **Perceptions Summary**

Family & Community Involvement:

- VIP volunteer group
- Community Closet
- Parent workshops
- Parent Power Nights

School Culture & Climate:

- Effective communication: School messenger, flyers, web page, class DoJo, Remind, etc....
- School counselor/STAR counselor
- PBIS implementation
- No Place For Hate

### **Perceptions Strengths**

Family & Community Involvement strengths are:

- Parent volunteers/ Parent Liaison
- community closet
- Parent participation in career day

School Culture & Climate strengths are:

- PBIS expectations: Be Safe, Be Respectful, and Be Responsible
- Daily teacher communication through Class dojo or agendas
- Discipline reflection sheets

## **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Not all families emphasize daily attendance and good grades **Root Cause:** Not enough incentives for attendance and praise for good grades. Need to Implement a motivational program.

**Problem Statement 2:** Lack of evidence that students are practicing behavioral expectations - be safe, be respectful, be responsible. **Root Cause:** Lack of consistency in modeling expectations across grade levels with incentives and rewards.

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- 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
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS 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
- Progress of prior year STAAR failures
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) 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)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance, and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc.
- Homeless data
- Gifted and talented data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

## **Student Data: Behavior and Other Indicators**

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

## **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

## **Parent/Community Data**

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

## **Support Systems and Other Data**

- Organizational structure data
- Communications data

- Budgets/entitlements and expenditures data

# Goals

## Goal 1: Provide a Safe & Secure Environment

**Performance Objective 1:** Canutillo Elementary will increase positive discipline strategies (PBIS) to foster a positive school climate and decrease the number of referrals by 5% during the 2017-18 school year.

**Evaluation Data Source(s) 1:** Quarterly monthly discipline reports.

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Celebrate drug and bully free week during the month of October 2017.		Counselor, teachers, and administration.	Red Ribbon week activities October 26 - October 30, 2017.				
2) Create an awareness of bully prevention through a campaign called "Friendship Week" in February 2018.		Counselor, teachers, and administration.	"Friendship week" activities.- Spring semester				
3) Continue the NPFH student coalition to actively participate in different duties that help promote safety and leadership.		Assistant Principal and PBIS committee.	visibility and participation.				




**Goal 1:** Provide a Safe & Secure Environment

**Performance Objective 2:** CES will implement Leader In Me strategies such as the 7 Habits of Happy Kids by Franklin Covey to promote leadership skills among our students.

**Evaluation Data Source(s) 2:** Implementation documented in lesson plans.

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive three days of training in August 2017 of Leader in Me strategies. Two other trainings throughout the school year.	4	Principal and Assistant Principal	Lists of trainings/ sign in sheets				
2) Students will receive incentives for demonstrating leadership skills.		Principal and Assistant Principal	Lists of awards/ scheduled presentations				
							

**Goal 1:** Provide a Safe & Secure Environment


**Performance Objective 3:** Develop and implement standard operating procedures to enhance communication among campus E.O.P representatives during campus emergencies by June 2018.

**Evaluation Data Source(s) 3:** EOP binder

Sign in sheets

Agendas

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan and train campus staff on district EOP procedures.		Campus Administrators/Safety and Security Coordinator	Sign in sheets/ and presentation				
2) Coordinate campus mock emergency drills to ensure stakeholders understand protocols and roles.		Campus Administrators/Safety and Security Coordinator	Dates of drills				
3) Conduct mock emergency drills to ensure emergencies are addressed immediately.		Campus Administrators/Safety and Security Coordinator	Date (s) of mock emergency drills.				
							







**Goal 2: Increase Student Academic Achievement**

**Performance Objective 1:** Canutillo Elementary will increase scores on State Performance Index 1 (Student Achievement Overall) from 79 to 82, Index 2 (Student Progress) from 37 to 42, Index 3 (Closing Performance Gaps) from 47 to 50, and Index 4 (Post Secondary Readiness) from 45 to 48 by the end of the 2017-18 school year.

**Evaluation Data Source(s) 1:** TAPR Report  
 STAAR Data  
 School Report Card

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b>                      1) Vertical and horizontal PLCs will analyze gaps between instructional programs, gender, SLOs, and by test objective in Reading, Math, Writing, and Science. Develop objectives and strategies to close these gaps and identify Power standards by providing purposeful professional staff development for teachers and administrators.</p>	8	Teachers and Administrators Instructional Coach	Increase student achievement through benchmark testing.- Weekly				
<p><b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 4 CSF 7                      2) Provide ongoing purposeful professional development training for teachers in Reading, Math, Writing, Science, and SLOs for all grade levels to provide quality instruction, high expectations, and instructional support for all students.</p>	4, 10	Administration and Instructional Coach	Students meet state expectations in all areas.- as available throughout the year				
<p><b>System Safeguard Strategy</b>  <b>Critical Success Factors</b>                      CSF 4                      3) Provide in-school tutoring and inclusion that differentiates and provides early and effective assistance for all students through the RTI process based upon achievement and need. Implementing WINN (What I Need Now). Academic Tutors will go into the classrooms during WINN time.</p>	9	Administration and Instructional Coach.	Student making gains through progress monitoring and reviewing data.- weekly basis				

<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>4) Provide innovative accelerated instruction and effective support for critical need student populations such as English Language Learners and students receiving special education services.</p>		Teachers and instructional aides.	Student making gains through progress monitoring.- daily basis				
<p>5) Provide Pre-Kinder through 2nd grade students with resources that build early foundations for learning success and eliminating achievement gaps before they occur.</p>	10	Pre-Kinder- 2nd grade teachers and administration.	Successful transition. Provide tours and flyers to parents about CES.- 1 per semester				
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Provide students highly qualified teachers to enhance student success through optimal job performances. Teachers who are trained to teach using a rigorous curriculum for all four content areas and a diversified group of students such as English Learners, Migrant, 504, Gifted/Talented and Special Education.</p>	2, 3, 5	Administration, Teachers, Instructional Coach, and Instructional Aides.	HQ status for teachers and Professional Development(list of training's)- available trainings throughout the year				
<p><b>System Safeguard Strategy</b></p> <p>7) Waiver days will be used for vertical curriculum alignment and district initiatives of instructional framework such as learning goals,proficiency scales, and vocabulary.</p>	2, 4, 8	Administration.	Posted learning goals, evident rituals and routines.- scheduled trainings				
<p>8) SSI (Student Success Initiative) for 5th graders. Summer School 2018.</p>		Campus Administration	list of students for Summer school and SSI meetings- Spring Semester				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** Canutillo Elementary will increase overall student achievement scores in Reading from 79 to 82, meet progress at 60%, and exceed at 18% as reflected in the STAAR scores provided by the state at the end of the 2017-18 school year.


**Evaluation Data Source(s) 2:** TAPR Report

STAAR Data

School Report Card

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials and supplementary resources such as journals, workbooks, lined paper, and other resources necessary to provide Balanced Literacy.	1, 9, 10	Teachers	Student success in state mandated curriculum. I-Station- weekly basis				
Problem Statements: Student Academic Achievement 1 Funding Sources: 211-Title I-Part A - \$5,000.00							
2) When required, substitutes will be provided for Kinder-2nd Grade teachers to monitor student fluency rates needed to meet projected outcomes according to grade level.		Teachers Instructional Coach Administration	By the end of the school year: Kinder- 25 WPM (Words per minute) 1st grade: 60 WPM 2nd grade: 90 WPM				
3) Reading supplemental materials such as Reading A thru Z and Mentoring Minds resources will be purchased to provide K- 5th grade teachers with reading, and writing interventions resources. In addition, teachers will use I-Station and Texas Treasures leveled readers as supplementals.	9	Kinder- 2nd grade teachers.	Students achievement through progress monitoring. weekly basis				
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 4) Provide ongoing opportunities for purposeful staff development for SPED, ELL, and At-Risk interventionist in Reading STAAR testing preparation such as STAAR Alt, how to read an IEP, and provide necessary resources.	10	Curriculum and Instruction	Student success in STAAR Alt. and varied assessments by spring semester.				
<b>System Safeguard Strategy</b> 5) Students will demonstrate one year's growth in English language proficiency in reading, writing, speaking, and listening (TELPAS).	3	All bilingual staff.					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Performance Objective 2 Problem Statements:**

**Student Academic Achievement**

**Problem Statement 1:** CES lacks vertical alignment to improve and increase accountability and student achievement. **Root Cause 1:** Planning time limited as we were creating common assessments. Substitutes for PLC planning time.

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 3:** Canutillo Elementary will meet overall student achievement scores in Math from 83 to 85, meet progress at 70%, exceed at 20% as reflected in the STAAR scores provided by state at the end of the 2017-18 school year.


**Evaluation Data Source(s) 3:** TAPR Report

STAAR Data

School Report Card

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategy</b> 1) Provide materials and supplementary resources such as Mentoring Minds workbooks to increase student success.</p>	1	Teachers, Academic Tutors, Instructional Coach, and Instructional Aides.	Student success in state mandated curriculum.- Fall semester				
<p><b>System Safeguard Strategy</b> 2) All grade levels will display academic vocabulary word walls by every classroom and keep math journals for each child that will include reflections and vocabulary.</p>		Teachers	Completed Math journals. monitor on weekly basis				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 4:** Canutillo Elementary will increase overall student achievement scores in Writing from 72 to 75 as reflected in the 4th Grade STAAR scores provided by the state at the end of the 2017-18 school year.

**Evaluation Data Source(s) 4:** TAPR Report  
 STAAR Data  
 School Report Card

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers in grades K-5 will continue to use Writing Academy strategies to address the writing process. CES needs to create vertical alignment across all grade levels.		Administration and Curriculum & Instruction Department					
2) All grade levels will display academic vocabulary word walls and keep ongoing writing journals that will include reflections and vocabulary.		Teachers	Completed writing journals.- monitor on weekly basis				



**Goal 2:** Increase Student Academic Achievement







**Performance Objective 5:** Canutillo Elementary School will increase overall student achievement in Science from 75 to 76 and exceed at 12% as reflected in the 5th Grade STAAR scores provided by the state at the end of 2017-18 school year.

**Evaluation Data Source(s) 5:** TAPR Report

STAAR Data

School Report Card

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>1) Close gaps between ELL and English monolingual students in STAAR science by offering deliberate methods and techniques such as Stemsscopes/Mentoring Minds to target deficiencies such as vocabulary and target Power Standards. Give students the opportunity to test in their academic language.</p>	8	Administration, Instructional Coach, and Teachers	Student success in state mandated curriculum. weekly basis				
2) All students will have the opportunity to participate in hands-on science lab experiments.	9	Teachers and Science instructional aide.	Participation and attendance to science lab on a weekly basis. Lab schedule				
3) Science journals to support Science vocabulary in grades K-5th.		Teachers and Science instructional aide.	Completion of science journal and regular attendance of science lab. monitor weekly basis				
4) All grade levels will display academic vocabulary word walls and keep ongoing science journals that will include reflections and vocabulary.		Teachers	Completed science journals and word walls. monitor weekly basis				
5) Students will have the opportunity to participate in a school wide Science Fair in January 2018.		Science Fair Coordinator	Number of participants in Science fair				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) Provide teachers opportunities for ongoing purposeful professional development in science. Target ELLs in all grade levels to provide quality instruction for all students.</p>	1, 2, 3, 4, 5, 10	Administration and SPED Dept.	list of professional development/ implementation in classrooms through observations- availability of scheduled trainings throughout the year				
<p>  = Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 6:** By the end of the 2017-18 school year, CES teachers will integrate innovative technology daily and align it with 21st century learning skills to provide high quality instruction at at least 75%.

**Evaluation Data Source(s) 6:** Lesson Plans


TTESS Evaluations

Walk-Throughs

TAPR

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct a needs assessment for teachers in the area of technology. Offer staff development to integrated technology across the curriculum.	10	Administration and Instructional Coach	Needs assessment planning through CIC.- 1 per semester				
2) Library will increase accessibility to students and staff. Provide resources and technology for student use such as Brain Pop Tumble Books, True Flix, and Book Flix.	1	Librarian	Availability before and after school. monitor on daily basis				
3) Replace computers in the computer labs in phases.		Admin and librarian.	Instruction				



✔ = Accomplished  
 ➔ = Continue/Modify  
 ● = Considerable  
 ● = Some Progress  
 ● = No Progress  
 ✘ = Discontinue

**Goal 2:** Increase Student Academic Achievement

**Performance Objective 7:** Canutillo Elementary will increase awareness in college readiness and career exploration process with a strategic approach focusing on 100% of students Pre-K-5 participating during the 2017-18 school year.


**Evaluation Data Source(s) 7:** Lesson Plans

TTESS Evaluations

Walk-Throughs

**Summative Evaluation 7:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate a transition visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes.	7	Counselor	Visit AMS in Spring of 2018				
2) Plan in November 2017 Generation Texas Week, promote and encourage students to pursue a post high school education.	7	Counselor, Administration, and Teachers.	Generation Texas activities the week of November 2017 to promote college readiness and awareness.				
3) Plan a Career Fair where different presenters will come to our campus and talk to our Pre-Kinder thru 5th grade students about different job opportunities in this area and throughout the United States.		Counselor	Career Fair in Spring of 2018.				
4) Fifth Grade Students of CES will visit the CATE program at CHS	7	Counselor and 5th Grade Teachers	Field trip to CHS on May 2018.				
5) Fourth Grade Students of CES will visit UTEP campus.		Counselor and 4th Grade Teachers.	Field trip to UTEP in Spring of 2018.				
6) Fifth Grade Students of CES will visit EPCC Valle Verde Campus.	7	Counselor and 5th Grade Teachers	Field trip to EPCC in Spring 2017.				
7) Students will participate in UIL competition to promote reading skills, math skills, social studies skills, fine arts, etc.		Teachers Administrators	UIL Regional Competition- Spring 2018.				

8) Pre-K students and parents will be provided with information in order for their children to transition successfully into Kindergarten. Informational transition meetings will be provided by Region 19 Headstart during the Fall of 2017 and in the Spring of 2018 an informational tour for transition will be held at CES.	7	Teacher and counselor.	Sign in sheets/ agenda- 2 per year				
9) Pre-K Teachers attend monthly district wide PLC's to enhance student learning through collaborative innovative strategies.	4, 7	Administration (School & District Level)	Student Progress measured through Circle assessment. Fall and Spring semester				
							


### Goal 3: Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 1:** At least once every nine weeks, a positive climate lesson will be implemented through an integrated program of leadership, social and physical development, behavior management, etiquette, and relationship building that involves students, staff, families, and community members.

**Evaluation Data Source(s) 1:** Lesson Plans  
Walk-Throughs

**Summative Evaluation 1:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Counselor will be available to our students in order to provide guidance in academic and behavioral choices that affect their educational career.		Counselor	Guidance lessons to all grade levels throughout the school year.				
2) The Counselor will purchase reading and other materials to be used during group or individualized counseling sessions to promote social and emotional health in children.	9	Counselor	Individual counseling with students experiencing crisis.- weekly basis				
<p><b>Critical Success Factors</b> CSF 6</p> 3) Maintain enrichment programs after school that engage students with opportunities to participate in activities that promote positive role models and physical activities such as: Chess Club, No Place For Hate, Robotics, Student Council, Safety Patrol, UIL, and Choir/Band.		Instructional Coach, Teachers, and Administration.	Progress monitoring of At-Risk students on weekly basis				
<p><b>Critical Success Factors</b> CSF 6</p> 4) CES 3rd-5th grade students will have the opportunity to join the El Paso Boys and Girls Club after school at our campus in order to learn leadership skills and get help from Sylvan Learning.		Boys and Girls Coordinator and staff	Active participation of students on weekly basis				
5) CES students will have the opportunity to go on field trips that will support learning in the classroom.		Administration and Teachers.	Field trips- every grade level by Spring semester				

<b>Critical Success Factors</b> CSF 6		Campus Administrator	classroom visits/ observations- weekly				
6) The 7 Habits of Happy Kids will continue to be utilized in each classroom to reinforce the Leader In Me strategies.		Campus Administrator	classroom visits/ observations- weekly				
7) By May 2018, the Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.		Campus Administration and Student Support Services	meetings/ sign in- meetings every 6 weeks- the benchmark data results takes place in Spring 2018				
8) Physical Education Department will enhance instruction by implementing diverse fitness activities to increase student performance and motivation in the Fitness Gram.							
9) Counselor will attend Professional School Counselor Conference in February 2018 in order to obtain latest and best practices to better serve our students.							
							

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 2:** Canutillo Elementary will promote positive morale among staff and faculty through team building and overall wellness with a minimum of five activities by the end of the 2017-18 school year.

**Evaluation Data Source(s) 2:** OHI Report  
Documented Events on Monthly Calendar

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 6</p> <p>1) Our faculty and staff will participate in activities such as but not limited to, appreciation breakfast, ice breakers, new employee reception, stress reducing activities, small incentives, etc.</p>		Administration, Wellness Committee, and Campus Improvement Team	Positive feedback on annual employee survey by Spring 2018.				
<p><b>Critical Success Factors</b> CSF 6</p> <p>2) Staff will be rewarded for attendance through after school socials, early release passes, and free jean days.</p>		Administration					

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession


**Performance Objective 3:** Canutillo Elementary will have a minimum of five events to celebrate and recognize all students for their successes by the end of the 2017-18 school year such as attendance, grades, and good behavior.

**Evaluation Data Source(s) 3:** Monthly Events Calendar

Announcements

Ice Cream Celebrations

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive recognition for earning points for Accelerated Reader.		Teachers	number of students with list of books- receive data from library monitor on daily basis				
2) Students will receive restaurant passes for A & A/B Honor Roll. Honor Roll Dance at the end of Fall.		Campus Administrator	grades/ list of students in honor roll every 9 weeks				
3) Free Dress days will be included for Perfect Attendance with the use of Eagle Dollars.		Campus Administrator	Teams for student attendance data- every 9 weeks				
							




**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 4:** The Bench Mark of Quality survey for Positive Behavior Intervention and Support (PBIS) that currently exists will increase 5% by the end of 2017-18 school year.

**Evaluation Data Source(s) 4:** Survey Results

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Positive Behavior Intervention and Support (PBIS) Team will attend professional development and conference throughout the 2017-2018 school year.		Campus Administrator	members of PBIS team and agendas/sign in-Monthly meetings trainings by Spring Semester				
2) Through monthly meetings PBIS will look at data for needs assessment, identify areas of concerns, and implement school wide expected behaviors.	1, 2, 6, 8, 9	Administration	sign in sheets/ agendas/ data				
3) Three scheduled activities during the school year will support the implementation of No Place for Hate to promote a safe and violence free environment conducive to learning for all students.		Administration, Teachers, and PBSI Committee.	Less number of referrals for bullying.				
4) School Wide "Caught Doing Good" Program that rewards students for following the school wide expectations.		Administration, Teachers, Staff, Counselor, and PBSI Committee.	Coins are given for good behavior. Amount of coins given to students/ list of students caught being good- weekly basis				
							







**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 5:** By the end of the 2017-18 school year Canutillo Elementary will increase its attendance rate from 96.5% to 98% through Positive Behavior Interventions and Strategies.

**Evaluation Data Source(s) 5:** Attendance Reports/ TEAMS  
PEIMS Data

**Summative Evaluation 5:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize classes at each grade level for perfect attendance through school announcements and popcorn incentive for every time they spell Perfect Attendance.		Administration, Counselor, and teachers.	Classes will receive pop corn celebrations for spelling Perfect Attendance and Eagle dollars for weekly attendance.				
2) Maintain Mother/Daughter and Father/Son programs to encourage students to pursue post high school education and campaign for high attendance rate at our campus.		Mother/Daughter and Father/Son teacher sponsors	Participate in all UTEP workshops and field trips to post high education.- by Spring semester				
3) Incorporate programs that are geared to develop healthy minds and bodies and prevent violence and drug use among our students.		Physical Education and Wellness Coordinators, Teachers, and Administrators.	Wellness activities- weekly basis				
4) Eagle Dollars earned for attendance will be used at an Eagle Dollar Carnival at the end of each semester. Students earn prizes for games played.	1, 2	Administration and PBSI Committee	The amount of Eagle Dollars spent at the carnival.				


 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3:** Enhance Student Character & Drive Towards a Career/Profession

**Performance Objective 6:** By 2018 Canutillo Elementary will increase teacher attendance rate to 98% in order to meet the district's benchmark to maintain high-quality instruction.

**Evaluation Data Source(s) 6:** Attendance Reports  
TEAMS Reports

**Summative Evaluation 6:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES staff will follow district policy on attendance requirements.		Administration	Attendance monitoring on daily basis/Attendance Review Committee-1 per semester or as needed				
2) T-TESS (Teacher Evaluation and Support System) Teachers will self manage and achieve career objectives through professional growth.	3	Teachers and administrators	through TTESS documents- monthly				
<b>Critical Success Factors</b> CSF 3 3) Through the Instructional Leadership Team, teachers will build leadership skills to enhance student success.	2	Campus Administrator	ILT meetings/ sign in / agendas- monthly				
							

## Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education


**Performance Objective 1:** Twice a semester, Canutillo Elementary will offer workshops as support to parents in the assistance to improve their child's academic skills, to meet class expectations, and to perform well on assessments throughout the 2017-18 school year.

**Evaluation Data Source(s) 1:** Scheduled Monthly Events/ Calendar

Sign In Sheets

Agendas

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES staff along with Parent Liaison will provide workshops to parents to assist students needs and academic expectations.	6	Campus administrators/ Parent Liaison	Schedules/ sign in sheets by Spring semester				
2) Through Power Night in Reading, Science, and Language development, parents will be given strategies to help their children at home.	6, 9, 10	All staff	Parent Power nights 2 per semester				
							

**Goal 4:** Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education


**Performance Objective 2:** Once a month, Canutillo Elementary will promote parent engagement by developing parent groups and representation in various committees to identify and respond to matters of interest throughout the 2017-18 school year.

**Evaluation Data Source(s) 2:** Scheduled Monthly Events/ Calendar

Sign In Sheets

Agendas

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit parents to volunteer and attempt to be part of MVP (Most Valuable Parents).		Campus Administrator	Sign in sheets/ scheduled meetings- monthly meetings				
2) Hold CIC, LPAC, PAC meetings in which parents and community members can provide input on students/campus needs, including Title I, other Entitlements, and safety needs.	6	Administration, Teachers, and Parent Liaison.	Sign in sheets, agendas, flyers, scheduled monthly meetings, and minutes.				
3) Veterans of the Community will be invited to visit CES to celebrate our honored heroes during the month of November.		Administration, Parent Liaison, and Teachers/Staff.	Veteran's Day Parade, breakfast, and sign in sheet on November 9, 2017.				
4) Parents participate in promoting literacy in supporting early reading skills and leisure reading.	6	Campus Administrator/ Parent Liaison	flyers/ instructional materials for parents/ parent workshop				
5) Showcase student success through music and visual & performing arts. Choir and band performances one per semester to include the Christmas program directed by music teacher.	6	Campus Administrator	school performances/district performing arts by Spring semester				
6) Parent Liaison will attend a parent involvement conference.							
							

## Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 1:** Canutillo Elementary will meet 95% expenditure requirements for Federal and State budget allocations: Special Education, Gifted and Talented, Bilingual Education and Compensatory Education as listed in the TEA 2017-2018 Summary of Finances in order to meet academic goals.

**Evaluation Data Source(s) 1:** Monthly Financial Reports/ TEAMS  
CIP

### Summative Evaluation 1:

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize research based programs for all special populations such as Istation, Education Galaxy, Reading A-Z, Renaissance Learning, and StemScopes.		Teachers, Reading Interventionists, and Instructional Aides.	Student access across the state mandated curriculum. Monitor on a weekly basis				
<p><b>Critical Success Factors</b> CSF 4</p> 2) Provide At Risk students with differentiated instruction during WINN intervention blocka and P.E. to close achievement gaps.		Teachers, Academic tutors, at risk paraprofessionals.	Assessments- monthly basis				
3) CES will conduct four outreach events to promote community involvement.		Administrative staff and faculty	Sign In sheets and outreach calendar of events				
4) Develop internal and external communication and promotional strategies to enhance the public's awareness of Canutillo Elementary students, staff, programs, and community.		Administrative staff and faculty	Website postings				
5) CES will continue with our current partnerships and continue recruitment efforts. Partnerships such as Early Childhood Family Engagement Conference will continue.		Administrative Staff and Faculty	Recognition events for partners				







**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 2:** Canutillo Elementary will build and maintain two current Partners in Education Program in a meaningful and cooperative manner throughout the 2017-18 school year in conjunction with our Parent Liaison community outreach.

**Evaluation Data Source(s) 2:**

**Summative Evaluation 2:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Canutillo Elementary School will host at least one Community Health Fair during the 2017-2018 school year.	6	Wellness Committee, Parent Liaison, and Physical Education Department.	Health Fair was hosted during Parent/Teacher Conferences. Sign in sheets.				
2) CES will continue to build relationships with community donors for coats, school supplies, and food/clothing.		Parent Liaison	Approval forms for acceptance of donations by school board. By spring semester				


 = Accomplished  
  = Continue/Modify  
  = Considerable  
  = Some Progress  
  = No Progress  
  = Discontinue

**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 3:** Canutillo Elementary will provide effective and timely customer service to all stakeholders, including students, parents, and community members throughout the 2017-18 school year as demonstrated in yearly CISD survey.

**Evaluation Data Source(s) 3:** Survey Results Data from Student Support Services

**Summative Evaluation 3:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES will keep all stakeholders informed as provided from district level information through flyers, web page, phone master, and social media in English and Spanish.		Administration and web page clerk	Flyers and posting on-line. weekly basis or more if needed				
2) CES will enhance and increase student clothing closet to assist families in need of uniform assistance. Start an exchange and donation process among students and community.		Parent Liaison	inventory list- monitor monthly basis				
							




**Goal 5:** Convey and Share a Positive Image to all CISD & Community Stakeholders

**Performance Objective 4:** By May 2018, Canutillo Elementary will increase the overall Organizational Health by one percentage point.

**Evaluation Data Source(s) 4:** OHI Survey Results.

**Summative Evaluation 4:**

Strategy Description	Title I	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strength Adaptation and Goal Focus among staff.							
							

## System Safeguard Strategies

Goal	Objective	Strategy	Description
2	1	1	Vertical and horizontal PLCs will analyze gaps between instructional programs, gender, SLOs, and by test objective in Reading, Math, Writing, and Science. Develop objectives and strategies to close these gaps and identify Power standards by providing purposeful professional staff development for teachers and administrators.
2	1	3	Provide in-school tutoring and inclusion that differentiates and provides early and effective assistance for all students through the RTI process based upon achievement and need. Implementing WINN (What I Need Now). Academic Tutors will go into the classrooms during WINN time.
2	1	4	Provide innovative accelerated instruction and effective support for critical need student populations such as English Language Learners and students receiving special education services.
2	1	6	Provide students highly qualified teachers to enhance student success through optimal job performances. Teachers who are trained to teach using a rigorous curriculum for all four content areas and a diversified group of students such as English Learners, Migrant, 504, Gifted/Talented and Special Education.
2	1	7	Waiver days will be used for vertical curriculum alignment and district initiatives of instructional framework such as learning goals, proficiency scales, and vocabulary.
2	2	5	Students will demonstrate one year's growth in English language proficiency in reading, writing, speaking, and listening (TELPAS).
2	3	1	Provide materials and supplementary resources such as Mentoring Minds workbooks to increase student success.
2	3	2	All grade levels will display academic vocabulary word walls by every classroom and keep math journals for each child that will include reflections and vocabulary.

# State Compensatory

## Budget for Canutillo Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
11	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,939.00
11	6117 Homebound - Locally Defined	\$7,294.00
11	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$112,505.00
11	6129 Salaries or Wages for Support Personnel	\$36,721.00
11	6141 Social Security/Medicare	\$532.00
11	6142 Group Health and Life Insurance	\$14,974.00
11	6143 Workers' Compensation	\$1,487.00
11	6145 Unemployment Compensation	\$34.00
11	6146 Teacher Retirement/TRS Care	\$202.00
11	6149 Employee Benefits	\$551.00
<b>6100 Subtotal:</b>		<b>\$177,239.00</b>
<b>6200 Professional and Contracted Services</b>		
11	6299 Miscellaneous Contracted Services	\$24,000.00
<b>6200 Subtotal:</b>		<b>\$24,000.00</b>
<b>6300 Supplies and Services</b>		
12	6329 Reading Materials	\$3,000.00
<b>6300 Subtotal:</b>		<b>\$3,000.00</b>

**Personnel for Canutillo Elementary School:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Gretchen Hincapie	Reading Interventionist	RTI	1
Laura Rodriguez	Reading Interventionist	RTI	1
Lorena Rico	At-Risk Aide	At-Risk	1
Rosie Morales	At-Risk Aide	At-Risk	1

# Title I

## Schoolwide Program Plan

Canutillo Elementary School is a Title 1 schoolwide campus due to 86.6% economically disadvantaged population, 75% At-Risk, and 52.1% English Language Learners. Through Campus Improvement Committee (CIC) schoolwide needs assessments (CNA) are addressed in the Spring. Title 1 and State Comp funding is allocated as needed based on schoolwide needs to promote students success through staff development of research based practices, supplemental resources, and staff. Campus Improvement Plan is closely monitored and needs assessments are addressed at different focal times throughout the year. Assessments/ TAPR report /accountability reports are analyzed and a plan of action is developed with teachers and staff. Our campus has various committees to support our students/ staff and community. Committees include the following:

Positive Behavior Interventions Support (PBIS) team- Emergency Operational Plan (EOP) Committee- Coordinated School Health (CSH) committee- Technology committee- Campus Improvement Committee(CIC)- Instructional Leadership Team (ILT)-Parent Volunteers- Parent Advisory Committee (PAC). We are in the process of creating a Parent Teacher Organization (PTO).

Professional Development is a key component to ensure success for our teachers and students. Through the completion of a needs assessment using varied sources of data, the campus analyzes progress or barriers to determine a plan of action to ensure that all paraprofessionals and teachers receive trainings anchored on best practices that are research based providing support to employees assuring high quality instruction for our students.

## Ten Schoolwide Components

### 1: Comprehensive Needs Assessment

Canutillo Elementary School has an established Campus Improvement Committee (CIC) that participates in schoolwide decision making. CIC meets on a monthly basis to discuss current events that need to be addressed as well as celebrated. CIC led in a needs assessment (CNA) effort that involved all staff, ten parents, and ten students. Different sources of data are considered such as the TAPR report, Student Achievement Data Table, Accountability Summary, attendance reports, Index 1: Student Calculation Report, comparison group tables, discipline reports, staff attendance reports, and student and parent surveys. Data is also desegregated through ongoing PLCs to focus on closing achievement gaps and ensuring quality education for all.

### 2: Schoolwide Reform Strategies

Canutillo Elementary School implements WINN (What I Need Now) intervention block within the school day. During this 45 minute block student's academic needs are being addressed in a systematic approach. Through weekly assessments, progress monitoring is taking place. Through collaboration and staff development best practices will be provided in the following areas:

- PBIS training for bully prevention and positive reinforcements to include No Place for Hate activities.
- Response to Intervention (RTI) to ensure proper processes and procedures following with best intervention strategies to ensure student success.
- PLC's -horizontal and vertical alignment, reviewing data for planning and interventions.
- Core content areas to support all students including ELL, SPED Migrant, and college/career readiness.

### **3: Instruction by highly qualified professional teachers**

All certified staff at Canutillo Elementary School is highly qualified. Teacher certifications vary to include: Bilingual Education, ESL certified, Special Education, Physical Education, Music, EC-4, GT certified, and Generalist. Teacher and staff receive meaningful and purposeful staff development throughout the school year.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

Canutillo Elementary School participates with all district initiatives through Curriculum and Instruction to support student achievement. Canutillo Elementary School holds monthly PAC (Parental Advisory Committee) meetings to educate and inform parents of current events and provide input on topics at hand. Teachers meet in weekly PLCs, grade level planning, and are part of the Instructional Leadership Team. Teachers participate in schoolwide committees that hold Parent Power Nights to educate parents on ideas that would best help their children succeed. Teachers participate in district wide waiver days to receive training on district initiatives such as Learning Goals, Proficiency Scales, and Academic Vocabulary. Teachers will have the opportunity to attend the CAST (science) Conference in Dallas and the CMAT (math) conference in Houston.

### **5: Strategies to attract highly qualified teachers**

Canutillo Elementary School follows all policies and procedures as set forth through Human Resources to hire and retain highly qualified teachers. We will continue to provide professional development for high quality instruction to all our students. Targeted Professional development will provide research based strategies to support our ELL students. The following events/activities demonstrate a goal focused campus for student higher education and opportunities for student success by participating in the following events:

- Career fair
- Canutillo High School visit of Career and Technology Education (CATE)
- Fourth Grade college visit to UTEP
- Fifth Grade college visit to NMSU
- Generation Texas/ College awareness month
- Staff attendance incentives
- Staff socials/ celebrations
- Staff Wellness

### **6: Strategies to increase parental involvement**

Canutillo Elementary School has a full time Parent Liaison that assists parents with various needs. The parent liaison holds monthly meetings, parent workshops, makes home visits, and serves as a resource to aid parents in time of need. Monthly calendars are sent home through parent liaison and other information that might benefit parents.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

Canutillo Elementary School has a relationship with the Region 19 Headstart program where our Pre-Kindergarten students participate in a dual enrollment program. Headstart students and parents visit our campus in the Spring to help with the transition process to Kindergarten. Headstart holds parental meetings where CES participates in providing information and attending such events. Headstart students participate in a school visit that serves as an orientation in the Spring. Parents are encouraged to join their children for this event. Visitations are provided to ensure a smooth transition from Elementary to Middle School and opportunities to explore a higher education program.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Canutillo Elementary School teachers participate in weekly Professional Learning Communities (PLC) meetings. Teachers are also given half a day once a six weeks to plan and create assessments. Teachers also receives mini workshops through PLCs in the core subjects and technology where teachers learn different strategies from each other. Data is reviewed to close achievement gaps and provide differentiated instruction. Data is assessed to reteach and provide interventions.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

Teachers are encouraged to identify students in need of academic assistance and go through the Response to Intervention (RTI) process. Students at Canutillo Elementary have various opportunities to participate in intervention and enrichment programs such as: individual teacher tutoring, WINN time, academic tutors, GT, Rising Stars, Boys and Girls Club, Kids Excel, and Sylvan tutoring.

#### **10: Coordination and integration of federal, state and local services and programs**

Canutillo Elementary School's Local funding, State Comp, and Title 1 funding are allocated in unison to provide a research based education for all students based on schoolwide needs.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Isabel Escobar	Library Aide	Title 1	1
Laura Lopez	Parent Liaison	Title 1	1
Veronica Cossio	Instructional Coach	Title 1	1



## Campus Improvement Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Veronica Smith	Kinder Teacher
Classroom Teacher	Myrtha Munoz	4th Grade Teacher
Classroom Teacher	Guadalupe Gutierrez	Pre-Kinder Teacher
Classroom Teacher	Francisco Gonzalez	First Grade Teacher
Classroom Teacher	Elizabeth Perez	Second Grade Teacher
Classroom Teacher	Nadia Juarez	Third Grade Teacher
Classroom Teacher	Sandra Kreps	Fifth Grade Teacher
Classroom Teacher	Richard Beltran	Music Teacher
Paraprofessional	Jose Reyes	Special Ed. Assistant
Counselor	Cynthia Ramirez	Counselor
Instructional Coach	Veronica Cossio	Instructional Coach
Administrator	Maria Alarcon	Assistant Principal
Administrator	Julieta Melendez	Principal
Parent	Lucy Hernandez	Parent
Parent	Norma Moreno	Parent
District-level Professional	Sandra Carrillo	Early Childhood Director