

Canutillo Independent School District

Canutillo Elementary School

2018-2019 Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

Academic Achievement in English Language Arts/Reading

Top 25 Percent: Comparative Closing the Gaps

Postsecondary Readiness



Board Approval Date: September 25, 2018

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 2015-2016

Enrollment: 582 Professional staff: 50

At-Risk: 74% Teachers by ethnicity: Hispanic/82%, White/15.4%

Economically Disadvantaged: 86.6% Teachers/Degrees: Bachelors/71.9%, Masters/28.3%

ELL: 52.1% Teachers/ Experience: Begin/7.3%, 1-5 years/15.4%,

Mobility rate: 9.4% 6-10 years/12.9%, 11-20 years/30.9%, over 20 years/ 33.5%

Hispanic/latino: 97.7% Number of students per Teacher: 15.8

Migrant: 3.6% Average years experience by Teacher: 15.4 years

SPED: 10% Average Salaries/ Teachers: \$52,199

Attendance: 96.58% 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 maintain over 90% attendance rate monthly.
- Students maintain above 96% attendance rate annually above district and state percentages.
- GT identification has increased by 2%.
- Community is growing because of new developments and businesses.
- Dual language and Bilingual population.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Between years 2015-2017 enrollment has dropped, overall 81 students. **Root Cause:** Economically disadvantaged percentages have dropped 5% within a 3 year span therefore, less money to provide instructional materials and parent involvement.

Problem Statement 2: Between years 2015-2017 At Risk student population has dropped by 93 students. **Root Cause:** At Risk percentage has dropped 5% within a 3 year span, therefore, less money to provide academic tutors and interventions.

Problem Statement 3: Teachers lack staff development and support to service LEP and other sub populations. **Root Cause:** Through instructional strategies and resources, the instructional coach will mentor and guide teachers to service and target our sub population.

Student Academic Achievement

Student Academic Achievement Summary

STAAR 2016 STAAR 2017

All subjects: 79% Index 1: 79 All subjects: 79% Index 1: 79

Reading: 78% Index 2: 43 Reading: 79% Index 2: 37

Math: 80% Index 3: 45 Math: 83% Index 3: 47

Writing: 78% Index 4: 36 Writing: 72% Index 4: 45

Science: 76% Distinction:ELA/Reading Science: 75% Distinctions (4):Academic Achievement in ELAR and Mathematics, Top 25 Percent Closing Performance gaps and Postsecondary Readiness

Student Academic Achievement Strengths

- WINN intervention block is a strength because we work with what students need now.
- Academic tutors are a strength because they assist teachers with small groups during WINN time.
- Accelerated reader is a strength because it motivates students to read and build stamina.
- PLCs are a strength because we discuss student growth, desegregate data, and lesson plan.
- Library lesson from librarian are a strength because she is building in STEM and they are an extension of the TEKS.

- WINN intervention block is a strength because we work with what students need now.
- Additional resources such as Mentoring Minds are a strength because it helps teachers provide real test like material and it is aligned to the TEKS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Writing scores decreased from 78% to 72% in 4th grade between 2016 and 2017. **Root Cause:** 1A.) The Writing Academy is not being implemented vertically with consistency. 1B.) Infrequent training of writing strategies. 1C.) Students need access to more resources such as Mentoring Minds workbooks.

Problem Statement 2: Science scores decreased from 76% to 72% in 5th grade from 2016 to 2018. **Root Cause:** 2A.) Lack of science resources to assist in preparing and delivering lessons to meet the state expectations (TEKS). 2B.) Students need access to more resources such as Mentoring Minds workbooks.

Problem Statement 3: Reading scores have fluctuated between 2015-2017 from 80% to 78%. **Root Cause:** 3A.) Reading skills vertically and horizontally are not implemented with consistency. 3B.) Students need reading interventions from RTI & At-Risk teachers consistently and efficiently. 3C.) Students need access to more resources such as Mentoring Minds workbooks. 3D.) Students need reading and math interventions from At Risk Aides (2) consistently and efficiently.

Problem Statement 4: SPED population scores are low in all core subjects ranging for 50% to 60% in STAAR from 2015-2017. **Root Cause:** 4A.) Shortage of time and scheduling conflicts with SPED teachers/aides. 4B.) SPED students are not being served consistently.

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

- Teachers have a voice in decision making through CIC & PLCs.
- CES has a wide variety of software programs such as: Reading A to Z, Education Galaxy, reading Renaissance, and Book Flix.
- Implementation of professional development is a strength such as the implementation of The Leader in Me and SLOs.
- We have a low teacher turn around due to a positive environment, open policy from administration, and campus based decisions.
- CES provides extracurricular activities such as Chess Club, Mother/Daughter & Father/Son Student Council, French Club, Kids Excel, and No Place For Hate Student Coalition.
- CES teachers practice a strong PLC process, follow the YAG, and use Eduphoria for lesson planning.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Current software programs do not allow students to independently monitor their progress with accuracy. **Root Cause:** Students are unable to integrate information from various software programs (Reading Renaissance, iStation, Education Galaxy, BrainPop, STEMscopes) due to lack of alignment.

Problem Statement 2: Primary grades (PreK-2) need an appropriate and supported testing environment with minimal distractions for assessment purposes. **Root Cause:** District requires assessments throughout the school year for Grades PreK-2 to monitor student progress in Math, Reading, and Language Arts in English and Spanish.

Problem Statement 3: Technology hardware is outdated (pre 2008) and needs to be replaced with current models that are compatible with new software and can withstand frequent daily use. **Root Cause:** 3A.) Campus Technology Plan expired in 2017 and needs to be updated for the next three years, 2018-2021. 3B.) Classroom computers need to be replaced in phases and add computers to the library.

Problem Statement 4: Teachers in Grades K-2 lack adequate PLC time to analyze student data and academic progress. **Root Cause:** Scheduled half-day PLCs for Grades K-2 teachers are being replaced with mandatory staff development.

Problem Statement 5: According to usage reports, current software resources are being utilized, but there is insufficient data to prove their effectiveness with regard to student progress. **Root Cause:** Software programs are being used inconsistently as a time filler than as a tool to integrate into daily lessons and therefore help students monitor their progress.

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

- CES has a large group of parent volunteers that consistently are present at school.
- Based on the parent survey given during Parent Teacher conferences parents have a positive experience at school.
- Parent Power Nights targeting reading, math and science are provided twice every semester.
- CES has a good culture because teachers have good communication with parents and connect with the community.
- Teachers feel that administration is approachable.
- Students have embraced the Leader in Me and the climate changes to include the Golden Egg award during lunch based on behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: The home/school modes of communication are used by 50% of stakeholders. **Root Cause:** Home/school modes of communication are under utilized to support students with attendance, grades, and behavior which ultimately affect student success.

Problem Statement 2: Lack of consistency in modeling expectations schoolwide. **Root Cause:** Lack of parents' involvement opportunities in leadership expectations such as the "7 Habits of Highly Effective People" and "School Wide Expectations" through PAC meetings and Power Nights.

Problem Statement 3: Low family, school, and community engagement that supports student achievement. **Root Cause:** 3A.) Minimal use of positive approaches such as, newsletters, meetings with teachers, frequent notifications of parent programs through home-school connection which decreases student success. 3B.) Parent Liaison is needed to guide and provide parental support academically, emotionally, and socially.

Priority Problem Statements

Problem Statement 1: Current software programs do not allow students to independently monitor their progress with accuracy.

Root Cause 1: Students are unable to integrate information from various software programs (Reading Renaissance, iStation, Education Galaxy, BrainPop, STEMscopes) due to lack of alignment.

Problem Statement 1 Areas: School Processes & Programs

Problem Statement 2: The home/school modes of communication are used by 50% of stakeholders.

Root Cause 2: Home/school modes of communication are under utilized to support students with attendance, grades, and behavior which ultimately affect student success.

Problem Statement 2 Areas: Perceptions

Problem Statement 3: Technology hardware is outdated (pre 2008) and needs to be replaced with current models that are compatible with new software and can withstand frequent daily use.

Root Cause 3: 3A.) Campus Technology Plan expired in 2017 and needs to be updated for the next three years, 2018-2021. 3B.) Classroom computers need to be replaced in phases and add computers to the library.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Lack of consistency in modeling expectations schoolwide.

Root Cause 4: Lack of parents' involvement opportunities in leadership expectations such as the "7 Habits of Highly Effective People" and "School Wide Expectations" through PAC meetings and Power Nights.

Problem Statement 4 Areas: Perceptions

Problem Statement 5: Low family, school, and community engagement that supports student achievement.

Root Cause 5: 3A.) Minimal use of positive approaches such as, newsletters, meetings with teachers, frequent notifications of parent programs through home-school connection which decreases student success. 3B.) Parent Liaison is needed to guide and provide parental support academically, emotionally, and socially.

Problem Statement 5 Areas: Perceptions

Problem Statement 6: Writing scores decreased from 78% to 72% in 4th grade between 2016 and 2017.

Root Cause 6: 1A.) The Writing Academy is not being implemented vertically with consistency. 1B.) Infrequent training of writing strategies. 1C.) Students need access to more resources such as Mentoring Minds workbooks.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: Between years 2015-2017 At Risk student population has dropped by 93 students.

Root Cause 7: At Risk percentage has dropped 5% within a 3 year span, therefore, less money to provide academic tutors and interventions.

Problem Statement 7 Areas: Demographics

Problem Statement 8: Science scores decreased from 76% to 72% in 5th grade from 2016 to 2018.

Root Cause 8: 2A.) Lack of science resources to assist in preparing and delivering lessons to meet the state expectations (TEKS). 2B.) Students need access to more resources such as Mentoring Minds workbooks.

Problem Statement 8 Areas: Student Academic Achievement

Problem Statement 9: Teachers lack staff development and support to service LEP and other sub populations.

Root Cause 9: Through instructional strategies and resources, the instructional coach will mentor and guide teachers to service and target our sub population.

Problem Statement 9 Areas: Demographics

Problem Statement 10: Reading scores have fluctuated between 2015-2017 from 80% to 78%.

Root Cause 10: 3A.) Reading skills vertically and horizontally are not implemented with consistency. 3B.) Students need reading interventions from RTI & At-Risk teachers consistently and efficiently. 3C.) Students need access to more resources such as Mentoring Minds workbooks. 3D.) Students need reading and math interventions from At Risk Aides (2) consistently and efficiently.

Problem Statement 10 Areas: Student Academic Achievement

Problem Statement 11: SPED population scores are low in all core subjects ranging for 50% to 60% in STAAR from 2015-2017.

Root Cause 11: 4A.) Shortage of time and scheduling conflicts with SPED teachers/aides. 4B.) SPED students are not being served consistently.

Problem Statement 11 Areas: Student Academic Achievement

Problem Statement 12: Teachers in Grades K-2 lack adequate PLC time to analyze student data and academic progress.

Root Cause 12: Scheduled half-day PLCs for Grades K-2 teachers are being replaced with mandatory staff development.

Problem Statement 12 Areas: School Processes & Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- Accountability Distinction Designations

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
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2
- Prekindergarten Self-Assessment Tool

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc.
- Economically Disadvantaged / Non-economically disadvantaged 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, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Equity 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

Goals

Revised/Approved: September 26, 2018

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 3% during the 2018-19 school year.

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

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue and make adjustments improve culture and climate.

Strategy Description	ELEMENTS	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 2018.	2.6	Counselor and Administration.	Increase student awareness.				
2) Create an awareness of bully prevention through a campaign called "Friendship Week" in February 2019.	2.5, 2.6	Counselor and Administration.	Increase student awareness.				
3) Continue with NPFH activities and student coalition to actively participate in different duties that help promote safety and leadership.	2.5, 2.6	Counselor and Administration.	Increase student awareness.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 1: Provide a Safe & Secure Environment

Performance Objective 2: CES will implement and build upon Leader In Me strategies such as the 7 Habits of Happy Kids by Franklin Covey to promote leadership skills among our students utilizing their goal setting data notebook. Continue with year two of the five year grant.

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

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue with the next phase of the Leader In Me process, year three.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive two days of training in August 2018 of Leader in Me strategies. One other training throughout the school year.	2.5	Light House Coordinator Administration Counselor	Leadership Culture				
Problem Statements: Perceptions 2							
2) Students will receive incentives for demonstrating leadership skills.	2.5	Teachers Administration Counselor	Leadership Culture				
3) Students will set individual goals per content area and track them using their data notebooks.	2.5	Teachers	Self tracking Student Progress Student achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 2: Lack of consistency in modeling expectations schoolwide. Root Cause 2: Lack of parents' involvement opportunities in leadership expectations such as the "7 Habits of Highly Effective People" and "School Wide Expectations" through PAC meetings and Power Nights.

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 2019 that are aligned with local and national standards.

Evaluation Data Source(s) 3: EOP binder

Sign in sheets

Agendas

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue and improve EOP procedures. Need to improve systems in place.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan and train campus staff on district EOP procedures.		Assistant Principal	Updated procedures				
2) Coordinate campus mock emergency drills to ensure stakeholders understand protocols and roles.		Assistant Principal	Awareness of emergency drills and procedures.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: Canutillo Elementary will increase scores on State Performance Domain 1 (Student Achievement) from 83 to 85, Domain 2 (School Progress) from 90 to 90, and in Domain 3 (Closing the Gaps) from 100 to 100 by the end of the 2018-19 school year.

Evaluation Data Source(s) 1: TAPR Report

STAAR Data

School Report Card

Summative Evaluation 1: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 1: CES will work on regaining drops in overall student achievement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.	2.4, 2.5, 2.6	Administration and Instructional Coach	Increase collaboration and student achievement.				
Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 3 - School Processes & Programs 4 Funding Sources: 211-Title I-Part A - 70979.00							
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.	2.4, 2.5, 2.6	Administration and Instructional Coach	Enhance student instruction and student achievement.				
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.	2.4, 2.5, 2.6	Administration and Instructional Coach	Early intervention, student progress, and student achievement.				
Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211-Title I-Part A - 13587.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide Pre-Kinder through 2nd grade students with resources that build early foundations for learning success and eliminating achievement gaps before they occur.	2.4, 2.5, 2.6	Teachers Instructional Coach	Student Achievement				
5) Provide students with highly qualified teachers as well as a rigorous curriculum for all diversified groups of students such as English Learners, Migrant, 504, Gifted/Talented and Special Education.	2.4, 2.5, 2.6	Teachers Instructional Coach Administrators	Student Achievement				
Problem Statements: Student Academic Achievement 4							
6) Pre-K Teachers attend monthly district wide PLC's to enhance student learning through collaborative innovative strategies.		Pre-K Teachers Early Childhood Coordinator	Student Achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Between years 2015-2017 At Risk student population has dropped by 93 students. Root Cause 2: At Risk percentage has dropped 5% within a 3 year span, therefore, less money to provide academic tutors and interventions.
Problem Statement 3: Teachers lack staff development and support to service LEP and other sub populations. Root Cause 3: Through instructional strategies and resources, the instructional coach will mentor and guide teachers to service and target our sub population.
Student Academic Achievement
Problem Statement 1: Writing scores decreased from 78% to 72% in 4th grade between 2016 and 2017. Root Cause 1: 1A.) The Writing Academy is not being implemented vertically with consistency. 1B.) Infrequent training of writing strategies. 1C.) Students need access to more resources such as Mentoring Minds workbooks.
Problem Statement 2: Science scores decreased from 76% to 72% in 5th grade from 2016 to 2018. Root Cause 2: 2A.) Lack of science resources to assist in preparing and delivering lessons to meet the state expectations (TEKS). 2B.) Students need access to more resources such as Mentoring Minds workbooks.
Problem Statement 3: Reading scores have fluctuated between 2015-2017 from 80% to 78%. Root Cause 3: 3A.) Reading skills vertically and horizontally are not implemented with consistency. 3B.) Students need reading interventions from RTI & At-Risk teachers consistently and efficiently. 3C.) Students need access to more resources such as Mentoring Minds workbooks. 3D.) Students needs reading and math interventions from At Risk Aides (2) consistently and efficiently.
Problem Statement 4: SPED population scores are low in all core subjects ranging for 50% to 60% in STAAR from 2015-2017. Root Cause 4: 4A.) Shortage of time and scheduling conflicts with SPED teachers/aides. 4B.) SPED students are not being served consistently.

School Processes & Programs

Problem Statement 4: Teachers in Grades K-2 lack adequate PLC time to analyze student data and academic progress. **Root Cause 4:** Scheduled half-day PLCs for Grades K-2 teachers are being replaced with mandatory staff development.

Goal 2: Increase Student Academic Achievement

Performance Objective 2: Canutillo Elementary will increase overall student achievement scores in Reading from 84 to 85, meet progress at 53%, and exceed at 27% as reflected in the STAAR scores provided by the state at the end of the 2018-19 school year.

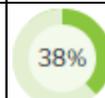
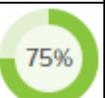
Evaluation Data Source(s) 2: TAPR Report

STAAR Data

School Report Card

Summative Evaluation 2: Exceeded Performance Objective

Next Year's Recommendation 2: Reading overall scores increased, will continue to work towards increasing meets and masters.

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6	Administrators Instructional Coach	Reading at grade level. Monitor student progress through running records.				
	Problem Statements: Student Academic Achievement 1, 2, 3 Funding Sources: 211-Title I-Part A - 4580.00						
2) When necessary, substitutes will be provided for PK-2nd Grade teachers to monitor student progress at least three times a year.	2.4, 2.6	Administration Instructional Coach Teachers	Reading at grade level. Monitor student progress through running records.				
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 intervention resources. In addition, teachers will use I-Station and Texas Treasures leveled readers as supplementals.	2.4, 2.5, 2.6	Instructional Coach and Administration	Student progress through interventions. Student Achievement.				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 211-Title I-Part A - 1489.00, 185-State Compensatory Education - 20144.11						

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) Provide ongoing opportunities for purposeful staff development for SPED, EL, and At-Risk interventionist in Reading STAAR testing preparation such as STAAR Alt, how to read an IEP, and provide necessary resources.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student progress through interventions. Student Achievement.				
	Problem Statements: Demographics 2, 3						
5) Students will demonstrate one year's growth in English language proficiency in reading, writing, speaking, and listening (TELPAS).	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student Achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Between years 2015-2017 At Risk student population has dropped by 93 students. Root Cause 2: At Risk percentage has dropped 5% within a 3 year span, therefore, less money to provide academic tutors and interventions.
Problem Statement 3: Teachers lack staff development and support to service LEP and other sub populations. Root Cause 3: Through instructional strategies and resources, the instructional coach will mentor and guide teachers to service and target our sub population.
Student Academic Achievement
Problem Statement 1: Writing scores decreased from 78% to 72% in 4th grade between 2016 and 2017. Root Cause 1: 1A.) The Writing Academy is not being implemented vertically with consistency. 1B.) Infrequent training of writing strategies. 1C.) Students need access to more resources such as Mentoring Minds workbooks.
Problem Statement 2: Science scores decreased from 76% to 72% in 5th grade from 2016 to 2018. Root Cause 2: 2A.) Lack of science resources to assist in preparing and delivering lessons to meet the state expectations (TEKS). 2B.) Students need access to more resources such as Mentoring Minds workbooks.
Problem Statement 3: Reading scores have fluctuated between 2015-2017 from 80% to 78%. Root Cause 3: 3A.) Reading skills vertically and horizontally are not implemented with consistency. 3B.) Students need reading interventions from RTI & At- Risk teachers consistently and efficiently. 3C.) Students need access to more resources such as Mentoring Minds workbooks. 3D.) Students needs reading and math interventions from At Risk Aides (2) consistently and efficiently.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: Canutillo Elementary will meet overall student achievement scores in Math from 91% to 91%, meet progress at 62%, masters at 33% as reflected in the STAAR scores provided by state at the end of the 2018-19 school year.

Evaluation Data Source(s) 3: TAPR Report

STAAR Data

School Report Card

Summative Evaluation 3: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 3: Fell short of our goal, will continue to make adjustments to get back on track.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials and supplementary resources such as Mentoring Minds and STAAR Ready workbooks to increase student success.	2.4, 2.5, 2.6	Instructional Coach and Administration	Student Achievement				
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.	2.4, 2.5, 2.6	Instructional Coach and Administration	Student Achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: Canutillo Elementary will increase overall student achievement scores in Writing from 75% to 76%, meet progress at 52%, masters at 25% as reflected in the 4th Grade STAAR scores provided by the state at the end of the 2018-19 school year.

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

Summative Evaluation 4: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 4: Fell short of meeting our goal, will continue to make adjustments to excel. Overall above state and district.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers in grades PK-5 will continue to use Writing Academy strategies to address the writing process. CES needs to create vertical alignment across all grade levels.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student Progress Student Achievement				
2) Writing will be taught daily and all grade levels will display academic vocabulary word walls and keep ongoing writing journals that will include reflections and vocabulary.	2.4, 2.5, 2.6	Instructional Coach Teachers	Student Progress Student Achievement				
Problem Statements: Student Academic Achievement 1							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 4 Problem Statements:

Student Academic Achievement
Problem Statement 1: Writing scores decreased from 78% to 72% in 4th grade between 2016 and 2017. Root Cause 1: 1A.) The Writing Academy is not being implemented vertically with consistency. 1B.) Infrequent training of writing strategies. 1C.) Students need access to more resources such as Mentoring Minds workbooks.

Goal 2: Increase Student Academic Achievement

Performance Objective 5: Canutillo Elementary School will increase overall student achievement in Science from 73% to 75%, meet progress at 36%, masters at 16% as reflected in the 5th Grade STAAR scores provided by the state at the end of 2018-19 school year.

Evaluation Data Source(s) 5: TAPR Report
STAAR Data
School Report Card

Summative Evaluation 5: Significant progress made toward meeting Performance Objective

Next Year's Recommendation 5: Fell short of meeting our goal. Need to make adjustment school wide to improve instruction in Science.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Close gaps between EL and English monolingual students in STAAR science by offering deliberate methods and techniques such as Stemscopecs/KAMICO to target deficiencies such as vocabulary and target Power Standards. Give students the opportunity to test in their academic language.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student Progress Student Achievement				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 185-State Compensatory Education - 4653.25						
2) Science will be taught daily. All students will have the opportunity to participate in hands-on science lab experiments and science journals will support Science vocabulary in grades K-5.	2.4, 2.5	Administration Instructional Coach Teachers	Student Progress Student Achievement				
	Problem Statements: Student Academic Achievement 2						
3) Students will have the opportunity to participate in a school wide Science Fair in January 2019. Provide science fair project boards for all 3rd- 5th graders.	2.4, 2.5	Administration Instructional Coach Teachers	Student Progress Student Achievement				
	= Accomplished = Continue/Modify = No Progress = Discontinue						

Performance Objective 5 Problem Statements:

Student Academic Achievement

Problem Statement 2: Science scores decreased from 76% to 72% in 5th grade from 2016 to 2018. **Root Cause 2:** 2A.) Lack of science resources to assist in preparing and delivering lessons to meet the state expectations (TEKS). 2B.) Students need access to more resources such as Mentoring Minds workbooks.

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By the end of the 2018-19 school year, at least 80% of CES teachers will integrate innovative technology daily and align it with 21st century learning skills to provide high quality instruction.

Evaluation Data Source(s) 6: Lesson Plans
TTESS Evaluations
Walk-Throughs
TAPR

Summative Evaluation 6: Met Performance Objective

Next Year's Recommendation 6: Will continue to make adjustments and increase technology integration.

Strategy Description	ELEMENTS	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.	2.5	Administration Instructional Coach	Student Progress Student Achievement				
	Problem Statements: School Processes & Programs 1, 3, 4 Funding Sources: 211-Title I-Part A - 9563.83, 185-State Compensatory Education - 6246.25						
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.	2.4, 2.5	Librarian and Library Aide Administration	Student and teacher accessibility.				
	Problem Statements: Student Academic Achievement 2, 3 Funding Sources: 185-State Compensatory Education - 2410.00, 211-Title I-Part A - 32759.00						
3) Replace computers in the classrooms and library lab in phases as funding allows.		Administration Instructional Coach	Technology Plan				
	Problem Statements: School Processes & Programs 1, 3 Funding Sources: 185-State Compensatory Education - 9119.00, 211-Title I-Part A - 2994.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 6 Problem Statements:

Student Academic Achievement

Problem Statement 2: Science scores decreased from 76% to 72% in 5th grade from 2016 to 2018. **Root Cause 2:** 2A.) Lack of science resources to assist in preparing and delivering lessons to meet the state expectations (TEKS). 2B.) Students need access to more resources such as Mentoring Minds workbooks.

Problem Statement 3: Reading scores have fluctuated between 2015-2017 from 80% to 78%. **Root Cause 3:** 3A.) Reading skills vertically and horizontally are not implemented with consistency. 3B.) Students need reading interventions from RTI & At-Risk teachers consistently and efficiently. 3C.) Students need access to more resources such as Mentoring Minds workbooks. 3D.) Students need reading and math interventions from At Risk Aides (2) consistently and efficiently.

School Processes & Programs

Problem Statement 1: Current software programs do not allow students to independently monitor their progress with accuracy. **Root Cause 1:** Students are unable to integrate information from various software programs (Reading Renaissance, iStation, Education Galaxy, BrainPop, STEMscopes) due to lack of alignment.

Problem Statement 3: Technology hardware is outdated (pre 2008) and needs to be replaced with current models that are compatible with new software and can withstand frequent daily use. **Root Cause 3:** 3A.) Campus Technology Plan expired in 2017 and needs to be updated for the next three years, 2018-2021. 3B.) Classroom computers need to be replaced in phases and add computers to the library.

Problem Statement 4: Teachers in Grades K-2 lack adequate PLC time to analyze student data and academic progress. **Root Cause 4:** Scheduled half-day PLCs for Grades K-2 teachers are being replaced with mandatory staff development.

Goal 2: Increase Student Academic Achievement

Performance Objective 7: Canutillo Elementary will increase and expand awareness in college readiness and career exploration process with a strategic approach focusing on 100% of students PK-5 participating during the 2018-19 school year.

Evaluation Data Source(s) 7: Lesson Plans
TTESS Evaluations
Walk-Throughs

Summative Evaluation 7: Met Performance Objective

Next Year's Recommendation 7: Continue to work on college readiness awareness.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate transition visits to familiarize students with possible future options such as a visit to AMS, CHS CATE, EPCC Valle Verde, and NMSU.	2.5	Counselor Administration	Awareness				
2) Plan in November 2018 Generation Texas Week, promote and encourage students to pursue a post high school education.	2.5	Counselor Administration	College awareness Post secondary Readiness				
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. Spring 2019	2.5	Counselor Administration	College and Career awareness Post secondary Readiness				
4) Fourth Grade Students of CES will visit EPCC Valle Verde and UTEP campus.	2.5	Counselor	College and Career awareness Post secondary Readiness				
5) Students will participate in UIL competition to promote reading skills, math skills, social studies skills, fine arts, etc.	2.5	Teachers UIL Coordinator Administration	Post secondary Readiness				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) 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 2018 and in the Spring of 2019 an informational tour for transition will be held at CES.		Counselor Administration Pre-K Teachers	Awareness				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 1: At least once every nine weeks with fidelity, 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: Exceeded Performance Objective

Next Year's Recommendation 1: The Leader in Me program has made great impact in our school culture. Will continue with the process of implementation.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Every nine weeks, Counselor will be available to our students in order to provide guidance in academic and behavioral/social choices that affect their educational career.	2.6	Counselor	Students awareness and interventions.				
2) The Counselor will provide individualized counseling sessions to promote social and emotional health in children.	2.6	Counselor	Students awareness and interventions.				
3) CES will 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, French Club, No Place For Hate, Robotics, Student Council, Safety Patrol, UIL, and Choir/Band.	2.4, 2.5	Administration Instructional Coach Teachers	Building student involvement and leadership.				
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.	2.4, 2.5	Instructional Coach Teachers Boys and Girls Club Director	Building student involvement and leadership.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) CES students will have the opportunity to go on field trips that will support learning in the classroom.	2.5	Teachers	Building student involvement and leadership.				
6) The 7 Habits of Happy Kids will continue to be utilized in each classroom to reinforce the Leader In Me strategies.	2.4, 2.5	Administration Instructional Coach Teachers	Building student involvement and leadership.				
7) By May 2019, the Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.	2.5	Coaches Teachers Administration School Nurse	Building good health habits and awareness.				
8) Physical Education Department will enhance instruction by implementing diverse fitness activities to increase student performance and motivation in the Fitness Gram.	2.4, 2.5	Coaches	Building good health habits and fitness awareness.				
9) Counselor will attend ASCA Annual Conference in June 2019 in order to obtain latest and best practices to better serve our students.		Counselor	Develop and enhance professional skills.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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 or more activities by the end of the 2018-19 school year.

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

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Will continue and adjust to promote positive morale among the staff.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
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.		Administration	Building great school culture and climate.				
2) Staff will be rewarded for attendance through after school socials, early release passes, and free jean days.		Administration	Building great school culture and climate.				
= Accomplished = Continue/Modify = 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 2018-19 school year such as attendance, grades, and behavior that shows leadership.

Evaluation Data Source(s) 3: Monthly Events Calendar

Announcements

Ice Cream Celebrations

Summative Evaluation 3: Exceeded Performance Objective

Next Year's Recommendation 3: Will continue to celebrate student success and look for ways to promote the importance of attendance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive recognition for earning points for Accelerated Reader.	2.5	Librarian Teachers	Increase reading levels and student achievement. Building student involvement and leadership through rewards.				
2) Students will receive restaurant passes for A & A/B Honor Roll. Honor Roll Dance at the end of Fall and Spring.		Teachers Administration	Building student involvement and leadership through rewards.				
3) Free Dress days will be included for Perfect Attendance with the use of Eagle Dollars.		Teachers Administration Counselor	Building student involvement and leadership through rewards.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: The Benchmark of Quality Survey for Positive Behavior Intervention and Support (PBIS) that currently exists will increase above 80% by the end of 2018-19 school year.

Evaluation Data Source(s) 4: Survey Results

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to work towards improving our PBIS quality survey.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Positive Behavior Intervention and Support (PBIS) Team/ Light House Team will attend professional development and conference throughout the 2018-2019 school year.	2.5	Teachers Administration Counselor	Building great school culture and climate. Empowering Teachers.				
2) Through monthly meetings PBIS/ Light House Team will look at data for needs assessment, identify areas of concerns, and implement school wide expected behaviors.	2.5	Teachers Administration Counselor	Building student involvement and leadership.				
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.	2.5	Teachers Administration Counselor	Building student involvement and leadership.				

= Accomplished

= Continue/Modify

= No Progress

= Discontinue

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

Performance Objective 5: By the end of the 2018-19 school year Canutillo Elementary will increase its attendance rate from 96.45% to 98% through Positive Behavior Interventions and Strategies.

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

Summative Evaluation 5: Met Performance Objective

Next Year's Recommendation 5: CES won the monthly attendance three months this school year. Will continue to work hard to make attendance a priority.

Strategy Description	ELEMENTS	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.		Teachers Administration	Building student involvement and leadership through rewards.				
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.		Sponsors	Building student involvement and leadership.				
3) Incorporate programs such as CATCH that are geared to develop healthy minds and bodies. Life Skills classes will be provided for 3rd- 5th students to prevent violence and drug use among our students.	2.5	PE Coaches Teachers Administration	Building good health habits and fitness awareness.				
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. In the Spring, students will purchase a bracelet for water slides/ field day.		Teachers Administration Counselor	Building student involvement and leadership through rewards.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 6: By 2019 Canutillo Elementary will increase teacher attendance rate from 96.7% 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: Met Performance Objective

Next Year's Recommendation 6: Will continue to monitor and adjust staff attendance.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES staff will follow district policy on attendance requirements.		All CES Staff	Building great school culture and climate. Student Achievement				
2) T-TESS (Teacher Evaluation and Support System) Teachers will self manage and achieve career objectives through professional growth.		Teachers	Building great school culture and climate. Student Achievement				
3) Through the Instructional Leadership Team, teachers will build leadership skills to enhance student success.		Teachers Administration Instructional Coach	Building great school culture and climate. Student Achievement				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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 in the core subjects as support to assist parents and improve their child's academic skills, to meet class expectations, and to perform well on assessments throughout the 2018-19 school year.

Evaluation Data Source(s) 1: Scheduled Monthly Events/ Calendar
Sign In Sheets
Agendas

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to offer parent workshops to promote parent involvement.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES Parent Liaison will provide workshops to parents to assist students needs and academic expectations. Core subjects will be targeted. Make and takes will be provided.	3.1, 3.2	Parent Liaison and Administration	Sign in Sheets and agendas				
	Problem Statements: Perceptions 3 Funding Sources: 211-Title I-Part A - 35445.83						
2) Through Power Nights in Reading, Math, Science, Technology and Language development, parents will be given strategies to help their children at home. Make and takes will be provided. Prizes/resources will be given away.	2.4, 2.5, 2.6, 3.1	Parent Liaison and Administration	Parent Involvement Student Achievement				
	Problem Statements: Perceptions 2, 3 Funding Sources: 211-Title I-Part A - 580.00						
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 3: Low family, school, and community engagement that supports student achievement. **Root Cause 3:** 3A.) Minimal use of positive approaches such as, newsletters, meetings with teachers, frequent notifications of parent programs through home-school connection which decreases student success. 3B.) Parent Liaison is needed to guide and provide parental support academically, emotionally, and socially.

Problem Statement 2: Lack of consistency in modeling expectations schoolwide. **Root Cause 2:** Lack of parents' involvement opportunities in leadership expectations such as the "7 Habits of Highly Effective People" and "School Wide Expectations" through PAC meetings and Power Nights.

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 and leadership by developing parent groups and representation in various committees to identify and respond to matters of interest throughout the 2018-19 school year.

Evaluation Data Source(s) 2: Scheduled Monthly Events/ Calendar
Sign In Sheets
Agendas

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue and adjust with a flexible schedule.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit parents to volunteer and attempt to be part of VIP (Very Important Parents).	3.1, 3.2	Parent Liaison	Building relationships between parents and school. More parental involvement.				
	Problem Statements: Perceptions 3 Funding Sources: 211-Title I-Part A - 265.00						
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. PAC and Entitlement meetings will be held in AM and PM. Campus Improvement Plan is accessible to parents and community in different local through out the school.	3.2	Parent Liaison Administration	Parent Involvement Empowering Staff				
3) Members of the community will be honored in events such as Grandparent Day (September) and Veterans Day (November).		Parent Liaison Administration	Parent Involvement Community Outreach				
4) Parents participate in promoting literacy in supporting early reading skills and leisure reading in the program Parents as teachers.	3.2	Parent Liaison Administration	Parent Involvement Community Outreach				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Showcase student success through music, visual and performing arts. Choir and band performances throughout the school year such as the Christmas program directed by music teacher.		Music Teacher Teachers Administration	Parent Involvement Community Outreach				
6) Parents will participate in creating the Parent Engagement Policy and Student Parent Compact. Student Parent Compact will be distributed in Fall 2018 in both languages (English and Spanish).	3.1, 3.2	Teachers Parent Liaison Administration	Parent Involvement Student Achievement				

= Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Low family, school, and community engagement that supports student achievement. Root Cause 3: 3A.) Minimal use of positive approaches such as, newsletters, meetings with teachers, frequent notifications of parent programs through home-school connection which decreases student success. 3B.) Parent Liaison is needed to guide and provide parental support academically, emotionally, and socially.

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

Performance Objective 1: Canutillo Elementary will meet 100% expenditure requirements for Federal and State budget allocations: Special Education, Gifted and Talented, Bilingual Education and Compensatory Education as listed in the TEA 2018-2019 Summary of Finances in order to meet academic goals.

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

Summative Evaluation 1: Met Performance Objective

Next Year's Recommendation 1: Continue to meet all requirements for expenditures for Federal and State funding.

Strategy Description	ELEMENTS	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.	2.4, 2.5, 2.6	Teachers Reading Interventionists Instructional Aides	Student access across the state mandated curriculum. Monitor on a weekly basis				
Problem Statements: School Processes & Programs 1, 3 Funding Sources: 185-State Compensatory Education - 153182.00							
2) Provide At Risk students with differentiated instruction during WINN intervention block and during PE (twice a week) to close achievement gaps.	2.4, 2.5, 2.6	Teachers Reading Interventionists Instructional Aides Academic Tutors	Student access across the state mandated curriculum. Monitor on a weekly basis				
Problem Statements: Perceptions 1, 3 Funding Sources: 185-State Compensatory Education - 2504.00							
3) Develop internal/external communication and promotional strategies to enhance the public's awareness of Canutillo Elementary students, staff, programs, and community.		Administration Office Staff Parent Liaison	Community, parents and school communication.				
Problem Statements: Perceptions 1, 3 Funding Sources: 185-State Compensatory Education - 2504.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
4) CES will continue with our current partnerships and continue recruitment efforts. Partnerships such as Early Childhood Family Engagement Conference will continue.		Administration Office Staff Parent Liaison	Community, parents and school communication and involvement.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 1 Problem Statements:

School Processes & Programs
Problem Statement 1: Current software programs do not allow students to independently monitor their progress with accuracy. Root Cause 1: Students are unable to integrate information from various software programs (Reading Renaissance, iStation, Education Galaxy, BrainPop, STEMscopes) due to lack of alignment.
Problem Statement 3: Technology hardware is outdated (pre 2008) and needs to be replaced with current models that are compatible with new software and can withstand frequent daily use. Root Cause 3: 3A.) Campus Technology Plan expired in 2017 and needs to be updated for the next three years, 2018-2021. 3B.) Classroom computers need to be replaced in phases and add computers to the library.
Perceptions
Problem Statement 1: The home/school modes of communication are used by 50% of stakeholders. Root Cause 1: Home/school modes of communication are under utilized to support students with attendance, grades, and behavior which ultimately affect student success.
Problem Statement 3: Low family, school, and community engagement that supports student achievement. Root Cause 3: 3A.) Minimal use of positive approaches such as, newsletters, meetings with teachers, frequent notifications of parent programs through home-school connection which decreases student success. 3B.) Parent Liaison is needed to guide and provide parental support academically, emotionally, and socially.

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 2018-19 school year in conjunction with our Parent Liaison community outreach.

Evaluation Data Source(s) 2: List of Partners in Education

Summative Evaluation 2: Met Performance Objective

Next Year's Recommendation 2: Continue and gain one or two more partner's in education.

Strategy Description	ELEMENTS	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 2018-2019 school year.	3.2	Administration Parent Liaison PE Coaches	Parent Involvement Community Outreach				
2) CES will continue to build relationships with community donors for coats, schools supplies, and food/clothing. Such as local churches, EP Community College, and local businesses.		Administration Parent Liaison Counselor	Parent Involvement Community Outreach				
Problem Statements: Perceptions 3 Funding Sources: 211-Title I-Part A - 100.00							
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 2 Problem Statements:

Perceptions
Problem Statement 3: Low family, school, and community engagement that supports student achievement. Root Cause 3: 3A.) Minimal use of positive approaches such as, newsletters, meetings with teachers, frequent notifications of parent programs through home-school connection which decreases student success. 3B.) Parent Liaison is needed to guide and provide parental support academically, emotionally, and socially.

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 100% of the time to all stakeholders, including students, parents, and community members throughout the 2018-19 school year as demonstrated in yearly CISD survey.

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

Summative Evaluation 3: Met Performance Objective

Next Year's Recommendation 3: Continue to provide great customer service and improve.

Strategy Description	ELEMENTS	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, school messenger, and social media in English and Spanish.		Administration Office Staff Parent Liaison	Community, parents and school communication.				
Problem Statements: Perceptions 1							
2) CES will enhance and increase student clothing closet to assist families in need of uniform assistance.		Parent Liaison	Community Outreach				
= Accomplished = Continue/Modify = No Progress = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: The home/school modes of communication are used by 50% of stakeholders. Root Cause 1: Home/school modes of communication are under utilized to support students with attendance, grades, and behavior which ultimately affect student success.

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

Performance Objective 4: By May 2019, Canutillo Elementary will increase the overall Organizational Health by three percentage points.

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

Summative Evaluation 4: Met Performance Objective

Next Year's Recommendation 4: Continue to improve and make adjustment to become an interdependent campus.

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strengthen Adaptation and Goal Focus among staff.		Administration	OHI results. Interdependent Campus				
= Accomplished = Continue/Modify = No Progress = Discontinue							

State Compensatory

Budget for Canutillo Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.101.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$3,000.00
185.11.6119.35.101.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$115,390.00
185.11.6126.03.101.30	6126 Part Time Support Personnel - Locally Defined	\$15,285.00
185.11.6128.05.101.30	6128 Overtime Pay - Locally Defined	\$2,000.00
185.11.6129.00.101.30	6129 Salaries or Wages for Support Personnel	\$37,508.00
185.11.6141.00.101.30	6141 Social Security/Medicare	\$544.00
185.11.6141.35.101.30	6141 Social Security/Medicare	\$1,673.00
185.11.6142.00.101.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.101.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6143.00.101.30	6143 Workers' Compensation	\$176.00
185.11.6143.35.101.30	6143 Workers' Compensation	\$542.00
185.11.6145.35.101.30	6145 Unemployment Compensation	\$106.00
185.11.6145.00.101.30	6145 Unemployment Compensation	\$35.00
185.11.6146.00.101.30	6146 Teacher Retirement/TRS Care	\$281.00
185.11.6146.35.101.30	6146 Teacher Retirement/TRS Care	\$1,718.00
185.11.6149.00.101.30	6149 Employee Benefits	\$563.00
185.11.6149.35.101.30	6149 Employee Benefits	\$1,543.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Subtotal:		\$210,312.00
6200 Professional and Contracted Services		
185.11.6299.00.101.30	6299 Miscellaneous Contracted Services	\$24,000.00
6200 Subtotal:		\$24,000.00
6300 Supplies and Services		
185.12.6329.00.101.30	6329 Reading Materials	\$3,000.00
185.11.6398.00.101.30	6398 Computer Supplies/Software - Locally Defined	\$20,000.00
185.11.6399.00.101.30	6399 General Supplies	\$15,000.00
6300 Subtotal:		\$38,000.00

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 Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: 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.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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.

2.2: Regular monitoring and revision

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.

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

Through Power Nights in Reading, Math, Science, Technology and Language development, parents will be given strategies to help their children at home. Make and takes will be provided. Prizes/resources will be given away. School Messenger, flyers, parent meetings, and workshops will be available in English and Spanish.

2.4: Opportunities for all children to meet State standards

Canutillo Elementary School will 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. CES will 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.

2.5: Increased learning time and well-rounded education

Canutillo Elementary School will teach Writing daily and all grade levels will display academic vocabulary word walls and keep ongoing writing journals that will include reflections and vocabulary. Science will also be taught daily. All students will have the opportunity to participate in hands-on science lab experiments and science journals will support Science vocabulary in grades K-5.

CES will close gaps between EL and English monolingual students in STAAR science by offering deliberate methods and techniques such as Stemscopecs/KAMICO to target deficiencies such as vocabulary and target Power Standards. Give students the opportunity to test in their academic language.

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

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.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Canutillo Elementary School creates and updates the Parent Compact and Parent and Family Engagment Policy with assistance of a group of parents, Parent Liaison, and ILT (Instructional Leadership Team) committee annually. Policy and Compact are distributed during the Fall semester.

3.2: Offer flexible number of parent involvement meetings

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. Monthly PAC (parent Advisory Committe)meetings are held in the AM and PM.

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

2018-2019 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Guadalupe Gutierrez	Pre-K
Classroom Teacher	Veronica Smith	Kinder teacher
Counselor	Diane Ramirez	Counselor
Instructional Coach	Veronica Cossio	IC
Administrator	Veronica Frias	Assistant Principal
District-level Professional	Sandra Carrillo	Early Childhood Coordinator
Classroom Teacher	Francisco Gonzalez	First Grade Teacher
Classroom Teacher	Anahi Mendoza	Second Grade Teacher
Classroom Teacher	Isabel Ruiz	Third Grade Teacher
Classroom Teacher	Myrtha Munoz	Fourth Grade Teacher
Classroom Teacher	Sandra Kreps	Fifth Grade Teacher
Parent	Norma Moreno	Parent
Non-classroom Professional	Isabel Escobar	Library aide
Special programs Teacher	Laura Rodriguez	At-Risk Teacher