

Canutillo Independent School District

Bill Childress Elementary School

2020-2021 Campus Improvement Plan



Mission Statement

To provide high quality educational opportunities that will inspire all students to acquire and use the knowledge and skills needed to become leaders and productive citizens in a culturally diverse and technologically sophisticated world.

Vision

Bill Childress Elementary will provide a quality and rigorous education that will enhance the diverse talents and needs of our population. Every child will be challenged to set productive goals for the future and will be given the opportunity to achieve those goals in our ever-changing technological society.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	8
School Processes & Programs	11
Perceptions	14
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	20
Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting environment with facilities conducive to effective learning.	20
Goal 2: Increase Student Academic Achievement	23
Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.	31
Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education	36
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders	41
State Compensatory	46
Budget for Bill Childress Elementary School	46
Personnel for Bill Childress Elementary School	48
Title I Schoolwide Elements	49
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	49
1.1: Comprehensive Needs Assessment	49
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	50
2.1: Campus Improvement Plan developed with appropriate stakeholders	51
2.2: Regular monitoring and revision	51
2.3: Available to parents and community in an understandable format and language	51
2.4: Opportunities for all children to meet State standards	51
2.5: Increased learning time and well-rounded education	52
2.6: Address needs of all students, particularly at-risk	52
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	53
3.1: Develop and distribute Parent and Family Engagement Policy	53
3.2: Offer flexible number of parent involvement meetings	53
Title I Personnel	55

Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary 2019-2020-- OUR CAMPUS STORY:

Bill Childress Elementary School in Canutillo ISD serves approximately 430 students and is located in Vinton, Texas. The school serves children in grades Pre-K through Fifth. There is a dual language program (English and Spanish) in which two-thirds of the students participate. All dual language sections in the school are "two-way", which means there are English dominant and Spanish dominant students in the same class. The campus has two full-day sections of Pre-Kindergarten. One section follows the Dual Language Model and the second section is taught in English. There are three full-day sections of kindergarten. There are also three first-grade sections; two are dual language, one is English monolingual. Second grade has two dual language sections and one English monolingual sections. There are four third-grade sections, two are dual language and two English monolingual sections. There are four sections of fourth-grade; two are dual language and two

English monolingual sections. Grade five has four sections, two dual language sections, and two English Monolingual section.

Bill Childress also serves 67 students in Special Education. There are two classrooms with students with Autism. We are also home to the district Elementary Behavior Intervention Classroom serving 8 students, and the ability to serve more students as needed.

The ethnic distribution in the campus is 95% Hispanic and 4% White; of these students, 84.4% are Economically Disadvantaged and 40% are learning English as their second language. At Bill Childress, 259 of the 430 students meet at least one of the criteria for at-risk of dropping out of school (60% of students are coded at-risk). Compared to last year, where 335 of the 397 (84% the students) were at risk of dropping out. This has decreased considerably by 24%.

The staff at Bill Childress Elementary are experienced and committed to students. There are 27.7 teachers of which 23.7 are Hispanic (Most are Bilingual) and 4 are White. Most of the teachers have taught more than five years. Almost a third of the instructors have more than twenty years' experience.

Bill Childress Elementary believes that all children should participate in healthy activities and the arts. Children have one hour of PE/recess four out of five days, and at least 45 minutes of music every week. Children are not pulled out of music and PE for academic remediation. BCE is a campus that prides itself in recruiting and retaining high quality teachers. We continuously provide professional development opportunities to teachers to ensure they are providing our students the highest level of instruction. Our teachers and staff love the students, the school, and the community as a whole. Bill Childress Elementary School has an experienced staff with very little turnover. We hired three new teachers to replace three retiring teachers.

Demographics Strengths

- **Our teachers and their experience because they feel vested in the children's education. Teachers take pride in what they do and they are dedicated and committed to improving their craft so they can be better each year.**
- **The GT program is a pull-out program twice a week, thus providing our students with challenges and the opportunity to**

collaborate with other GT students.

- **The masters rate on the state exams STAAR have increased in Reading and Mathematics.**
- **The PBIS team has put in place systems and procedures to promote student attendance.**

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Bilingual students performed lower in 2019 than 2018 in Reading. **Root Cause:** Students enter the new year reading below grade level and with gaps in learning and understanding.

Problem Statement 2 (Prioritized): Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** Vertical alignment planning is not occurring.

Problem Statement 3 (Prioritized): SPED Population is 75 students out of 437 students and over 10 pending assessments. **Root Cause:** Our school has the only BIC, SLC 1, and SLC 2 units for elementary in the district.

Student Learning

Student Learning Summary

Student Academic Achievement Summary– 2018-2019

OUR CAMPUS STORY:

Intensive tutoring and academic assistance will continue to be implemented and monitored throughout the year to focus on increasing success rates. In regards to our 3 - 5 grades, overall Reading, Writing and Math scores increased. However, Science scores decreased at the “Masters” level by 2%.

As evidenced on the 2018 accountability summary, Bill Childress Elementary received the accountability rating of “Met Standard” for the 2017-2018 school year. In addition, the campus was able to secure four Distinction Designations for in “Science, Top 25 percent on Academic Growth, Top 25 percent on Closing the Gap and Postsecondary Readiness.” Bill Childress once again scored higher than the target score for each Performance.

SCHOOL SUMMARY REPORT		
Comparison		
DOMAINS	2018	2019
Overall Score	87	79
Student Achievement	77	74
School Progress	85	81
Closing Performance Gaps	92	75

Upon comparison of student performance data in the all grades and subjects combined category, the 2017 - 2018 data shows each subpopulation’s performance increased from previous years. When reviewing reading among our student subpopulations, the only subgroup to decrease in performance were ELL’s. In regards to mathematics, the ELL subgroup decreased in performance by 6% percentage points. Writing and science performance for all subgroups increased by as much as 10% within certain populations.

As much as 65% of the total student population showed one or more at-risk designations during 2017 - 2018. In 2018-2019 this decreased to 34%. Elementary data shows approximately 148 at-risk students. Five of the at-risk categories denote academic challenges that can be addressed through an individualized approach to teaching and learning, as required by the guidelines for State Compensatory Education. Eight of these categories denote social, emotional or behavioral challenges, and require early identification, prevention, intervention, counseling, and support activities as encouraged in both State Compensatory Education and ESSA guidelines. Bill Childress improvement efforts include a continued focus on early identification and interventions for students struggling academically.

STAAR PERFORMANCE BY GRADE LEVEL

		Approaches				Meets				Masters			
	Year 20'	16	17	18	19	16	17	18	19	16	17	18	19
3rd	Rdg	62%	63%	68%	69%		31%	34%	44%		22%	22%	18%
	Math	65%	66%	68%	69%		39%	30%	48%		14%	15%	29%
4th	Rdg	60%	57%	61%	56%		29%	42%	18%		16%	14%	11%
	Math	63%	62%	91%	68%		35%	51%	23%		16%	19%	12%
	Writing	60%	61%	71%	62%		34%	43%	29%		8%	16%	6%
5th	Rdg	88%	74%	90%	91%		26%	56%	46%		11%	14%	20%
	Math	94%	90%	98%	91%		70%	71%	67%		26%	37%	38%
	Science	75%	73%	83%	81%	49%	43%	54%	58%	19%	23%	21%	23%
All	Rdg	69%	64%	74%	62%	39%	29%	44%	30%	22%	16%	17%	14%
	Math	73%	72%	86%	69%	39%	49%	51%	35%	18%	19%	24%	20%
	Writing	60%	61%	71%	62%	36%	34%	43%	29%	18%	8%	16%	6%
	Science	75%	73%	83%	81%	49%	44%	54%	58%	19%	23%	21%	23%

STAAR PROGRESS

		Met					Exceeded				
	Year 20'	15	16	17	18	19	15	16	17	18	19
All	Rdg		39	29	44			22	16	17	
	Math		39	48	51			18	19	24	

Student Learning Strengths

- A system is in place to implement the RTI Program in a timely effective manner.
- Intervention time is scheduled during the school day to ensure all students receive the help they need.
- Intervention tools are available for all students.
- Improvement efforts include a continued focus and a systematic process on early identification and interventions for students struggling academically.
- There has been growth in math, reading, science, and writing in grades 3 and 5.

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): Lower grade students are not being serviced by the at-risk teacher. **Root Cause:** School is putting emphasis on upper grade levels because of STAAR administration.

Problem Statement 2: Resource utilization was the lowest scoring dimension in the OHI with a 29.21%. **Root Cause:** Same personal was utilized for specific tasks.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary 2018-2019—

OUR CAMPUS STORY:

Our Campus Story:

During the year 2017 – 2018, we served 397 students. Our ethnic distribution was as follows: Hispanic 96.7%, White 2.8%, Asian 0.3%, and two or more races 0.3%. 84.4% of our student body was economically disadvantaged, 15.6% non-educationally disadvantaged, 40.8% English learners, and 67.3% at-risk. Further, 49 students were identified as having a disability and 34 students as having a high mobile rate. Our 2018 accountability rating was met standard, and we received distinction designations in the areas of academic achievement in science, top 25 percent: comparative academic growth, top 25 percent: comparative closing the gaps, and postsecondary readiness. STAAR performance rates by tested grade, subject, and performance levels are specified on the chart below:

	Reading			Math		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Grade 3	68%	34%	22%	68%	30%	15%
Grade 4	61%	42%	14%	91%	51%	19%
Grade 5	90%	56%	14%	98%	71%	37%

	Writing			Science		
	Approaches	Meets	Masters	Approaches	Meets	Masters
Grade 4	71%	43%	16%			
Grade 5				83%	54%	21%

Student reading performance in the lower grades is measured through ISTATON. The February, 2019 executive summary report shows the following student percentages in Tier 1-at grade level, Tier 2-in need of moderate interventions, and Tier 3-in need of intensive interventions.

	Tier 1	Tier 2	Tier 3
Pre-K	68%	12%	20%
Kindergarten	45%	20%	34%

	Tier 1	Tier 2	Tier 3
1 st Grade	46%	21%	33%
2 nd Grade	58%	25%	17%

Our campus will continue to focus on student achievement by aligning instruction across grade levels. A vertical alignment team will be created to design and implement processes for identifying essential knowledge and skills students must master at each grade level. Professional development opportunities will be offered to build teacher capacity and promote student learning. High yield practices and programs such as the writing academy, guided reading, and guided math will continue to be implemented in a systematic, comprehensive manner.

School Processes & Programs Strengths

- Growth in 5th Grade Reading, Math, and Science
- We have an RtI Process in place to assist struggling students, which includes at-risk aides and the at-risk teacher.
- PD for Writing from the Writing Academy
- Master Schedule is in place to ensure every student receives the attention they need and deserve.
- Faculty and staff have access to TEKS and YAG which is an opportunity to make the curriculum accessible to parents.
- Teachers are attending professional development, implementing strategies acquired from professional development and monitored by admin to provide the best education possible.
- Scheduled time for PLC and planning every week is provided to teachers in K thru 5th grade, so they can collaborate and learn from each other.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There has been lack of consistency in Bill Childress master schedule. Teachers lack the ability to appropriately organize and plan lessons. **Root Cause:** Time for planning as a whole to meet school goals

Problem Statement 2 (Prioritized): Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. **Root Cause:** Loss of instructional time due to interruptions. Students not reading at grade level.

Problem Statement 3: Bill Childress second 9 weeks attendance dropped compared to the first 9 weeks. **Root Cause:** Illness, religious reasons and not enough communication

between school & teacher and parents.

Perceptions

Perceptions Summary

Perceptions Summary 2019-2020--OUR CAMPUS STORY:

The campus has a strong Mother/Daughter Father/Son program with thirty members. The campus hosts Grandparents' Day, Veteran's Day, Thanksgiving Luncheon, an open house that occurred the week before the first day of school, coffee with the principal, donuts with the counselor, student performances, Parent Advisory Meetings (PAC) awards assemblies, and we recruit parents and community members to be voting members on the governing board. We currently have 37 parent volunteers that assist us faculty with different activities such as: gathering material for the teachers. The parent liaison will continue to host parent meetings throughout the school year, conduct home visits for families in need, and coordinate classes for parents. One of the initiatives for this year is to engage parents in order to promote daily attendance of students. All communications go out in two languages (Spanish and English): School messenger, flyers, monthly calendars, teacher contact with parents through phone, apps and letters, and administrative contact with parents. Volunteers are helping out in the morning with breakfast, as well as the office, the library, chaperoning field trips and the classrooms. The parent liaison was able to convince our volunteers that a Parent Teacher Organization (PTO) was needed and would benefit our students and our community. In 2018-2019, Bill Childress for the first time ever, now has a PTO!

As part of our committee outreach we have established a partnership with the 86th Expeditionary Signal Battalion from Ft. Bliss, UTEP, The Village of Vinton, the Center for Children of El Paso. We have several community organizations to serve our students such as The Cooper Institute, El Paso County Health, AMPED, NIKE day, El Paso County Sheriff's Office, Braden Aboud, Kids Excel, Santa Teresa Border Patrol, El Paso Tennis Association, El Paso Police Department, American Heart Association,

and Project Harmony, El Paso Lions Club of El Paso, Saint Mark's Methodist Church, West Community Church, Destiny Family Christian Center, Deanna Davenport Food Baskets, Anthony Police Department Foundation, Board of Canutillo ISD, Community Relations Board (FCI La Tuna), Abundant Faith Center, Operation School Bell, Knights of Columbus, Operation Noel. Our parent liaison has scheduled Parent University classes hosted by Aliviane. Nutrition classes are also provided to parents hosted by Texas ANM Agri Life Extensions.

The Gallup Student Poll Report was used to measure the engagement (the involvement in and enthusiasm for school), hope (the ideas and energy students have for the future), entrepreneurial aspiration (the talent and energy for building businesses that survive, thrive and employ others), and career/financial literacy (the information, attitudes and behaviors that students need to practice for healthy participation in the economy) of students in grades five through 12. The report reflected an increase on hope and entrepreneurial aspiration.

BCE continues to implement school wide PBIS effort with success. Students are recognized for academic and attendance achievements by faculty and staff through awards, incentives and celebrations.

The Organizational Health Individualized (OHI) Report was used to measure culture and climate for Bill Childress Elementary School. The May 2018 report reflected an increase on faculty/staff communication, staff morale, resource utilization and cohesiveness, but there was a shift in focus towards student achievement goals. May 2019 OHI report indicates there is still a need for a common goal.

College & Career awareness is promoted in our campus through various activities. Our students are exposed to STEM activities through the opportunity to participate in Robotics. Fieldtrips to various colleges, universities, and businesses are scheduled for the different grade levels in order to promote a vibrant College and Career awareness. Daily announcements were provided to our students during

Generation Texas Week with important information about the difference between attending college and not attending college. To close the year we host a Career Day and a Generation Texas Day.

Other activities throughout the year include Red Ribbon Week, Fire Prevention Week, P.S. It's My Body, Happy Bear!" Presentations, and No Place for Hate. During Red Ribbon Week our students participated in a drug prevention awareness program that educates youth and encourages participation in drug prevention activities. Mc Gruff visited our students during lunch, our students attended drug free presentations, daily announcements providing drug free information were delivered, and students received red ribbon incentives. During Fire Prevention Week students were given valuable information about staying safe during a fire. Pre-K and 1st grade students learned about reinforcing the three R's of safety: Recognize, Resist, and Report during It's My Body, Happy Bear! Presentations. Kindness was promoted during our No Place for Hate yearly activities.

Perceptions Strengths

- There is a multitude of mentoring programs available for our students.
- The ratio of adults to students is 6 to 1, which would allow for a very successful one-to-one mentoring program.
- There is a system in place for notifying parents of excessive absences.
- 40% of our teachers hold a master's degree and several of our teacher aides have bachelor's degrees making the quality of education better for our students.
- Administration meets with parents

Problem Statements Identifying Perceptions Needs

Problem Statement 1: BCE current attendance rate is 95.9%, which affects student achievement. **Root Cause:** Parents do not value education.

Problem Statement 2 (Prioritized): Procedures and communication needs to be in place to ensure organization and effectiveness. **Root Cause:** Lack of knowledge of procedure in different meetings.

Problem Statement 3 (Prioritized): How do teachers view the climate and culture of the district campuses. **Root Cause:** We are not currently surveyed throughout the year: beginning, middle, and end.

Priority Problem Statements

Problem Statement 1: Bilingual students performed lower in 2019 than 2018 in Reading.

Root Cause 1: Students enter the new year reading below grade level and with gaps in learning and understanding.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Students in 3rd and 4th grade fall below the District and State average on STAAR performance

Root Cause 2: Vertical alignment planning is not occurring.

Problem Statement 2 Areas: Demographics

Problem Statement 3: SPED Population is 75 students out of 437 students and over 10 pending assessments.

Root Cause 3: Our school has the only BIC, SLC 1, and SLC 2 units for elementary in the district.

Problem Statement 3 Areas: Demographics

Problem Statement 4: Lower grade students are not being serviced by the at-risk teacher.

Root Cause 4: School is putting emphasis on upper grade levels because of STAAR administration.

Problem Statement 4 Areas: Student Learning

Problem Statement 5: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing.

Root Cause 5: Loss of instructional time due to interruptions. Students not reading at grade level.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Procedures and communication needs to be in place to ensure organization and effectiveness.

Root Cause 6: Lack of knowledge of procedure in different meetings.

Problem Statement 6 Areas: Perceptions

Problem Statement 7: How do teachers view the climate and culture of the district campuses.

Root Cause 7: We are not currently surveyed throughout the year: beginning, middle, and end.

Problem Statement 7 Areas: Perceptions

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- STAAR End-of-Course current and longitudinal results, including all versions
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Employee Data

- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Goals

Revised/Approved: September 22, 2020

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting environment with facilities conducive to effective learning.

Performance Objective 1: Throughout 2020-2021, campus will continue to monitor the surveillance security system, alarm access control, emergency application, and Anonymous Alerts

Evaluation Data Sources: A list of priorities and inventory of possible Surveillance Security System

<p>Strategy 1: Utilize Anonymous Alert as a way to become aware of issues in our school and address them. Strategy's Expected Result/Impact: Safe learning environment for all. Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: AP will request for training on monitoring the surveillance security system, alarm access control, emergency application, and Anonymous Alerts.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting environment with facilities conducive to effective learning.

Performance Objective 2: Throughout 2020-2021 BCE will maintain a safe, and secure environment through daily routines, collaborating with maintenance and administration to ensure a positive learning environment for staff, students, and community.

Evaluation Data Sources: meetings/sign in sheets

<p>Strategy 1: Nurse will provide health assistance and information to students, staff, community to ensure the well being of campus. Strategy's Expected Result/Impact: Healthy community.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Check safety and maintain campus-- facilities, equipment, grounds and identify/repair and/or replace items/supplies/materials, etc. , needs for safety of campus. Strategy's Expected Result/Impact: Work orders. Timely manner. Staff Responsible for Monitoring: Custodian/Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 1: Canutillo Independent School District will optimize a functional, secure, safe and inviting environment with facilities conducive to effective learning.

Performance Objective 3: By May 2021, BCE will increase positive discipline strategies (PBIS) to foster a positive school climate and decrease the number of referrals by 3% during the 2020-21 school year.

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By Spring 2021, 3rd, 4th, and 5th grade students will increase their overall achievement scores from 65% approaches to 70%, 33% meets to 38%, and 15% masters to 20%.. This includes Special Education increase overall achievement scores in STAAR from 31% approaches to 35%, 9% meets to 15%, and 0% to 3% masters and ELL students in the Dual Language Program passing all STAAR assessments from 75% to 77%.

Overall Domains will increase as follows:

D1: Student Achievement from 75% to 78%

School Progress from 81 to 84%

D2A: Academic Growth from 59% to 70%

D2B - Relative Performance from 81 to 84

D3 - Closing the Gaps from 76 to 79

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR DATA

<p>Strategy 1: All English Language Learners (ELL's) will effectively use ELPS and Sheltered Instructions Strategies. Data will be reviewed and analyzed throughout the year to standards.</p> <p>Strategy's Expected Result/Impact: increase TELPAS proficiency levels and meet STAAR performance. Increased student achievement for ELL's and an increase in self esteem. increase performance and close the gap.</p> <p>Staff Responsible for Monitoring: Teachers, Instructional Coach, Administrative Team.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Provide interventions that are researched based strategies and supplemental materials across core content areas, to identified "at-risk " students by staff (At-Risk teacher, aides, regular teachers, and tutors) during the school day at the specified scheduled Eagle Time for each grade level and during after school tutoring.</p> <p>Strategy's Expected Result/Impact: Student improvement on benchmark tests, STAAR Ready Assessments, Iterim Assessments, etc.</p> <p>Staff Responsible for Monitoring: IC, Administration</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June

<p>Strategy 3: Purchase necessary materials and supplies to support core programs Lexia, Reading A to Z, Science A to Z, Thinking Maps, The Writing Academy strategies, interactive journals, etc. to meet the student goals and close learning gaps.</p> <p>Strategy's Expected Result/Impact: Increase student performance, close achievement gaps, students closer to reading at grade level as measured by Istation on a monthly basis.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 4: High-Quality Curriculum</p> <p>Problem Statements: Demographics 1, 2</p> <p>Funding Sources: mentoring minds - 185-State Compensatory Education - \$1,214.90, Nat'l Educational Sys-Resources for struggling studnet - 185-State Compensatory Education - \$638.27</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Purchase Teacher materials for small group instruction in Reading and Writing to support Readers and Writers Workshop.</p> <p>Strategy's Expected Result/Impact: Increase student performance, close achievement gaps, students closer to reading at grade level as measured by Istation on a monthly basis.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 2 - School Processes & Programs 2</p> <p>Funding Sources: Student Journals- writers workshop/reading - 185-State Compensatory Education - \$980, Reading /Writing materials for small group instr. - 185-State Compensatory Education - \$329.42</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: Bilingual students performed lower in 2019 than 2018 in Reading. Root Cause: Students enter the new year reading below grade level and with gaps in learning and understanding.</p> <p>Problem Statement 2: Students in 3rd and 4th grade fall below the District and State average on STAAR performance Root Cause: Vertical alignment planning is not occurring.</p>
School Processes & Programs
<p>Problem Statement 2: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. Root Cause: Loss of instructional time due to interruptions. Students not reading at grade level.</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 2: By Spring 2021, Bill Childress percentage of students reaching Mastery Level in STAAR, will increase in Reading from 14% to 17%, in Writing from 6% to 10%, in Science from 21% to 23%, and in Math from 20% to 23%.

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: STAAR DATA

<p>Strategy 1: To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.</p> <p>Strategy's Expected Result/Impact: During observations and walkthroughs, centers will be well stocked with activities, classrooms will display anchor charts, etc.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Assistant Principal.</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 2 - School Processes & Programs 2</p> <p>Funding Sources: Student Practice Rdg Books - 185-State Compensatory Education - \$11,850</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use software programs and strategies to support instruction, TEKS acquisition, and meet student goals. (Mentoring Minds, STEM -Scopes, Brain Pop, Reading A to Z, STAAR Master, Thinking Maps, The Writing Academy strategies, interactive journals, MyOn, Scholastic Leveled Readers, Accelerated Reader, etc.)</p> <p>Strategy's Expected Result/Impact: Increase student performance</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: School Processes & Programs 2</p> <p>Funding Sources: reading writing math curriculum ass. - 185-State Compensatory Education - \$4,400, brain pop - 185-State Compensatory Education - \$2,507.50, Master writing program- Forde-Ferrier span/Eng 4th - 185-State Compensatory Education - \$2,645, Stemsscopes science - 185-State Compensatory Education - \$1,953, reading A-Z 892=2250 - 185-State Compensatory Education - \$3,142</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Students in 3rd and 4th grade fall below the District and State average on STAAR performance Root Cause: Vertical alignment planning is not occurring.

School Processes & Programs

Problem Statement 2: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. **Root Cause:** Loss of instructional time due to interruptions. Students not reading at grade level.

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By Spring 2021, 85% of first and second-grade students will obtain the recommended fluency rate as indicated by the state. (1st 60-90 wpm, 2nd 80-120wpm)

HB3 Goal

Evaluation Data Sources: TPRI Reports, running records, I-station, teacher evaluations, teacher observations.

<p>Strategy 1: Assess students to determine their level and needs in grades PreK through 1st grade using Circle, TPRI, Tejas LEE, or other state approved assessment.</p> <p>Strategy's Expected Result/Impact: Fluency Rates, phonics, and comprehension will increase.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Use instructional strategies that are targeted and research base to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's, SPED, At Risk, economically disadvantaged, GT, etc.</p> <p>Strategy's Expected Result/Impact: Running records showing improvement.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p> <p>Funding Sources: Opal Booz reading materials - 185-State Compensatory Education - \$728.60</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: SPED Population is 75 students out of 437 students and over 10 pending assessments. Root Cause: Our school has the only BIC, SLC 1, and SLC 2 units for elementary in the district.</p>
Student Learning
<p>Problem Statement 1: Lower grade students are not being serviced by the at-risk teacher. Root Cause: School is putting emphasis on upper grade levels because of STAAR administration.</p>

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2021, All BCE teachers will attend targeted Professional Development to increase educators' pedagogy and their knowledge and expertise in integrating technology into the core content areas, Balanced Literacy, Mathematics, and Science for effective instruction. All BCE teachers will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs).

HB3 Goal

Evaluation Data Sources: PD Sign-in, Eduphoria certificates, Region 19 Click N Learn.

	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 1: Instructional personnel will be trained in their area of need to improve instruction, use assessments to monitor progress for all students, and help all students succeed.</p> <p>Strategy's Expected Result/Impact: Improvement in teacher effectiveness as documented by walkthroughs and classroom observations. Increase student performance in unit assessments, benchmarks, ready assessments, and overall performance in STAAR.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, and Instructional Coordinator</p> <p>Title I Schoolwide Elements: 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math, Improve low-performing schools</p> <p>Problem Statements: School Processes & Programs 2 - Perceptions 2</p>				
<p>Strategy 2: PLC's will have the opportunity to meet for extended collaboration through modified day planning and meet weekly to address student needs in all core content areas by analyzing current data, student work, shared strategies.</p> <p>Strategy's Expected Result/Impact: Unified grade level PLC with increased collaboration and learning for all students. Qualified and effective personnel will be developed and retained. Increase level of academic performance.</p> <p>Staff Responsible for Monitoring: Administration, Teachers, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Student Learning 1 - Perceptions 2</p>				
<p>Strategy 3: Collaborate during PLC's to conduct and analyze grade level assessments, students work samples and lesson targeting in all content area concepts and skills. Will continue to use all available district assessments such as but not limited to MSTAR and ESTAR screener for 2nd - 5th.</p> <p>Strategy's Expected Result/Impact: PLC agenda and minutes, student data, reports, work samples. Horizontal and vertical planning teams will be developed.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6 - TEA Priorities: Recruit, support, retain teachers and principals, Build a foundation of reading and math - Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 3 - Student Learning 1</p>				
<p> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 4 Problem Statements:

Demographics

Problem Statement 3: SPED Population is 75 students out of 437 students and over 10 pending assessments. **Root Cause:** Our school has the only BIC, SLC 1, and SLC 2 units for elementary in the district.

Student Learning

Problem Statement 1: Lower grade students are not being serviced by the at-risk teacher. **Root Cause:** School is putting emphasis on upper grade levels because of STAAR administration.

School Processes & Programs

Problem Statement 2: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. **Root Cause:** Loss of instructional time due to interruptions. Students not reading at grade level.

Perceptions

Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. **Root Cause:** Lack of knowledge of procedure in different meetings.

Goal 2: Increase Student Academic Achievement

Performance Objective 5: Throughout the 2020-2021 school year, 100% of BCE teachers and staff will have access to equipment necessary to effectively implement/integrate technology in a safe, and functional learning environment.

Evaluation Data Sources: Survey teachers to determine technology needs.

<p>Strategy 1: Use technology effectively to support learning and implementation of programs. Strategy's Expected Result/Impact: Increase student performance Staff Responsible for Monitoring: Teachers, IC, Admin Team Title I Schoolwide Elements: 2.4, 2.5, 2.6 Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Replace, purchase, fix, and refurbish equipment necessary for effective technology integration of day to day instruction and learning. Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 5 Problem Statements:

School Processes & Programs
<p>Problem Statement 2: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. Root Cause: Loss of instructional time due to interruptions. Students not reading at grade level.</p>

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 1: By June of 2021, BCE will provide professional development opportunities including Positive Behavior Interventions and Supports (PBIS) strategies, to support all classroom teachers focusing on building relationships and effective classroom management strategies through face to face or virtual instruction which includes a bully prevention framework.

Evaluation Data Sources: PBIS Tiered Fidelity Inventory assessment instrument/Evaluation

<p>Strategy 1: PBIS Behavior Expectations will be taught, practiced, and reviewed as they pertain to different settings within the school.</p> <p>Strategy's Expected Result/Impact: Everyone will be able to verbalize and follow the 3 expectations.</p> <p>Staff Responsible for Monitoring: Administration, Counselor, Teachers, Staff</p> <p>Title I Schoolwide Elements: 2.5</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: All students, faculty, and staff will have the opportunity to sign resolution respect and participate in at least 3 "No Place for Hate" activities</p> <p>Strategy's Expected Result/Impact: Reduce the bullying incidents at school and community.</p> <p>Staff Responsible for Monitoring: Assistant Principal, Counselor, Parent Liaison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Students, staff, and community will participate in a school wide PBIS Virtual Rally to create awareness about bullying and cyber-bullying (David's Law), and tie in our No Place for Hate celebration.</p> <p>Strategy's Expected Result/Impact: Students, parents and teachers aware of behavior expectations and a decrease in bullying incidents.</p> <p>Staff Responsible for Monitoring: Assistant Principal, PBIS team</p> <p>Title I Schoolwide Elements: 2.5</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

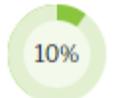
Performance Objective 1 Problem Statements:

Perceptions
<p>Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. Root Cause: Lack of knowledge of procedure in different meetings.</p>

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 2: By spring 2021, BCE will provide opportunities for Pre-K to 5th grade students to participate in field trips, programs and events supporting character, education, social skills development, behavior management, and promoting career awareness, fine arts, and community and environmental issues

Evaluation Data Sources: Calendar of Events and Flyers, Lesson Plans, Field trip documentation and funding.

<p>Strategy 1: Students in PK thru 5th grade will participate in extracurricular programs, field trips, Social Emotional Learning (SEL), and events supporting character education, social skills development and behavior management.</p> <p>Strategy's Expected Result/Impact: Students will behave appropriately in a variety of social settings.</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; Teacher</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p> <p>Problem Statements: Perceptions 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: The Mother/Daughter Father/Son program provides opportunities for students to participate in college readiness activities, community projects, and promote positive citizenship at school and the community.</p> <p>Strategy's Expected Result/Impact: Participation in orientation and career day at UTEP.</p> <p>Staff Responsible for Monitoring: Sponsors of Father/Son and Mother Daughter program</p> <p>Title I Schoolwide Elements: 2.5, 2.6, 3.2</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide guidance and counseling lessons and activities throughout the school year to include Character Counts, Safe Touch, Etiquette Program, Suicide Prevention, bullying and invite guest speakers to promote reading, literacy, career awareness, anti-bullying and cyber-bullying .</p> <p>Strategy's Expected Result/Impact: Awareness of appropriate behavior, self discipline, and the ability to make responsible choices</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Presentations by community agencies on drug free, appropriate and inappropriate touch, and fire safety to all our students</p> <p>Strategy's Expected Result/Impact: Students aware of dangers and make good choices. Safe, responsible, and secure students.</p> <p>Staff Responsible for Monitoring: Counselor, Parent Liaison, Border Patrol, West Valley Fire Department, Aliviane, and Advocacy Center for the Children of El Paso</p> <p>Title I Schoolwide Elements: 2.5, 2.6</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. **Root Cause:** Lack of knowledge of procedure in different meetings.

Problem Statement 3: How do teachers view the climate and culture of the district campuses. **Root Cause:** We are not currently surveyed throughout the year: beginning, middle, and end.

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 3: By Spring 2021, all students will explore and be exposed to college, career, and military pathways and post secondary opportunities through a variety of available resources.

<p>Strategy 1: College Week Celebration to include teachers adopting a college of their choice and having students research it and create a presentation. The week-long celebration may include dress-up days, lessons on "school path", including the choices they have for higher education. (colleges/military etc.).</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Schedule field trips (possible virtual field trips): CHS field trip - 5th grade students to visit in the Spring CTE classes; 5th grade students to EP Texas Tech medical school or UTEP; 4th grade students to UTEP or EPCC.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Career day</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: CTE lesson from CTE counselor to present to the 5th grade students.</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: Enhance Student Character & Drive Towards a Career/Profession that benefits the community with diverse career experiences from K-12.

Performance Objective 4: By June 2021, BCE will provide professional development opportunities on Suicide Prevention, implementing and supporting "trauma and inform care" to effectively support our students and teachers . Social Emotional Learning standards (SEL) strategies and other methods of approach will be incorporated throughout this process.

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

Performance Objective 1: By May 2021, BCE will increase parent participation to expand parent engagement opportunities through monthly parental classes and trainings linked to learning.

Evaluation Data Sources: Flyer, Sign -In, Calendar of events.

<p>Strategy 1: Parent Liaison will help parents and students in need of assistance through training, home visits, school supplies, information, uniforms, etc. Create partnerships with organizations that assist our students throughout year.</p> <p>Strategy's Expected Result/Impact: Help and assistance for our struggling parents. Parents will be attracted to the school and begin serving either as a volunteer or as a member of the PTO.</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Organize makers space and centers for Parent Literacy Nights. Specific grade level teachers will be engaging the parents in their "make and take" and "Building with a Purpose"</p> <p>Strategy's Expected Result/Impact: Parents will be empowered to help their children at home. Closed the Learning gaps. Increased literacy.</p> <p>Staff Responsible for Monitoring: Instructional Coach, Librarian, Parent liaison</p> <p>Title I Schoolwide Elements: 2.6, 3.2</p> <p>Problem Statements: Demographics 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

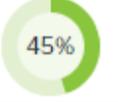
Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 2: Students in 3rd and 4th grade fall below the District and State average on STAAR performance Root Cause: Vertical alignment planning is not occurring.</p> <p>Problem Statement 3: SPED Population is 75 students out of 437 students and over 10 pending assessments. Root Cause: Our school has the only BIC, SLC 1, and SLC 2 units for elementary in the district.</p>
Perceptions
<p>Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. Root Cause: Lack of knowledge of procedure in different meetings.</p>

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

Performance Objective 2: By May 2021, Bill Childress will increase parent engagement and parent leadership through active participation in decision making (ie. Language Proficiency Assesment Committee (LPAC), Campus Improvement Committee (CIC), Parent advisory groups, Positive Behavior Interventions and support Committee

Evaluation Data Sources: Parent Liaison records of parent volunteers as approved by the district. Meetings addressing the initiation efforts of a PTO.

<p>Strategy 1: Offer a variety of opportunities for parents to participate, engage and be informed in their children education such as: data collection of parent participation and responses through surveys, teacher communication, grade level virtual meetings, schoolwide meetings, parent volunteers, and representation in various committees to identify campus needs such as participation in C CIC, Parent Engagement Policy and School- Parent Compact, PAC meetings, Coffee with the Principal, etc.</p> <p>Strategy's Expected Result/Impact: Increased parent participation at events with sign in sheets and survey responses.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Counselor, Classroom teachers</p> <p>Title I Schoolwide Elements: 2.5, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p> <p>Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Visit families in their homes, to support and inform parents of available services such as community closet, parent university, technology at school, etc.</p> <p>Strategy's Expected Result/Impact: Increase parent knowledge and engagement in the area of school policy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Parent Liaison, Counselor</p> <p>Title I Schoolwide Elements: 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Relate important campus information to our parents by placing the Campus Improvement Plan at various locations for parent and community viewing (online and printed copies available uponrequest) and by conducting a minimum of 2 meetings per semester for Parent Advisory Committee (PAC).</p> <p>Strategy's Expected Result/Impact: Increase understanding of school policy, grades, attendance, etc.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor, Parent Liaison</p> <p>Title I Schoolwide Elements: 3.1, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Perceptions

Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. **Root Cause:** Lack of knowledge of procedure in different meetings.

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

Performance Objective 3: By June 2021, BCE will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers.

Evaluation Data Sources: Parents will sign off on their children's reading goal. Children will tell or write what they want to be when they grow up.

<p>Strategy 1: Offer technology training sessions to empower parents to support their children academic needs. Strategy's Expected Result/Impact: Student engagement in the learning will increase. Staff Responsible for Monitoring: Parent Liaison, IC, Librarian, Administration Title I Schoolwide Elements: 3.2 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Level 2: Effective, Well-Supported Teachers Problem Statements: School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: School and community will build partnerships to assist students who are struggling by providing parent classes on use of strategies for academic content. Strategy's Expected Result/Impact: Increased parent participation at events with sign in sheets Staff Responsible for Monitoring: Principal, Instructional Coach, Assistant Principal, and Parent Liaison Title I Schoolwide Elements: 2.4, 2.6, 3.1, 3.2 Problem Statements: Demographics 2 - Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: At least 2 Parent Meetings (virtual if needed) with the counselor to explain to parents the pathways available in secondary schools including a Coffee with the Counselor - in the Fall or Spring with a presentation from the CTE Counselor to the parents . Strategy's Expected Result/Impact: Parents will urge their students to think of a pathway to consider for the future. Staff Responsible for Monitoring: Counselor, Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 4: Parents will participate in creating the Parent Engagement Policy and Student Parent Compact. Student Parent Compact will be distributed in the Fall 2020 in both languages (English and Spanish).</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics

Problem Statement 2: Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** Vertical alignment planning is not occurring.

Student Learning

Problem Statement 1: Lower grade students are not being serviced by the at-risk teacher. **Root Cause:** School is putting emphasis on upper grade levels because of STAAR administration.

School Processes & Programs

Problem Statement 2: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. **Root Cause:** Loss of instructional time due to interruptions. Students not reading at grade level.

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

Performance Objective 1: During 2020-2021 Bill Childress will collaborate and continue building Community Outreach Partnerships to include but not limited to UTEP as a partnership in education, Vinton Town Council, Food Banks, etc.

Evaluation Data Sources: Calendar of Community Events, flyers.

<p>Strategy 1: Principal will collaborate with Vinton Town personnel to organize such events. Strategy's Expected Result/Impact: To establish a positive rapport with our community. Staff Responsible for Monitoring: Principal</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 2: Bill Childress Elementary school personnel will support community projects by participating in a minimum of 2 events (such as the River clean-up, and the health fair) through student groups such as MD-FS, Student Council, and Safety Patrol. Strategy's Expected Result/Impact: Increase representation in the community Staff Responsible for Monitoring: Principal, Teachers, Title I Schoolwide Elements: 2.5, 2.6 Problem Statements: Perceptions 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 3: Bring in two new partners to deliver presentations to the community/students. Strategy's Expected Result/Impact: Increase the number of partners in education. Staff Responsible for Monitoring: Principal, Counselor, Parent Lianison</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
<p>Strategy 4: Parent liaison will help parents and students in need of assistance through community outreach organizations such as Abundant Living Faith Center, Food Pantry of El Paso, Town of Vinton Food Pantry, etc. Strategy's Expected Result/Impact: Students needs will be met through community efforts. Staff Responsible for Monitoring: Principal, Parent Liaison Title I Schoolwide Elements: 2.6, 3.2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 1 Problem Statements:

Perceptions

Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. **Root Cause:** Lack of knowledge of procedure in different meetings.

Problem Statement 3: How do teachers view the climate and culture of the district campuses. **Root Cause:** We are not currently surveyed throughout the year: beginning, middle, and end.

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

Performance Objective 2: By May 2021, BCE will meet 100% expenditures of State Compensatory funds to support "At Risk" students through various resources and technology to enhance learning, utilizing a variety of modalities measured through student growth, data points and program evaluation process. This will ensure 90% use of all federal budgets.

Evaluation Data Sources: Budget

<p>Strategy 1: Intervention/enrichment period, Eagle Time, scheduled during the school day, to provide interventions to struggling students and enrichment to all students in all content areas. Students in RtI 2 and 3 will receive small group and individual instruction by at risk teacher, at risk aides, tutors, teachers, and staff to help close the learning gaps.</p> <p>Strategy's Expected Result/Impact: Close the learning gaps, increase the number of students reading at grade level.</p> <p>Staff Responsible for Monitoring: IC monitors and coordinates</p> <p>Problem Statements: Student Learning 1</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Provide tutoring services for identified students who are 3 or more grades below grade level in order to close the learning gap; tutors, programs, supplies and materials will be provided to support all students including RtI, 504, SPED, GT, ELL in Reading, Writing, Math, and Science</p> <p>Strategy's Expected Result/Impact: Increased STAAR scores</p> <p>Staff Responsible for Monitoring: Principal, IC</p> <p>Title I Schoolwide Elements: 2.4, 2.5, 2.6</p> <p>Problem Statements: Student Learning 1 - School Processes & Programs 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Provide resources and opportunities for FUND RAISING Activities through various committees for students, staff and community incentives.</p> <p>Strategy's Expected Result/Impact: Finance Approval of Fund Raisers and indicated with purpose. Close with Recaps.</p> <p>Staff Responsible for Monitoring: Administration</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Lower grade students are not being serviced by the at-risk teacher. Root Cause: School is putting emphasis on upper grade levels because of STAAR administration.</p>

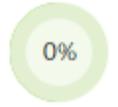
School Processes & Programs

Problem Statement 2: Overall, students had low performing scores on STAAR in the areas of Math, Reading, and Writing. **Root Cause:** Loss of instructional time due to interruptions. Students not reading at grade level.

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

Performance Objective 3: By May 2021, BCE will maintain campus website with current and relevant information for all internal and external CISD stakeholders and design a promotional campaign to highlight the campus educational programs and achievements.

Evaluation Data Sources: Campus Website, pamphlets, Twitter Posts, Facebook posts

<p>Strategy 1: Create an informational pamphlet to showcase programs, achievements, and campus highlights. Strategy's Expected Result/Impact: Showcase the pamphlet at local real estate companies. Staff Responsible for Monitoring: Administration TEA Priorities: Recruit, support, retain teachers and principals Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 2: Acknowledgement positive achievement of students and staff. Strategy's Expected Result/Impact: Positive culture. Staff Responsible for Monitoring: Administration, Counselor Problem Statements: Perceptions 2, 3</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
<p>Strategy 3: Offer more activities in the school, (Heroes Luncheon, Grandparents Celebration, Veteranas Day Celebratio, Parenting classes, etc.) as well asthe Winter Program and End of the Year Program and invite parents to attend events that will be offered in the morning and in the evening such Winter Gala Dance and Friendship Dance, Father-Daughter Mother-Son Dance. Strategy's Expected Result/Impact: Positive Culture and a sense of belonging and welcoming environment. Staff Responsible for Monitoring: Adminstration. Problem Statements: Perceptions 2</p>	Reviews			
	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Perceptions
<p>Problem Statement 2: Procedures and communication needs to be in place to ensure organization and effectiveness. Root Cause: Lack of knowledge of procedure in different meetings.</p>
<p>Problem Statement 3: How do teachers view the climate and culture of the district campuses. Root Cause: We are not currently surveyed throughout the year: beginning, middle, and end.</p>

State Compensatory

Budget for Bill Childress Elementary School

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.104.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,500.00
185.11.6117.05.104.30	6117 Career Ladder - Locally Defined	\$4,000.00
185.11.6118.35.104.30	6118 Extra Duty Stipend - Locally Defined	\$1,800.00
185.11.6119.35.104.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$64,714.00
185.11.6129.00.104.30	6129 Salaries or Wages for Support Personnel	\$40,857.00
185.11.6141.00.104.30	6141 Social Security/Medicare	\$589.00
185.11.6141.05.104.30	6141 Social Security/Medicare	\$60.00
185.11.6141.13.104.30	6141 Social Security/Medicare	\$35.00
185.11.6141.35.104.30	6141 Social Security/Medicare	\$964.00
185.11.6142.00.104.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.104.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.104.30	6143 Workers' Compensation	\$191.00
185.11.6143.05.104.30	6143 Workers' Compensation	\$2.00
185.11.6143.13.104.30	6143 Workers' Compensation	\$1.00
185.11.6143.35.104.30	6143 Workers' Compensation	\$313.00
185.11.6145.00.104.30	6145 Unemployment Compensation	\$37.00
185.11.6145.05.104.30	6145 Unemployment Compensation	\$5.00
185.11.6145.13.104.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.104.30	6145 Unemployment Compensation	\$61.00
185.11.6146.00.104.30	6146 Teacher Retirement/TRS Care	\$304.00
185.11.6146.05.104.30	6146 Teacher Retirement/TRS Care	\$282.00
185.11.6146.35.104.30	6146 Teacher Retirement/TRS Care	\$1,397.00
185.11.6149.00.104.30	6149 Employee Benefits	\$649.00
185.11.6149.05.104.30	6149 Employee Benefits	\$40.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6149.35.104.30	6149 Employee Benefits	\$873.00
6100 Subtotal:		\$142,138.00
6200 Professional and Contracted Services		
185.11.6299.00.104.30	6299 Miscellaneous Contracted Services	\$9,550.00
185.11.6299.97.104.30	6299 Miscellaneous Contracted Services	\$2,803.00
6200 Subtotal:		\$12,353.00
6300 Supplies and Services		
185.11.6329.00.104.30	6329 Reading Materials	\$750.00
185.11.6398.00.104.30	6398 Computer Supplies/Software - Locally Defined	\$2,808.00
185.11.6399.00.104.30	6399 General Supplies	\$17,555.00
6300 Subtotal:		\$21,113.00

Personnel for Bill Childress Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brenda Morales	At-Risk Teacher	Inteventions	1
Marsia Moyer	At-Risk Aide	Interventions	1
Olivia Chavira	At-Risk Aide	Interventions	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Bill Childress Elementary School in Canutillo ISD serves approximately 440 students Pre-K thru 5th and is located in Vinton, Texas. There is a two way dual language program (English and Spanish) in which two-thirds of the students participate. The campus has two half-day sections of Pre-Kindergarten. One section follows the Dual Language Model and the second section is taught in English. Bill Childress also serves more than twenty students in Special Education. There are two classrooms that serve students with Autism and we are home to the district Elementary Behavior Intervention Classroom, Our gifted and talented program currently serves 40 students.

The ethnic distribution in the campus is 99% Hispanic and 1% White; of these students, 86% are Economically Disadvantaged and 44% are learning English as their second language. At Bill Childress, 325 of the 440 students meet at least one of the criteria for at-risk of dropping out of school. The migrant program currently serves 13 students. Fortunately, there are federal, state, and district programs and funds that keep these students in school and over 90% will graduate. Given the current immigration climate, and despite the support they receive at school, some of our students are struggling with the threat of deportation and the fear of being separated from loved ones. This dynamic engenders insecurity which negatively impacts their learning.

The staff at Bill Childress Elementary are experienced and committed to students. There are 28.5 teachers of which 23.5 are Hispanic (Most are Bilingual) and 5 are White. Most of the teachers have taught more than five years. Almost a third of the instructors have more than twenty years' experience. Bill Childress Elementary School has an experienced staff with very little turnover.

STAAR Performance at "Approaching Grade Level" or above for 2017 were as follows:

- Reading 65%; SPED 10%; ELL 64%; Econ Disadv 100%
- 3rd-63% 4th-61% 5th-77%
- Math 71% ; SPED 27%; ELL 69% ; Econ Disadv 100%
- 3rd- 66% 4th- 62% 5th-90%
- Writing 56% ; SPED 0%; ELL 52%
- Science 74% ; SPED 11%; ELL 76%

STAAR Performance at "Masters Grade Level" for 2017 was as follows:

- Reading 16% : 3rd-22% 4th-15% 5th-13%
- Math 19%: 3rd-15% 4th-16% 5th-27%
- Writing 8%
- Science 25%

STAAR BCE earned one distinction for academic achievement in Science.

As part of our committee outreach we have established a partnership with 86 Battalion from Ft. Bliss, Center for Children of El Paso, and the Village of Vinton. We have several community organizations to serve our students such as the dental van, UNICEF, NIKE day, Braden Aboud, Kids Excel, Border Patrol, El Paso del Norte Foundation, and American Heart Association as guests for our students. Our parent liaison has scheduled Parent University classes hosted by Aliviane (Drug Trends).

The Organizational Health Individualized (OHI) Report was used to measure culture and climate for Bill Childress Elementary School. The May 2017 report reflected an increase on faculty/staff communication, staff morale, resource utilization and cohesiveness, but there was a shift in focus towards student achievement goals.

STRENGTHS:

- The Dual Language Program builds literacy in 2 languages.
- Our ability to retain teachers provides students with experienced educators.
- The students feel safe and secure when on campus.
- Diversity is accepted and respected and creates a safe learning environment.
- Open line of communication exists allowing for difficult conversations to take place and grow from the experience.
- A system is in place to implement the RTI Program in a timely effective manner.
- Intervention time is scheduled during the school day to ensure all students receive the help they need.
- Custodial and cafeteria staff are exceptional.
- Our school climate is safe and focused on learning.
- Student supervision is a priority for our campus.
- Customer service throughout the campus is positive.
- Routines and systems are in place to keep everyone safe.

PROBLEM STATEMENTS & ROOT CAUSES:

Problem Statement :Parent engagement is not present in policy and decision making in curriculum.

Root Cause :Parents have multiple responsibilities and work hours interfere with engagement.

Problem Statement :Student attendance rate is below 97%.

Root Cause :Parents do not understand or have little knowledge about the attendance laws and regulations.

Problem Statement : We do not have enough paraprofessionals to support the special education program and climbing enrollment.

Root Cause :Lack of funding. Not enough money to hire needed personnel.

Problem Statement: Low Writing scores.

Root Cause: Lacking a system for incorporating the rigor of writing concepts at ALL grades levels to meet the state expectations on the 4th grade assessment.

Problem Statement: Low Science scores.

Root Cause Lacking a system for incorporating the rigor of Science concepts at ALL grades levels to meet the state expectations on the 5th grade assessment.

Problem Statement: Low percentage of GT students reaching Masters level on state exams.

Root Cause: Not promoting to students the importance of achieving higher than the minimum passing score.

Problem Statement: Low Reading and Writing scores

Root Cause:Lack a system for incorporating the rigor of reading and writing concepts at ALL grades levels to meet STAAR expectations on the Writing assessment.

Problem Statement: Low Math scores in 3rd grade.

Root Cause: Students lack foundational and problem solving skills and there is reading in the math.

Problem Statement:Vertical alignment is ambiguous and unclear, and needs specificity. Vertical alignment between teachers is lacking.

Root Cause:Lack of time to meet vertically, Scheduling and lack of time interfere with vertical alignment.

Problem Statement:There is not enough personnel for special populations in the high priority units. We currently have 4 aides that are scheduled in the three units.

Root Cause:Using the point evaluation system by Special Department it was recommended that 2 aides be present at each of the SLC units and at least one aide be at the BIC unit (for a total of 5 aides).

Problem Statement:Playground equipment is torn, broken, old, unsafe. The school grounds are in need of repair.

Root Cause:The age of the school grounds is over 20 years, and repairs have not been made as needed grounds have not been maintained.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Will revise CIP on a quarterly basis and reviewing during flexible CIC meetings scheduled at various times.

The governing body is the Campus Improvement Committee (CIC). The CIC is comprised of two-thirds instructional staff, other professional educators, parents, and community members. It meets once each month to discuss academic achievement and school improvement. The focus on improving writing/reading for the entire campus. The members are looking at a vertical alignment through the use of various professional development such as the Writing Academy, Guided Reading, and Guided Math to ensure that writing occurs at every grade level and is embedded in the curriculum in a systematic manner.

We continuously provide professional development opportunities to teachers to ensure they are providing our students the highest level of instruction. Our teachers and staff love the students, the school, and the community as a whole. BCE is a campus that prides itself in recruiting and retaining high quality teachers. Bill Childress Elementary School has an experienced staff with very little turnover.

2.2: Regular monitoring and revision

Every CIC meeting contains an agenda item that requires the committee to review and revise the CIP as needed. Members of the CIC bring data, concerns, and issues that need to be addressed so that the campus can improve. When an issue is brought up, the CIP will be reviewed and the committee will identify the Goal and Objective that pertains to a specific issue. If there isn't an objective that address the issue and how it can be resolved, the CIC members may propose to add an objective so that the issue can be resolved. The committee votes and if the majority of the votes decree that a revision is necessary on the CIP, then the modification will be made. All members of the committee are involved and engaged in the discussion and decision making. All voices are heard.

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

CIP will be located in various places, in different formats, and at request of parent will be available in other language(s).

CIP can be accessed in the following ways/formats:

- Visit our website, <http://bce.canutillo-isd.org/> and under the tab "About Us", a link for the Campus Improvement Plan exists.
- Visit the campus and request a printed copy (74 pages) from the front office staff or from the campus Parent Liaison.
- Email Mr. Flores, parent liaison at fflores@canutillo-isd.org and request an electronic pdf file to be sent via email.
- The Spanish version of the Campus Improvement Plan is available upon request and will be available within 48 to 72 hours.

2.4: Opportunities for all children to meet State standards

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology Plan, which was developed by the committee. The plan includes replacement and upgrade of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

Teachers meet as a PLC every week to plan instruction, identify students in need of interventions, analyze data, and design the interventions that meet the needs of the students. They have identified students who mastered STAAR the previous year, and are continuously monitoring performance in Unit Assessments, weekly assessments, and daily performance to ensure "No one goes backwards".

Our migrant tutor and migrant program tracks the migrant students and provide us with a monitoring list on a quarterly basis to ensure that students who are failing are receiving interventions and services to help them improve and help them succeed.

Response to Intervention is afforded to every student three times per week during the school day during "Eagle Time." Enrichment time is offered to every student on Fantastic Fridays allowing students (regardless of gaps) to enjoy hands-on STEM activities, music, art, or literature. A schedule has been developed to ensure Eagle Time and Enrichment time for every student at BCE.

2.5: Increased learning time and well-rounded education

Bill Childress Elementary believes that all children should participate in healthy activities and the arts. Children have one hour of PE/recess four out of five days, and at least 45 minutes of music every week. Children are not pulled out of music and PE for academic remediation.

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology Plan, which was developed by the committee. The plan includes replacement and upgrade of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

Several programs are offered to our students for enrichment such as the Mother/Daughter - Father/Son program, library and counseling enrichment classes, Book Fair each semester, Safety Patrol and Kids Excel for our 4th grade students, Student Council for our 5th grade students, Robotics for 4th thru 5th grade, Science Fair, Spelling Bee (in both English and Spanish), UIL Competition, Braden Aboud, UNICEF bracelets, Nike Days once a month after school, and Wellness Program for all our staff who wish to join. Students in 4th thru 5th grade participate in the Robotics competition at district level.

In order to promote vibrant college awareness, our students participate in the daily announcements and recite "My path to college begins at BCE..." which provides students the opportunity to select a university of their choice to attend. Our students are exposed to STEM activities through the opportunity to participate in Robotics. Fieldtrips to various colleges, universities, and businesses are scheduled for the different grade levels in order to promote a vibrant College and Career awareness. To close the year we host a College and Career Day.

Other activities throughout the year include Red Ribbon Week to promote being and staying drug free, Cyberbullying sessions to prevent bullying, No Place for Hate Activities throughout the year to promote kindness, Character Counts, and Generation Texas.

BCE continues to implement school wide PBIS effort with success. Students are recognized for academic and attendance achievements by faculty and staff through awards, incentives and celebrations.

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

All classrooms have at least 4 computers, and a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. The campus has three computer labs that are used daily. Every student is in one of three computer labs at least twice each week. Typical uses of the labs are for assessments or computer aided instruction (CAI) in reading and mathematics. There are several software programs that are used consistently by teachers such as Lexia, I-station, Reading A to Z, Renaissance learning, STEM Scopes, and others. We currently have a technology committee and a 5 year Technology Plan, which was developed by the committee. The plan includes replacement and upgrade

of equipment to ensure that our students are provided with the opportunity to have access to the latest technological equipment and software to assist in the acquisition of skills in the core content areas: ELA/SLA/reading, math, science, and social studies.

Teachers meet as a PLC every week to plan instruction, identify students in need of interventions, analyze data, and design the interventions that meet the needs of the students. They have identified students who mastered STAAR the previous year, and are continuously monitoring performance in Unit Assessments, weekly assessments, and daily performance to ensure "No one goes backwards".

Our migrant tutor and migrant program tracks the migrant students and provide us with a monitoring list on a quarterly basis to ensure that students who are failing are receiving interventions and services to help them improve and help them succeed.

Response to Intervention is afforded to every student three times per week during the school day during "Eagle Time." Enrichment time is offered to every student on Fantastic Fridays allowing students (regardless of gaps) to enjoy hands-on STEM activities, music, art, or literature. A schedule has been developed to ensure Eagle Time and Enrichment time for every student at BCE.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Parent Advisory Council (PAC) meetings are held on a monthly basis as Coffee with the Principal. The first meeting is held in late August early September and the main purpose is to distribute the Title 1 Funding information as well as present the various programs available to help students succeed. During the PAC meetings the Family Engagement Policy is presented, reviewed, and revised as needed with the input from the parents and community members. It is also during the PAC meetings that the School-Parent Compact is developed with the assistance of parents and community members. Both of these documents are created in English and Spanish and will be made available through the school website (electronically). The School-Parent Compact is discussed and distributed during our first Parent-Teacher Conferences.

A copy of these documents can be accessed in the following ways and formats:

- Visit our website, <http://bce.canutillo-isd.org/> and under "Announcements", there is a link "School Parent Compact" and another link "Family Engagement Policy". Both of these documents can be found in English and Spanish.
- Visit the campus and request a printed copy from the front office staff or from the campus Parent Liaison
- Email Mr. Flores, parent liaison at fflores@canutillo-isd.org and request an electronic pdf file to be sent via email.
- The Spanish version of the Campus Improvement Plan is available upon request and will be available within 48 to 72 hours.

3.2: Offer flexible number of parent involvement meetings

Parent Advisory Council meetings occur monthly through our "Coffee with the Principal". These meetings are offered in the morning and in the evening to ensure that parents who work have the opportunity to attend. The meetings are bilingual (Spanish and English) to ensure that all parents understand the information being disseminated.

The campus has a strong Mother/Daughter Father/Son program with more than thirty members. BCE hosts Grandparents' Day, Veterans' Day, Thanksgiving Luncheon, Winter Program, Lockdown Procedures, Informational meetings to explain the Dual language Program, Parent Teacher Conferences, an open house that occurred the week before the first day of school, student performances, awards assemblies, and we recruit parents and community members to be voting members on the governing board. The parent liaison has recruited parent volunteers, bringing our total parent volunteers to 45 members. The parent liaison will continue to host parent meetings throughout the school year, conduct home visits for families in need, and coordinate classes for parents. The classes for parents include: parenting classes by Aliviane, disciplining your child, the Sleep Center, nutrition classes, social-emotional health and well being of your child. Our parent Liaison is in the process of coordinating technology sessions for parents which will include surfing the web and searching for information to help their children.

One of the initiatives for this year is to engage parents in order to promote daily attendance of students.

All communications go out in two languages (Spanish and English): School messenger, flyers, monthly calendars, teacher contact with parents through phone, apps and letters, and administrative contact with parents.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Gonzalez	Instructional Coach	Instructional Support	1
Frederick Flores	Parent Liaison	Parent Engagement	1