

# Canutillo Independent School District

## Canutillo Elementary School

### 2020-2021 Campus Improvement Plan



# **Mission Statement**

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

## **Vision**

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

## **Core Beliefs**

**Culture of Excellence**

**Student Centered**

**High Expectations**

**Accountability**

**Transparency**

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# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

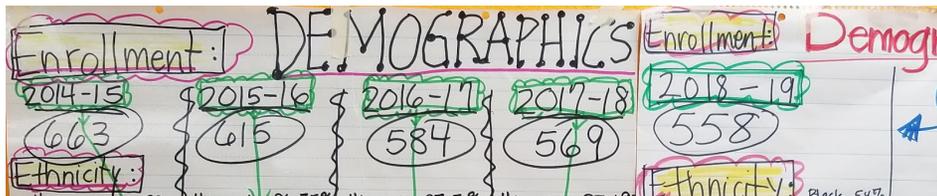
#### 2016-2017

Enrollment: 582  
 At-Risk: 74%  
 Economically Disadvantaged: 86.6%  
 ELL: 52.1%  
 Mobility rate: 9.4%  
 Hispanic/latino: 97.7%  
 Migrant: 3.6%  
 SPED: 10%  
 Attendance: 96.58%

#### 2015-2016

Professional staff: 50  
 Teachers by ethnicity: Hispanic/82%, White/15.4%  
 Teachers/Degrees: Bachelors/71.9%, Masters/28.3%  
 Teachers/ Experience: Begin/7.3%, 1-5 years/15.4%,  
 6-10 years/12.9%,11-20 years/30.9%, over 20 years/ 33.5%  
 Number of students per Teacher: 15.8  
 Average years experience by Teacher: 15.4 years  
 Average Salaries/ Teachers: \$52,199  
 Enrollment: 613  
 At-Risk:  
 Econimiacly disadvantaged: 87.4%  
 ELL: 51.5%  
 SPED: 9.6%  
 Mobility: 11.8%

2019



	Hispanic 98.19% White 1.81%	Hispanic 96.75% White 2.44%	Hispanic 97.72% White 1.54%	Hispanic 97.17% White 2.11%	Hispanic 95.19% White 3.79%
Economically Disadvantage	88.39% 586 students	ED: 87.32% 537 students	ED: 86.47% 505 students	ED: 82.07% 467 students	81.99% 457 students
Gender	300 Female 363 Male	293 Female 322 Male	292 Female 292 Male	268 Female 301 Male	281 Female 50.39% 277 male 44.67% 570 students 48.39%
ELL	336 students 50.7%	316 students 51.5%	302 students 52.1%	296 students 52.1%	281 Female 50.39% 277 male 44.67% 570 students 48.39%
At Risk	526 students 74.3%	451 students 73.33%	433 students 74.14%	404 students 71.00%	390 students 70%
Mobility	93 students 16.2%	67 students 11.8%	47 9.4%	47 9.4%	59 students 10.7%
Bilingual	385 students 58.7%	345 students 56.1%	309 students 52.91%	289 students 50.79%	286 students 51.29%
ESD	2 students .30%	8 students 1.30%	12 students 2.05%	10 students 1.76%	10 students 1.7%
LEP	336 students 50.68%	318 students 51.71%	303 students 51.88%	275 students 48.23%	270 students 48.39%
Migrant	27 students 4.07%	26 students 4.23%	21 students 3.60%	16 students 2.81%	13 students 2.34%
SPE	61 students 9.20%	60 students 9.74%	59 students 10.10%	55 students 9.47%	51 students 9.17%
GT	44 students 6.64%	35 students 5.67%	34 students 5.82%	48 students 8.44%	56 students 10.09%
Teacher Student Ratio	15.8 students per teacher	15.8 students per teacher	15.07 students per teacher	15.08 students per teacher	10 students / 1 per teacher 10.7

## 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.

2019

Dual Language provides good English role models for English Language Learners.

- CES has a large group of parent volunteers and more parent participation.
- Diversity is welcomed at CES.
- Students are exposed to more diverse careers through field trips, career day, and EPCC partnership..
- CES teachers are the heart of the campus.
- Students state that we have lots of people that help kids.

### **Problem Statements Identifying Demographics Needs**

**Problem Statement 1 (Prioritized):** In the 2019 report card it shows 70% of our student population was At Risk with only two academic tutors providing services. **Root Cause:** For the 2018-2019 school year, our campus lost distinctions and it lowered our campus grade.

**Problem Statement 2 (Prioritized):** Our students with discipline and behavior issues need consistent coping skills and counseling intervention sessions. **Root Cause:** Due to an increase in incident reports.

**Problem Statement 3 (Prioritized):** Lack of orientation for new students and their parents enrolled at CES for our school expectations and programs. **Root Cause:** Increase in transfers. Campus need for parental support and involvement.

# Student Learning

## Student Learning Summary

### STAAR 2016

All subjects: 79%    Index 1: 79  
 Reading: 78%    Index 2: 43  
 Math: 80%    Index 3: 45  
 Writing: 78%    Index 4: 36

### STAAR 2017

All subjects: 79%    Index 1: 79  
 Reading: 79%    Index 2: 37  
 Math: 83%    Index 3: 47  
 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

STAAR 3<sup>rd</sup>-5<sup>th</sup>

	2018	2017	2016
All subjects	84%	79%	79%
Reading	84%	79%	78%
Math	91%	83%	80%
Writing	75%	72%	78%
Science	73%	75%	76%
Attendance	96.9%	96.5%	96.8%

	2018	(total 582 students) 2017	(total 613 students) 2016	(total 663 students) 2015
all 554 students	7%			
504	39			
GT	8%	6%	6%	7%
	43	34	35	44
	70%	74%	73%	79%
H-Risk	389	433	451	526
SPED/special	9%	59	60	61
Economically	51	10%	10%	9%
Disadvantaged	82%	505	537	537
	453	87%	87%	88%
migrant	2%	21	4%	27
	13	4%	4%	4%
homeless	10	3%	1%	3%
	10	16	8	17

K-2<sup>nd</sup> grade Reading Lvl (DRA)

as of Jan:	NR	1-3	4-8	10-18	20-28	↑
Kinder		12	61	2		
1 <sup>st</sup> grade		1	4	27	35	17
2 <sup>nd</sup> grade		0	2	7	18	28
						15

## Student Learning 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.
- 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.

2019

- At Risk Teachers (reading interventionist) are a strength to CES because of the volume of students they service.
- Academic Tutors are a strength because they provide interventions to students specific needs at a scheduled time.
- CES has high behavior expectations and we see results. Minimal behavior referrals.
- Students look at data to measure their progress. New initiative through Leader in Me is that students have data binders.
- Unit assessments on EDuphoria and data it provides to measure student growth.
- The assistance from Ms. Zimmerman and Ms. Spanlloni from C & I is a strength.

### **Problem Statements Identifying Student Learning Needs**

**Problem Statement 1 (Prioritized):** Need of supplemental resources to include tutors and technology programs in English and Spanish. **Root Cause:** 279 out of 561 students are EL (50% of school population) and 70% At-Risk population.

**Problem Statement 2:** Need of a Sped Bilingual Paraprofessional **Root Cause:** 33% of the Sped population are EL students.

**Problem Statement 3:** Need of Math academic tutor **Root Cause:** STAAR Math scores decreased from 91% to 85%.

# School Processes & Programs

## School Processes & Programs Summary

### Curriculum:

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

### Techonolgy:

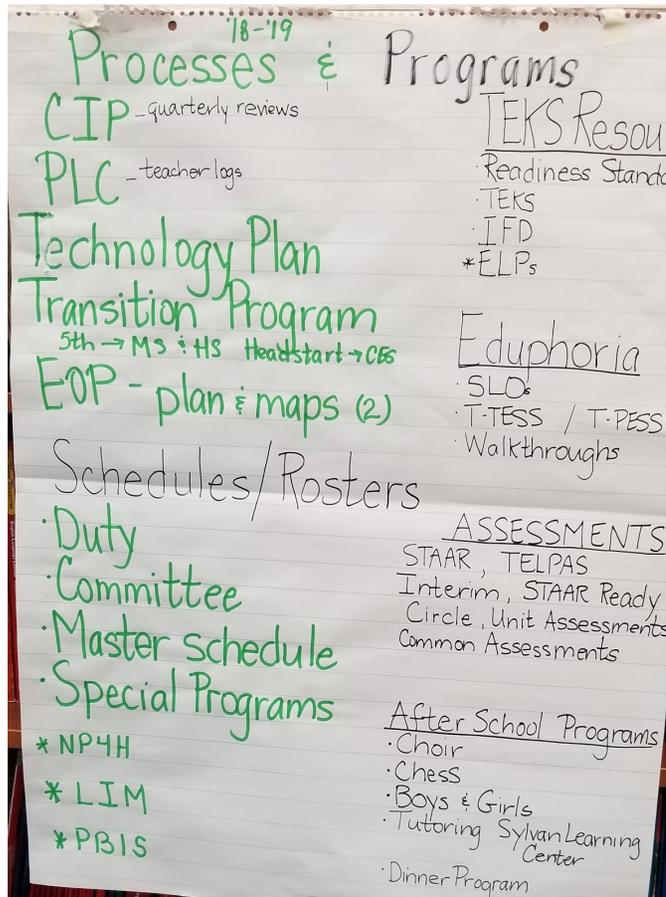
- Computer Labs (3)
- Mounted projectors
- WiFi
- Librarian/ Media Specialist
- STEMSCOPEs
- BrainPOP

### 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.

2019

- Sylvan Learning Center provides our students with scholarships for tutoring in Reading and Math.
- Campus Improvement Plan is available and visible to all.
- PLC collaboration is a plus.
- EDuphoria and TEKS Resource provide good data for teachers to view and monitor instruction.
- Leader in Me is implementation.
- Strong Committees that plan Parent Power Nights to integrate district initiatives.
- Parent volunteer program has improved school pride.
- Marathon Kids and Kids Excel are excellent programs for character building.
- CES has an updated Technology Plan.

#### **Problem Statements Identifying School Processes & Programs Needs**

**Problem Statement 1 (Prioritized):** Additional academic tutors are needed to help service for Tier 2 interventions. **Root Cause:** Due to the increasing number of RTI Tier 2 identified students.

**Problem Statement 2 (Prioritized):** Update technology for state and district assessments as well for student use of educational programs through PD . **Root Cause:** Outdated technology Limited supplies to accommodate all students

# 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

2019

**ES Partnerships (Community & Agencies)**

- El Paso Hopes • Leader in Me ✓
- La Tuna Federal Prison • National Assoc. School Nurs
- Jestiny Family Christian Church • WVFD ✓
- Knights of Columbus • Happy Bear ✓
- Westside Community Church
- Kids Ex Cel ✓
- Harvest Christian Church
- First Baptist Church
- PCC ✓
- El Paso Children's Center
- STAR Counseling Program ✓
- Boys & Girls Club ✓
- Paso Del Norte

**Benchmarks of Quality Subscale (PBIS)**

	04/2016	05/2017	06/2019
PBIS Team	67%	↑ 100%	= 100%
Faculty Commitment	50%	↓ 0%	↑ 100%
Discipline Procedures	64%	↑ 100%	↓ 91%
Data Analysis	50%	↑ 100%	↓ 63%
Expectations Developed	73%	↑ 100%	= 100%
Reward Program	44%	↑ 81%	↑ 88%
Lesson Plans	56%	↑ 67%	= 67%
Implementation on Plan	46%	↓ 31%	↑ 46%
Classroom Plan	50%	↑ 79%	↑ 86%
Evaluation	38%	↑ 62%	↑ 77%

**Communication Modes**

- Notes - Eng/Span
- Messenger
- Class DoJo/Remind/Google
- Phone Calls
- Meetings
- Home Visits
- E-mail
- Agendas/Calendar
- Report Cards
- Progress Reports
- Parent Portal
- Webpage

**ES Student Activities**

- Boys & Girls Club ✓
- Robotics ✓
- Chess Club ✓
- Student Council ✓
- U.I.L. ✓
- Kids Ex Cel ✓
- Christmas Program participation ✓
- Choir
- Band
- Marathon Kids ✓
- NPFH Coalition ✓
- Homecoming Parade ✓
- Morning Announcements ✓
- Multi-cultural Club ✓
- CES Habits Painting Team ✓
- Fieldtrips ✓
- Red Ribbon/Bully Free Week ✓
- Friendship Week ✓
- Science Fair ✓
- Spelling Bee ✓
- AR Reading Club ✓
- Generation TX ✓
- Career Day ✓
- W.I.N.N. ✓
- CATCH ✓

**Discipline Incidents Reported to TEAMS**

- 1<sup>st</sup> 9 Weeks - 6 (3 students)
- 2<sup>nd</sup> 9 Weeks - 3 (2 students)
- 3<sup>rd</sup> 9 Weeks - 0 (as of now)
- Bullying Incidents - 0

**Organizational Health Data (OHI)**

9 dimensions at **INTERDEPENDENT**

- The three highest scores - 86% (Optimal Power Equalization)
- 82% (Morale)
- 81% (Cohesiveness)
- The three lowest scores - 68% (Problem Solving Adequacy)
- 68% (Adaptation)
- 61% (Autonomy)

The **AUTONOMY** rating puts us at an **INDEPENDENT** level in that category

**Comparison of OHI** 2017 2019

Veterans Day	45	Goal Focus	57	75	↑
Math Power Night	31	Communication Adequacy	33	80	↓
Reading Leadership Night		Optimal Power Equalization	69	86	↑
Thanksgiving Lunch	464	Resource Utilization	55	74	=
Kids ExCel Program	90	Cohesiveness	81	81	=
Christmas Program	360	Morale	63	82	↑
<b>Student Incentives</b>		Innovativeness	65	73	↑
<b>Attendance</b>		Autonomy	52	61	↓
• Eagle #1	• Bike Drawing	Adaptation	74	68	↑
• Eagle # Carnival - Winter	• Ice Cream	Problem Solving Adequacy	74	68	↓
• Eagle # Carnival - Spring	• Trophy/Plaque - EOY	Avg.	60	65	
• Popcorn Party	• Ribbons				
• Pizza Party	• Free Dress				
<b>Behavior</b>					
• Golden Egg Winners					
• Classroom Incentives					
• Green Habits Tickets					
• Good note home					
• Citizenship Award - EOY					
• Eagle Award - EOY					

## 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.

2019

- CES has a low turnover rate from staff, teachers do not leave unless they retire or move..
- Administration support for interdependence.
- Strength in demographic changes- parent involvement has increased.
- CES had the highest attendance rate for the 2017-18 school year. Students like attending school.
- The implementation of Leader in Me.
- CES provides a nurturing environment.

- Languages of home are respected by having English and Spanish heard throughout.
- Students enjoy after school programs such as BOys and GIrls Club and Chess Club.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** Our students need to be showcased in the area of Fine Arts. **Root Cause:** Lack of resources such as instruments, instructional materials and stipends for instruction.

**Problem Statement 2 (Prioritized):** Teachers and parents need training to provide support in the area of behavior in early childhood grades. **Root Cause:** An increasing trend of young students coming in with a lack of social skills.

# Priority Problem Statements

**Problem Statement 1:** Need of supplemental resources to include tutors and technology programs in English and Spanish.

**Root Cause 1:** 279 out of 561 students are EL (50% of school population) and 70% At-Risk population.

**Problem Statement 1 Areas:** Student Learning

**Problem Statement 2:** Update technology for state and district assessments as well for student use of educational programs through PD .

**Root Cause 2:** Outdated technology Limited supplies to accommodate all students

**Problem Statement 2 Areas:** School Processes & Programs

**Problem Statement 3:** Additional academic tutors are needed to help service for Tier 2 interventions.

**Root Cause 3:** Due to the increasing number of RTI Tier 2 identified students.

**Problem Statement 3 Areas:** School Processes & Programs

**Problem Statement 4:** Teachers and parents need training to provide support in the area of behavior in early childhood grades.

**Root Cause 4:** An increasing trend of young students coming in with a lack of social skills.

**Problem Statement 4 Areas:** Perceptions

**Problem Statement 5:** In the 2019 report card it shows 70% of our student population was At Risk with only two academic tutors providing services.

**Root Cause 5:** For the 2018-2019 school year, our campus lost distinctions and it lowered our campus grade.

**Problem Statement 5 Areas:** Demographics

**Problem Statement 6:** Our students with discipline and behavior issues need consistent coping skills and counseling intervention sessions.

**Root Cause 6:** Due to an increase in incident reports.

**Problem Statement 6 Areas:** Demographics

**Problem Statement 7:** Lack of orientation for new students and their parents enrolled at CES for our school expectations and programs.

**Root Cause 7:** Increase in transfers. Campus need for parental support and involvement.

**Problem Statement 7 Areas:** Demographics

# Comprehensive Needs Assessment Data Documentation

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

## **Accountability Data**

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

## **Student Data: Assessments**

- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## **Student Data: Student Groups**

- STEM/STEAM data
- Dyslexia Data

## **Employee Data**

- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

# Goals

Revised/Approved: September 22, 2020

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

**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 2020-21 school year.

**Evaluation Data Sources:** Quarterly monthly discipline reports.

<b>Strategy 1:</b> Celebrate drug and bully free week during the month of October 2020. <b>Strategy's Expected Result/Impact:</b> Increase student awareness. <b>Staff Responsible for Monitoring:</b> Counselor and Administration <b>Title I Schoolwide Elements:</b> 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 2:</b> Create an awareness of bully prevention through a campaign called "Friendship Week" in February 2021. <b>Strategy's Expected Result/Impact:</b> Increase student awareness. <b>Staff Responsible for Monitoring:</b> Counselor and Administration <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<b>Strategy 3:</b> Continue with NPFH activities, student coalition, and student council to actively participate in different duties that help promote anti-bullying safety and leadership. <b>Strategy's Expected Result/Impact:</b> Increase student awareness. <b>Staff Responsible for Monitoring:</b> Counselor and Administration <b>Title I Schoolwide Elements:</b> 2.5, 2.6	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** By June 2021, all 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 three of the five year grant implementation.

**Evaluation Data Sources:** Implementation documented in lesson plans.

<p><b>Strategy 1:</b> Students will set individual goals (WIGs) per content area and track them using their data notebooks.</p> <p><b>Strategy's Expected Result/Impact:</b> Self tracking Student Progress Student achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Leader in Me time has been scheduled daily to promote the 7 Habits to develop active leaders.</p> <p><b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 3:** 100% of CES teachers and staff will implement technology in a safe and functional learning environment effectively throughout the 2020-21 school year.

<p><b>Strategy 1:</b> Conduct a needs assessment for students in the area of technology. Offer staff development to integrated technology across the curriculum to assist all students that are struggling and that are at risk of falling behind.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Progress Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5 - <b>TEA Priorities:</b> Recruit, support, retain teachers and principals - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1 - School Processes &amp; Programs 2</p> <p><b>Funding Sources:</b> Target items for programs-increase focus - 211-Title I-Part A - \$1,355.74, Target items for programs-increase focus - 185-State Compensatory Education - \$2,583.58</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide resources and technology for student use such as Brain Pop, Tumble Books, True Flix, and Book Flix.</p> <p><b>Strategy's Expected Result/Impact:</b> Resources and accessibility for students.</p> <p><b>Staff Responsible for Monitoring:</b> Librarian and Library Aide Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress               Accomplished               Continue/Modify               Discontinue				

**Performance Objective 3 Problem Statements:**

<b>Student Learning</b>
<b>Problem Statement 1:</b> Need of supplemental resources to include tutors and technology programs in English and Spanish. <b>Root Cause:</b> 279 out of 561 students are EL (50% of school population) and 70% At-Risk population.
<b>School Processes &amp; Programs</b>
<b>Problem Statement 2:</b> Update technology for state and district assessments as well for student use of educational programs through PD . <b>Root Cause:</b> Outdated technology Limited supplies to accommodate all students

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 1:** Canutillo Elementary will increase it's overall rating by 2% on State Performance: Domain 1 (Student Achievement), Domain 2 (School Progress), and in Domain 3 (Closing the Gaps) by the end of the 2020-21 school year.

**Evaluation Data Sources:** TAPR Report  
STAAR Data  
School Report Card

<p><b>Strategy 1:</b> Provide ongoing purposeful professional development training for teachers in Reading, Math, Writing, Science, and SLOs for all grade levels to provide quality instruction, high expectations, and instructional support for all students.</p> <p><b>Strategy's Expected Result/Impact:</b> Enhance student instruction and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Provide in-school tutoring and inclusion that differentiates and provides early and effective assistance for all students through the RTI process. Implement WINN (What I Need Now). Academic Tutors will go into the classrooms during WINN time.</p> <p><b>Strategy's Expected Result/Impact:</b> Early intervention, student progress, and student achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration and Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Instructional Coach Administrators</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                 Accomplished                 Continue/Modify                 Discontinue				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 2:** Canutillo Elementary will increase overall student achievement scores in Reading by 2% in meets and masters progress as reflected in the STAAR scores provided by the state at the end of the 2020-21 school year.

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report  
STAAR Data  
School Report Card

<p><b>Strategy 1:</b> Provide materials and supplementary resources such as journals, workbooks, lined paper, and other resources necessary to provide Balanced Literacy.</p> <p><b>Strategy's Expected Result/Impact:</b> Reading at grade level. Monitor student progress through running records.</p> <p><b>Staff Responsible for Monitoring:</b> Administrators Instructional Coach</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> mentoring minds - 185-State Compensatory Education - \$9,750, OPAL- SUPPLEMENTAL BOOKS - 185-State Compensatory Education - \$1,300, Accelerated Learning Stemscores - 185-State Compensatory Education - \$2,588.25, Brain pop - 185-State Compensatory Education - \$2,950</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> ) 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress through interventions. Student Achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> 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 Wonders &amp; Scholastic leveled readers as supplementals.</p> <p><b>Strategy's Expected Result/Impact:</b> Student progress through interventions. Student Achievement.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6 - <b>TEA Priorities:</b> Build a foundation of reading and math - <b>ESF Levers:</b> Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p><b>Problem Statements:</b> Student Learning 1</p> <p><b>Funding Sources:</b> COMPUTER SUPPORT-HEADPHONES - 211-Title I-Part A - \$1,355.07, RAZ A-Z learning - 185-State Compensatory Education - \$2,545.43</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

**Performance Objective 2 Problem Statements:**

**Student Learning**

**Problem Statement 1:** Need of supplemental resources to include tutors and technology programs in English and Spanish. **Root Cause:** 279 out of 561 students are EL (50% of school population) and 70% At-Risk population.

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 3:** Canutillo Elementary will meet overall student achievement scores in Math from by 2% in meets and masters progress as reflected in the STAAR scores provided by state at the end of the 2020-21 school year.

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report  
 STAAR Data  
 School Report Card

<p><b>Strategy 1:</b> Provide materials and supplementary resources such as Mentoring Minds and STAAR Ready workbooks to increase student success.</p> <p><b>Strategy's Expected Result/Impact:</b> Provide materials and supplementary resources such as Mentoring Minds and STAAR Ready workbooks to increase student success.</p> <p><b>Staff Responsible for Monitoring:</b> Instructional Coach and Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 4:** Canutillo Elementary will increase overall student achievement scores in Writing by 2% in meets and masters progress as reflected in the 4th Grade STAAR scores provided by the state at the end of the 2020-21 school year.

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report

STAAR Data

School Report Card

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 5:** Canutillo Elementary School will increase overall student achievement scores in Science by 2% in meet progress and masters progress as reflected in the 5th Grade STAAR scores provided by the state at the end of 2020-21 school year.

**HB3 Goal**

**Evaluation Data Sources:** TAPR Report  
STAAR Data  
School Report Card

<p><b>Strategy 1:</b> ) Close gaps between EL and English monolingual students in STAAR science by offering deliberate methods and techniques such as Stemscores/KAMICO to target deficiencies such as vocabulary and target Power Standards. Give students the opportunity to test in their academic language.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Progress Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> Students will have the opportunity to participate in a school wide Science Fair in January 2021. Provide science fair project boards for all 3rd- 5th graders.</p> <p><b>Strategy's Expected Result/Impact:</b> Student Progress Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                Accomplished                Continue/Modify                Discontinue				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 6:** All CES teachers will gain expertise utilizing Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) embedded into teachers pedagogy for effective instruction as supported through targeted professional development by the end of 2020-21 school year.

<p><b>Strategy 1:</b> T-TESS (Teacher Evaluation and Support System) Teachers will self manage and achieve career objectives through professional growth and SLOs.  <b>Strategy's Expected Result/Impact:</b> Building great school culture and climate. Student Achievement  <b>Staff Responsible for Monitoring:</b> Teachers  Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Through the Instructional Leadership Team (ILT), teachers will build leadership skills to enhance student success.  <b>Strategy's Expected Result/Impact:</b> Building great school culture and climate. Student Achievement  <b>Staff Responsible for Monitoring:</b> Teachers  Administration  Instructional Coach</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 7:** CES 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 2020-21 school year.

<p><b>Strategy 1:</b> Plan Generation Texas Week, promote and encourage students to pursue a post high school education.</p> <p><b>Strategy's Expected Result/Impact:</b> College awareness Post secondary Readiness</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5, 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> College and Career awareness Post secondary Readiness</p> <p><b>Staff Responsible for Monitoring:</b> Counselor Administration</p> <p><b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                       Accomplished                       Continue/Modify                       Discontinue				

**Goal 2: Increase Student Academic Achievement**

**Performance Objective 8:** CES will provide professional development for all campus employees on teaching and learning with technology, using effective social and emotional skills and customer service to all our students and teachers by the end of the 2020-21 school year.

**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 the end of the 2020-21 school year Canutillo Elementary will increase its attendance rate from 96.6% to 97.1% through Positive Behavior Interventions and Strategies.

**Evaluation Data Sources:** Attendance Reports/ TEAMS  
PEIMS Data

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership through rewards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> CES will maintain enrichment programs during and after school that engage students with opportunities that promote positive role models such as: Chess Club, French Club, No Place For Hate, Robotics, Student Council, UIL, M/D &amp; F/S and Choir/Band.</p> <p><b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Instructional Coach Teachers</p> <p><b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> Free Dress days will be included for Perfect Attendance.</p> <p><b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership through rewards.</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Administration Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
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 2:** By June of 2021, CES will provide professional development opportunities to support all classroom teachers that focus on building relationships and effective classroom management strategies through face to face or virtual instruction which includes a bully prevention framework.

<p><b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Building great school culture and climate.  <b>Staff Responsible for Monitoring:</b> Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Students will receive recognition for earning points for Accelerated Reader.  <b>Strategy's Expected Result/Impact:</b> Increase reading levels and student achievement. Building student involvement and leadership through rewards.  <b>Staff Responsible for Monitoring:</b> Librarian                      Teachers  <b>Title I Schoolwide Elements:</b> 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Students will receive restaurant passes for A &amp; A/B Honor Roll. Honor Roll Dance at the end of Fall and Spring.  <b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership through rewards.  <b>Staff Responsible for Monitoring:</b> Teachers                      Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> The Positive Behavior Intervention and Support (PBIS) Team/ Light House Team will attend professional development and conference throughout the 2020-2021 school year.  <b>Strategy's Expected Result/Impact:</b> Building great school culture and climate. Empowering Teachers.  <b>Staff Responsible for Monitoring:</b> Teachers                      Administration                      Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 5:</b> Through monthly meetings PBIS/ Light House Team will look at data for needs assessment, identify areas of concerns, and implement school wide expected behaviors.  <b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership.  <b>Staff Responsible for Monitoring:</b> Teachers                      Administration                      Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

**Strategy 6:** 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.

**Strategy's Expected Result/Impact:** Building student involvement and leadership.

**Staff Responsible for Monitoring:** Teachers

Administration

Counselor

**Title I Schoolwide Elements:** 2.5

Reviews			
Formative			Summative
Nov	Jan	Mar	June
 0%	 35%		

 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 3:** By June 2021, CES will be provided with professional development on 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.

<p><b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Students awareness and interventions.  <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 2:</b> The Counselor will provide individualized counseling sessions to promote social and emotional health in children.  <b>Strategy's Expected Result/Impact:</b> Students awareness and interventions.  <b>Staff Responsible for Monitoring:</b> Counselor  <b>Title I Schoolwide Elements:</b> 2.6</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
<p><b>Strategy 3:</b> The 7 Habits of Happy Kids will continue to be utilized in each classroom to reinforce the Leader In Me strategies.  <b>Strategy's Expected Result/Impact:</b> Building student involvement and leadership.  <b>Staff Responsible for Monitoring:</b> Administration                      Instructional Coach                      Teachers  <b>Title I Schoolwide Elements:</b> 2.4, 2.5</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
No Progress                           Accomplished                           Continue/Modify                           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 to improve their child's academic skills and master assessments throughout the 2020-21 school year.

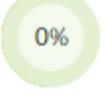
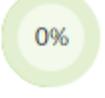
**Evaluation Data Sources:** Scheduled Monthly Events/ Calendar  
Sign In Sheets  
Agendas

<p><b>Strategy 1:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Parent awareness  <b>Staff Responsible for Monitoring:</b> Parent Liaison and Administration  <b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Parent Involvement Student Achievement  <b>Staff Responsible for Monitoring:</b> Parent Liaison and Administration  <b>Title I Schoolwide Elements:</b> 2.4, 2.5, 2.6, 3.1</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

**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 workshops and representation in various committees to identify and respond to compliance throughout the 2020-21 school year.

**Evaluation Data Sources:** Scheduled Monthly Events/ Calendar  
Sign In Sheets  
Agendas

<p><b>Strategy 1:</b> 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 locations through out the school.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Involvement Empowering Staff</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> Parents participate in promoting literacy in supporting early reading skills and leisure reading in the program Parents as Teachers through campus Parent Liaison.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Involvement Community Outreach</p> <p><b>Staff Responsible for Monitoring:</b> Parent Liaison Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 3:</b> Showcase student success through music, visual and performing arts. Choir and band performances throughout the school year directed by music teacher.</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Involvement Community Outreach</p> <p><b>Staff Responsible for Monitoring:</b> Music Teacher Teachers Administration</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 4:</b> Parents will participate in creating the Parent Engagement Policy and Student Parent Compact. Student Parent Compact will be distributed in Fall 2020 in both languages (English and Spanish).</p> <p><b>Strategy's Expected Result/Impact:</b> Parent Involvement Student Achievement</p> <p><b>Staff Responsible for Monitoring:</b> Teachers Parent Liaison Administration</p> <p><b>Title I Schoolwide Elements:</b> 3.1, 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				

 No Progress

 Accomplished

 Continue/Modify

 Discontinue

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

**Performance Objective 1:** Canutillo Elementary will build and maintain two current Partners in Education Program in a meaningful and cooperative manner throughout the 2020-21 school year in conjunction with our Parent Liaison community outreach.

**Evaluation Data Sources:** List of Partners in Education

<p><b>Strategy 1:</b> Canutillo Elementary School will host at least one Community Health Fair during the 2020-2021 school year.  <b>Strategy's Expected Result/Impact:</b> Parent Involvement                      Community Outreach  <b>Staff Responsible for Monitoring:</b> Administration                      Parent Liaison                      PE Coaches  <b>Title I Schoolwide Elements:</b> 3.2</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
<p><b>Strategy 2:</b> 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.  <b>Strategy's Expected Result/Impact:</b> Parent Involvement                      Community Outreach  <b>Staff Responsible for Monitoring:</b> Administration                      Parent Liaison                      Counselor</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

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

**Performance Objective 2:** By May 2021, CES will maintain its website with current and relevant information for all internal and external CISD stakeholders.

<p><b>Strategy 1:</b> 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.</p> <p><b>Strategy's Expected Result/Impact:</b> Community, parents and school communication.</p> <p><b>Staff Responsible for Monitoring:</b> Administration Office Staff Parent Liaison</p>	<b>Reviews</b>			
	<b>Formative</b>			<b>Summative</b>
	<b>Nov</b>	<b>Jan</b>	<b>Mar</b>	<b>June</b>
				
 No Progress  Accomplished  Continue/Modify  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	\$2,369.00
185.11.6119.35.101.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$123,339.00
185.11.6126.03.101.30	6126 Part Time Support Personnel - Locally Defined	\$20,680.00
185.11.6129.00.101.30	6129 Salaries or Wages for Support Personnel	\$40,341.00
185.11.6141.00.101.30	6141 Social Security/Medicare	\$585.00
185.11.6141.03.101.30	6141 Social Security/Medicare	\$300.00
185.11.6141.13.101.30	6141 Social Security/Medicare	\$35.00
185.11.6141.35.101.30	6141 Social Security/Medicare	\$1,788.00
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	\$190.00
185.11.6143.03.101.30	6143 Workers' Compensation	\$32.00
185.11.6143.35.101.30	6143 Workers' Compensation	\$580.00
185.11.6145.00.101.30	6145 Unemployment Compensation	\$21.00
185.11.6145.03.101.30	6145 Unemployment Compensation	\$20.00
185.11.6145.13.101.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.101.30	6145 Unemployment Compensation	\$113.00
185.11.6146.00.101.30	6146 Teacher Retirement/TRS Care	\$303.00
185.11.6146.35.101.30	6146 Teacher Retirement/TRS Care	\$1,994.00
185.11.6149.00.101.30	6149 Employee Benefits	\$645.00
185.11.6149.35.101.30	6149 Employee Benefits	\$1,745.00
<b>6100 Subtotal:</b>		<b>\$225,031.00</b>
6200 Professional and Contracted Services		

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6299.97.101.30	6299 Miscellaneous Contracted Services	\$10,000.00
<b>6200 Subtotal:</b>		<b>\$10,000.00</b>
6300 Supplies and Services		
185.12.6329.00.101.30	6329 Reading Materials	\$1,332.00
185.11.6399.00.101.30	6399 General Supplies	\$15,000.00
<b>6300 Subtotal:</b>		<b>\$16,332.00</b>

## Personnel for Canutillo Elementary School

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Amelia Cordero	At-Risk Aide	Intervention Program	1
I. Salgado	At-Risk Aide	Intervention Program	1
Laura Ann Rodriguez	RTI Teacher	Intervention Program	1
Patricia Martin	At Risk Teacher	Intervention Program	1

# Title I Schoolwide Elements

## ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

### 1.1: Comprehensive Needs Assessment

	Grade	2017	2018	2019		Grade	2017	2018	2019		Grade	2017	2018	2019
Math	3rd				Math	4th				Math	5th			
Approaches		80	96	81	Approaches		73	84	77	Approaches		92	92	92
Meets		52	62	51	Meets		49	57	44	Meets		55	63	54
Masters		33	32	32	Masters		29	32	19	Masters		23	34	35
	Grade	2017	2018	2019		Grade	2017	2018	2019		Grade	2017	2018	2019
Reading	3rd				Reading	4th				Reading	5th			
Approaches		81	92	78	Approaches		63	77	86	Approaches		90	83	94
Meets		56	57	58	Meets		38	50	44	Meets		47	45	50
Masters		36	28	37	Masters		12	34	19	Masters		23	16	21
All Subjects	2017	2018	2019			Grade	2017	2018	2019		Grade	2017	2018	2019
Approaches		79	84	82	Writing	4th				Science	5th			
Meets		48	53	48	Approaches		72	75	73	Approaches		73	73	67
Masters		24	27	24	Meets		42	50	20	Meets		42	34	45
Reading	2017	2018	2019		Masters		12	21	5	Masters		12	14	23
Approaches		79	84	86										
Meets		49	52	51										
Masters		25	27	24										
Math	2017	2018	2019											
Approaches		83	91	85										
Meets		53	62	52										

	Grade	2017	2018	2019
Masters		29	33	29
Writing Approaches	2017	2018	2019	
Meets	72	75	73	
Masters	42	50	20	
	12	21	6	
Science Approaches	2017	2018	2019	
Meets	73	73	67	
Masters	42	34	45	
	12	14	23	

Grade 2017 2018 2019

Grade 2017 2018 2019

Canutillo Elementary is a schoolwide Title 1 School due to its high percentage (82%) of Economically Disadvantage status.

<b>2017-2018</b>	<b>2018-2019</b>
<b>Enrollment: 569</b>	<b>Enrollment: 558</b>
<b>Hispanic - 97.19%</b>	<b>African American - .54%</b>
<b>White – 2.11%</b>	<b>Hispanic – 95.1%</b>
	<b>White – 3.7%</b>
<b>ED: 82.07%</b>	<b>ED: 81.9%</b>
<b>467 students</b>	<b>457 students</b>
<b>268 Female</b>	<b>281 Female 50.3%</b>
<b>301 Male</b>	<b>277 male 49.6%</b>
<b>296 Students – 52.1%</b>	<b>ELL 270 students</b>
	<b>48.3%</b>
<b>404 students</b>	<b>At-Risk – 390 students</b>
<b>71.00%</b>	<b>70%</b>

<b>2017-2018</b>	<b>2018-2019</b>
<b>Enrollment: 569</b>	<b>Enrollment: 558</b>
<b>289 students</b> <b>50.79%</b> <b>10 students</b> <b>1.76%</b>	<b>Mobility - 59 students</b> <b>10.7%</b>
<b>275 students</b> <b>48.33%</b>	<b>Bilingual – 286 students</b> <b>51.2%</b>
<b>55 students</b> <b>9.67%</b>	<b>ESL – 10 students</b> <b>1.7%</b> <b>LEP – 270 students</b> <b>48.3%</b> <b>Migrant – 13 students</b> <b>2.3%</b> <b>SPED – 51 students</b> <b>9.1%</b>
<b>48 students</b> <b>8.44%</b>	<b>GT – 56 students</b> <b>10.0%</b>
<b>15.08 students per teacher</b>	<b>Teacher/Student Ratio – 18 students per teacher</b>

## **ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

### **2.1: Campus Improvement Plan developed with appropriate stakeholders**

Campus Needs Assessment started in February of 2019. The Campus Improvement Committee (CIC) leads the process through several meetings with different groups of people. All staff members provide input through a strength and weakness sessions on the measures of data listed: Demographic, Student Academic Achievement, School Processes & Programs, and Perceptions.

## Meeting dates:

- Staff Meeting: March 6, 2019
- Parent Meeting: March 11, 2019
- Student Meeting: March 12, 2019
- CIC Meeting: March 12, 2019

Information is gathered through the different meetings and prioritized. CIC meets a final time to create problem statements and root causes from the information collected. Different sources of data are considered.

## Data Resources:

- STAAR Data Reports
- TAPR
- PEIMS Reports for Demographics
- TEAMS Reports for Attendance and Behavior
- Parent Surveys
- ESPED Participation Reports
- Referral Data
- On Data Suite Data for Demographics

## Problem Statements and Root Causes:

### Demographics:

#### Problem Statement:

**There has been an increase in student/teacher ratio from 15:1 in previous years to 18:1 for the 18/19 school year**

#### Root Cause:

Decrease in number of faculty not proportionate to decrease in student enrollment.

#### Problem Statement:

Teachers and staff are locked out of the campus before school hours, and when transitioning within the campus for PE, recess, etc.

#### Root Cause:

For security reasons and student safety, all exterior campus doors must remain locked at all times.

#### Problem Statement:

Student attendance is below the expected percentage in comparison to our “like” group.

### **Problem Statement:**

**There has been an increase in student/teacher ratio from 15:1 in previous years to 18:1 for the 18/19 school year**

Root Cause:

Limited parental awareness and financial resources for the majority of families.

Problem Statement:

Attendance rates for students in the Pre-K/Kindergarten programs are lower than the general student population.

Root Cause:

Pre-K/Kindergarten is not mandated by the state so it is not given high priority.

### **Student Achievement:**

#### **Problem Statement:**

**Science STAAR scores continue to decrease from 75% to 73% throughout the past years.**

Root Cause:

Limited vocabulary, resources, and hands-on experiences.

Problem Statement:

SPED English Learners are receiving limited support in their native language.

Root Cause:

Bilingual Certified SPED teacher or Bilingual paraprofessional is not available to serve students.

Problem Statement:

Students' limited exposure to real-life experiences hinders their understanding of science concepts.

Root Cause:

Students have limited opportunities to develop prior knowledge and academic vocabulary.

### **Perceptions:**

#### **Problem Statement:**

**Parents lack the strategies and resources required to assist students at home academically.**

Root Cause:

According to the high percentages of Economically Disadvantaged (82 %), At-Risk (70 %) , and English Learners ( 48.3 %).

Problem Statement:

Our school is not properly showcased and celebrated throughout our district and community.

### **Problem Statement:**

**Parents lack the strategies and resources required to assist students at home academically.**

Root Cause:

Lack of advertisement and strategic use social media.

Problem Statement:

High number of monthly visits to the nurse with no assistance.

Root Cause:

Illness, scheduled treatments such as medication, chronic health conditions.

### **Processes & Programs:**

#### **Problem Statement:**

**Technology equipment is outdated and requires continuous maintenance according to the campus technology plan.**

Root Cause:

Technology is quickly evolving which requires updating on a continuing basis.

Problem Statement:

After-school program (B and G Club) has a large number of students, many of whom need additional academic support in the core subject areas (Math, Science, Reading and Language Arts).

Root Cause:

There is an insufficient number of personnel to effectively provide additional academic support.

Problem Statement:

70% of the student population has been identified as being at-risk; Science 5th Grade STAAR scores have been decreasing for the past 3 years.

Root Cause:

Insufficient personnel is available for tutoring in Science and Writing.

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

The Campus Improvement Plan is revised throughout the school year to monitor completion of goals and objectives set. Reviews are completed by CIC members with parent and staff input. Updates and deletions are made if necessary.

Formative & Summative Reviews:

- November 2018
- January 2019
- March 2019
- June 2019 Summative Review

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

A copy of the Campus Improvement Plan (CIP) is available in the office, library, and in the Parent Liaison's office. The CIP is also on the web on Plan4Learning (<https://plan4learning.806technologies.com/plan#/Main>).

Username: Canutillo Elementary

Password: Eagles

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

Canutillo Elementary students are taught by highly qualified (HQ) teachers. Teachers follow the state standards Texas Essential Knowledge and Skills (TEKS) and the TEKS Resource as a guide. Teachers follow the YAG. Academic standards must be followed to demonstrate mastery on the state standard exam STAAR. Opportunities to meet State standards are through:

- Daily curriculum/ TEKS Resource
- WINN (What I Need Now) Intervention Time
- Tutoring during PE and after school
- Boys & Girls Club
- Sylvan Tutoring
- Education Galaxy
- STEMSCOPES
- IStation
- Reading A to Z
- Book Flix
- Accelerated Reader/ Reading Renaissance

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

After looking at CES's data, the decision was made to return forty-five minutes of instruction back to the classroom teachers by absorbing

the Music time as part of the Physical Education weekly rotation. We are also in our second year of our school day having increased by forty minutes. Canutillo Elementary is a Leader in Me School and therefore we follow the 7 Habits. We are also star designated as a No Place For Hate School. Students are also provided with a variety of opportunities to be part of extracurricular activities. Some of these include:

- Chess Club
- No Place for Hate Student Coalition
- UIL Competition
- Robotics
- Young Rembrants
- Student Council
- Kids ExCEL
- Boys & Girls Club
- Choir
- Band
- Mother/Daughter and Father/Son Program
- The Braden Aboud Walk

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

CES offers a variety of programs and personnell to meet the needs of all of our students. Some of these include:

- Two RTI teachers to meet the needs of English and Spanish speakers
- One Resource/Inclusion Teacher
- One Paraprofessional to help with Resource and Inclusion services
- One Gifted and Talented Teacher
- One Instructional Coach
- One School Counselor
- One LEP Paraprofessional
- One Speech Pathologist
- One Diagnostician that is shared with one other school
- An LPAC Committee
- An English Learner (EL) Tutor
- Tutoring

- All Day Pre-Kinder for those qualifying
- RTI interventions
- WINN intervention daily block

### **ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

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

Canutillo Elementary meets yearly in the Fall to update Parent Engagement Policy. The policy is available in English and Spanish.

#### **Canutillo Elementary School**

#### **Parent Involvement Policy 2018-2019**

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a School Parental Involvement Policy that contains information required by section 1118(b) of the Elementary and Secondary Education Act (ESEA). The policy established the school's expectations for Parental involvement and describes how the school will implement a number of specific parental involvement activities.

#### **Part I. General Expectations**

Canutillo Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school

level parental involvement policies meet the requirements of section 1118 of the ESEA,

and each include, as a component, a school-parent compact consistent with section

1118(d) of the ESEA.

- Schools will notify parents of the policy in an understandable and uniform format and, to

the extent practicable, in a language the parents can understand. The policy will be made

available to the local community and updated periodically to meet the changing needs of

parents and the school.

- In carrying out the Title I, Part A, parental involvement requirements, to the extent

practicable, the school will provide full opportunities for the participation of parents with

limited English proficiency, parents with disabilities, and parents of migratory children,

including providing information and school reports required under section 1111 of the

ESEA in an understandable and uniform format and including alternative formats upon

request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of

the ESEA, is not satisfactory to the parents of participating children, the school will

submit any parent comments with the plan when the school submits the plan to the local

educational agency (school district).

- The school will involve the parents of children served in Title I, Part A schools in

decisions about how the 1 percent of Title I, Part A funds reserved for parental

involvement is spent, and will ensure that not less than 95 percent of the 1 percent

reserved goes directly to the schools.

- The school will build its own and the parent’s capacity for strong parental involvement,

in order to ensure effective involvement of parents and to support a partnership among

the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities

under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental

involvement, and will carry out programs, activities, and procedures in accordance with

this definition:

*Parental involvement means the participation of parents in regular, two-way, and other school activities, including ensuring-*

*and meaningful communication involving student academic learning*

1. A. *Parents play an integral role in assisting their child's learning;*
2. B. *Parents are encouraged to be actively involved in their child's education at school;*
3. C. *That parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
4. D. *The carrying out of other activities, such as those described in section 1118 of the ESEA.*

Part II: Parent Policy Involvement Policy Components

<b>1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:</b>
Activities/Strategies
Open House
Parent University
After School Event
Grandparents Day
Parent Advisory Council (PAC):
Veterans Day Celebration
Family Literacy Night
Thanksgiving Luncheon
Christmas Program
Parent Teacher Conferences
<b>2. Canutillo Elementary School will take the following actions to involve parents in the process of school review and improvement under section 1116 of the ESEA:</b>
Activities/Strategies
Title I Parent Meetings
Parent Teacher Conferences
Parent Advisory Council meetings (PAC)
Calendar Events posted on Website
Student Activities
Campus Needs Assessment
Parent University
Language Proficiency Assessment Committee (LPAC)

**1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:**

3. Canutillo Elementary School will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:

Activities/Strategies

- Newsletter
- Faculty and Staff e-mailing Parents
- Calling Parents through School Messenger
- Posters on school walls
- Letters mailed Home
- Letter sent home with students (flyers)
- Monthly Parent Advisory Council meetings (PAC) meetings
- Yearly Entitlement Presentation

4. Canutillo Elementary School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet by:

Activities/Strategies

- |   |               |
|---|---------------|
| Parent Compact  | Homework      |
| State Assessment/ Texas English Language Proficiency Assessment System (TELPAS) | Attendance    |
| Master Schedule (ex. Daily schedules, agenda etc.)                              | Parent Portal |
| Progress Reports/ Report Cards  |               |
| I-Station Reports/ Accelerated Reader (AR) reports                              |               |

5. Canutillo Elementary School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decision about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:

Activities/Strategies

- |                               |                  |
|-------------------------------|------------------|
| Parent Teacher Conference     | School Messenger |
| Phone calls to parents        | Emails           |
| Class Dojo / Remind           | Agendas/ Notes   |
| Progress Reports/Report Cards | Texts            |

6. Canutillo Elementary School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:

**1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:**

Activities/Strategies

I-Station Reports

Parent contact person meeting

State of Texas Assessments of Academic Readiness (STAAR) Results

Texas English Language Proficiency Assessment System (TELPAS) results

Accelerated Reader (AR) reports

7. Canutillo Elementary School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:

Activities/Strategies

Principal letters

Long term Substitutes with certifications

8. Canutillo Elementary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --

- the state’s academic content standards,
- the state’s student academic achievement standards,
- the state and local academic assessments including alternate assessments,
- the requirements of Part A,
- how to monitor their child’s progress, and
- how to work with educators:

Activities/Strategies

Two Power Nights Per Semester

Parenting Classes

Testing related parenting sessions: Math & Science Power Nights

Parent Portal

Parent Teacher Conferences

Parent University

9. Canutillo Elementary School will provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:

Activities/Strategies

Parent University

Rio Bravo Workshops

Health Related Workshops

Parenting classes/ Parent Power Nights

**1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:**

10. Canutillo Elementary School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:

Activities/Strategies

Campus Needs Assessment

Parent Liaison surveys parents during parent teacher conference

Flyers

11. Canutillo Elementary School will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:

Activities/Strategies

Parent surveys during Parent Teacher Conferences

Head start Tours

Program Audits

Parenting support classes

Parent Engagement Pre-K Conference

12. Canutillo Elementary School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:

Activities/Strategies

Send Notes home (English & Spanish)

School Messenger

District and School Website

Class Dojo/Remind

Student Agendas

Behavior Logs

Marquee

### **PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Canutillo Elementary School, when consulting with its parents, chooses to undertake to build parents' capacity for involvement in the school and school system to support their children's academic achievement, by providing the following discretionary activities listed under section 1118E) of the ESEA:

- Paying reasonable and necessary expenses associated with parental involvement activities, including transportation, to enable parents to participate in school-related meetings and training sessions;
- Arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators who work directly with participating children, arrange meetings with parents who are unable to attend conferences at school in order to maximize parental involvement and participation in their children's education;
- Adopting and implementing model approaches to improving parental

Involvement

**PART IV. ADOPTION**

This School Parental Involvement Policy has been developed jointly with, and agreed on

with, parents of children participating in Title I, Part A programs, as evidenced by parent involvement committee.

This policy was adopted by the Canutillo Elementary School on December 14, 2018 and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title I, Part A children for the 2018/2019

school year.

\_\_\_\_\_

(Signature of Authorized Official)

\_\_\_\_\_

(Date)

## Escuela Primaria de Canutillo

### Política de participación de los padres 2018-2019

Para apoyar el fortalecimiento del rendimiento académico de los estudiantes, cada escuela que recibe fondos del Título 1, Parte A debe desarrollar en conjunto, acordar y distribuir a los padres de niños participantes una política de participación que contenga la información requerida por la sección 1118 (b) de la Ley de Educación Primaria y Secundaria (ESEA). La política estableció las expectativas de la escuela para la participación de los padres y describe cómo la escuela implementará una serie de actividades específicas de participación de los padres.

#### Parte I. Expectativas en General

La Escuela Primaria Canutillo se compromete a implementar los siguientes requisitos reglamentarios:

- De acuerdo con la sección 1118, la escuela trabajará para que las políticas de participación de los padres cumplan con los requisitos de la sección 1118 de la ESEA, y que cada uno incluya como componente un acuerdo entre la escuela y los padres que sea consistente con dicha sección.
  - Las escuelas notificarán a los padres de la política en un formato comprensible y uniforme y para en la medida de lo posible, en un idioma que los padres pueden entender. La política deberá hacerse disponible a la comunidad local y deberá actualizarse periódicamente para satisfacer las necesidades de adaptación de los padres y la escuela.
  - Al llevar a cabo los requisitos del Título 1, Parte A, al extento que sea práctico, la escuela proporcionará las oportunidades necesarias para que participen los padres con entendimiento limitado del idioma inglés, padres con discapacidades físicas y padres de niños migrantes, que incluye proveer información y reportes escolares que sean requeridos bajo la sección 1111 de la ESEA en un lenguaje que los padres entiendan.
  - Si el plan para el programa de la escuela que cubra el Título 1, Parte A, desarrollado bajo los requisitos de la sección 1114 (b) de la ESEA, no es satisfactorio para los padres de los niños participantes, la escuela deberá enviar cualquier comentario de los padres adjunto al plan cuando la escuela lo envíe a la agencia educativa local (distrito escolar).
  - La escuela involucrará a los padres de niños que participan en las escuelas participando en el Título 1 Parte A acerca de las decisiones sobre como se gastan el 1% de los fondos reservados para los padres participando en el Título 1, Parte A, y se asegurará de no menos del 95% del 1% que se reserve vaya directamente a las escuelas.
  - La escuela desarrollará su propia capacidad y la de los padres para una fuerte participación de los padres, para asegurar la participación efectiva de los padres y para apoyar un asociación entre la escuela, los padres y la comunidad para mejorar el rendimiento académico de los estudiantes.
  - La escuela proporcionará otros apoyos razonables para las actividades de participación de los padres bajo la sección 1118 de la ESEA que los padres puedan solicitar.
- 
- La escuela se registrará por la siguiente definición legal de la participación de los padres, y llevará a cabo programas, actividades y procedimientos conforme a esa definición:

*La involucración de los padres significa la participación de los padres en una comunicación regular, bidireccional y significativa que involucre el aprendizaje académico de los estudiantes y otras actividades escolares, incluida la garantía de -*

1. *Los padres juegan un papel integral en ayudar al aprendizaje de sus hijos;*
2. Se alienta a los padres a participar activamente en la educación de sus hijos en la escuela;
3. Que los padres son socios plenos en la educación de sus hijos y están incluidos, según corresponda, en la toma de decisiones y en los comités asesores para ayudar en la educación de sus hijos;
4. La realización de otras actividades, como las descritas en la sección 1118 de la ESEA

Parte II: Componentes de la política de participación de los padres

<b>1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.</b>
Actividades/Estrategias
Evento de información y conocer a los maestros
Universidad para los padres
Evento después de clases
Día de los abuelos
consejo asesor de padres (PAC):
Celebración de día de los Veteranos
Evento familiar Noche de Lectura
Comida de Acción de Gracias
Programa de Navidad
Conferencia entre padres y maestros
2. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el proceso de revision escolar y mejora bajo la sección 1116 de la ESEA:
Actividades/Estrategias
Reuniones para discutir el programa Titulo 1
Conferencia entre padres y maestros
Juntas del consejo asesor de padres (PAC):
Calendario de eventos publicados en el sitio web
Actividades estudiantiles
Evaluaciones de necesidades del campus
Universidad para los padres
Comite de Evaluaciones de dominio del idioma (LPAC)

**1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.**

3 La Escuela Primaria de Canutillo celebrará una reunion anual para informar a los padres sobre la participacion de la escuela en los programas de Titulo 1 Parte A y para explicar los requisitos y los derechos de los padres para participar en estos programas. La escuela convocará la reunion a una hora conveniente para los padres y ofrecerá un número flexible de reunions adicionales de participación para los padres, como por la mañana o por la noche, para que puedan asistir la mayor cantidad posible de padres. La escuela invitará a todos los padres de niños que participant en los programas del Titulo 1, Parte A a esta reunion, y los alentará a asistir, mediante:

Actividades/Estrategias

Hoja informativa

Profesores y personal enviando correos electrónicos a los padres

Llamando a los padres a través de school messenger

Carteles en las paredes de la escuela

Cartas enviadas a su casa

Cartas enviadas a casa con los estudiantes (volantes)

Reuniones mensuales de Consejo Asesor de Padres (PAC)

Presentación anual de revision de derechos de los padres

4. La Escuela Primaria de Canutillo proporcionará a los padres de los niños participantes información de manera oportuna sobre los programas de Titulo 1, Parte A, que incluya una descripción y explicación de currículo de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños y los niveles de competencia de los estudiantes que se espera que puedan conseguir por medio de:

Actividades/Estrategias

Acuerdo entre padres y la escuela

Evaluación estatal/Sistema de evaluación del dominio del idioma inglés de Texas (TELPAS)

Programa del maestro (ex. Horarios de clases, educación física, etc.)

Informes de progreso/Boletas de calificaciones

Informes de I-Station /Informes de lectores acelerados (AR)

Tareas

Portal de Padres

Asistencia

**1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.**

5. Cuando sea solicitado por los padres, la Escuela Primaria de Canutillo brindará oportunidades para reuniones regulares para que los padres formulen sugerencias y participen, según sea apropiado, en las decisiones sobre la educación de sus hijos. La escuela responderá a cualquiera de estas sugerencias tan pronto como sea posible mediante:

Actividades/Estrategias

Conferencia entre padres y maestros	Correo de voz electrónico
Llamadas telefónicas a los padres	Correo electrónico
Class Dojo / Reminders	Agendas/ Notas
Notas de Progreso/calificaciones	Textos

6. La Escuela Primaria de Canutillo proporcionará a cada padre un informe individual del estudiante sobre el desempeño de su hijo en la evaluación del estado cuando menos en matemáticas, artes del lenguaje y lectura por medio de:

Actividades/Estrategias

Reportes del I-Station
Junta de persona a persona
Resultados del examen de Evaluaciones de Preparación Académica del Estado de Texas (STAAR)
Resultados del examen del Sistema de Evaluación de Dominio del Idioma Inglés de Texas (TELPAS)
Reports del programa Accelerated Reader (AR)

7. La Escuela Primaria de Canutillo tomará las siguientes acciones para proporcionar a cada padre una notificación oportuna cuando su hijo haya sido asignado o enseñado durante cuatro (4) semanas consecutivas o más por un maestro que no está altamente calificado dentro del significado del término en Sección 200.56 del reglamento final del Título 1 (67 Fed. Reg. 71710, 2 de diciembre de 2002) por:

Actividades/Estrategias

Cartas del director/directora de la escuela
Sustitutos a largo plazo con certificación

8. La Escuela Primaria de Canutillo proporcionará asistencia a los padres de niños atendidos por la escuela, según corresponda, para comprender los temas mediante la realización de las acciones descritas en este párrafo --

- Los estándares de contenido académicos del estado,
- Los estándares de logro académicos de los estudiantes del estado,
- Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,,
- Los requisitos de la Part A,
- Cómo monitorear el progreso de sus hijos, y
- Cómo trabajar con educadores:

Actividades/Estrategias

Dos noches de padres por semestre
Clases para padres

<b>1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.</b>
Sesiones relacionadas con los exámenes estatales como matemáticas y ciencias
Portal de padres
Conferencias entre padres y maestros
Universidad para padres
9. La Escuela Primaria de Canutillo proporcionará materiales y capacitación para ayudar a los padres a trabajar con sus hijos para mejorar el rendimiento académico de sus hijos, como la capacitación en alfabetización y el uso de la tecnología, según corresponda, para fomentar la participación de los padres, mediante:
Actividades/Estrategias
Universidad para padres
Talleres
Talleres relacionados con la salud
Clases para los padres/noche académica
10. La Escuela Primaria de Canutillo, con la ayuda de los padres, educará a sus maestros, personal de servicios estudiantiles, directores y otro personal sobre cómo comunicarse, comunicarse con los padres y trabajar con ellos como socios iguales en el valor y la utilidad de las contribuciones de los padres y sobre cómo implementar y coordinar los programas para padres y establecer vínculos entre los padres y las escuelas, mediante:
Actividades/Estrategias
Evaluación de necesidades del campus
Encuesta de enlace de padres a los padres durante la conferencia de padres y maestros
Volantes
11. La Escuela Primaria Canutillo coordinará e integrará, en la medida de lo posible y apropiado, los programas y actividades de participación de los padres con Head Start, Reading First, Early Reading First, Even Start y los programas de instrucción en el hogar para niños en edad preescolar, el programa Parents as Teachers, Preescolar público, y otros programas. La escuela también realizará otras actividades, como los centros de recursos para padres, que alientan y apoyan a los padres a participar más plenamente en la educación de sus hijos, mediante:
Actividades/Estrategias
Encuestas de padres durante las conferencias de padres y maestros
excursiones de Headstart
Auditorias de programa
Clases de apoyo para padres
Conferencia de Pre-K de compromiso de Padres
12. La Escuela Primaria de Canutillo tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos que sean solicitados y en la medida posible, en un idioma que los padres puedan entender:

**1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.**

Actividades/Estrategias

Mandar notas a casa en inglés y español

Mensajero escolar

Sitio web del distrito y la escuela

Class Dojo/Remind

Agendas estudiantiles

Registro de comportamiento

Muro de mensajes

**PARTE III. COMPONENTES DE LA POLÍTICA DE PARTICIPACIÓN DE LOS PADRES DE LA ESCUELA DISCRECIONAL.**

La Escuela Primaria de Canutillo, al consultar con los padres, decide comprometerse a desarrollar la capacidad de los padres para participar en la escuela y el Sistema escolar para apoyar el logro académico de sus hijos, al proporcionar las siguientes actividades discrecionales enumeradas en la sección 1118E of the ESEA:

- Pagar gastos razonables y necesarios asociados con los padres actividades de participación incluido el transporte, para permitir a los padres participar en reuniones relacionadas con la escuela y sesiones de capacitación;
- Organizar reuniones escolares en una variedad de horarios o llevar a cabo en casa conferencias entre profesores u otros educadores que trabajan directamente con niños participantes, organizar reuniones con los padres que no pueden asistir a conferencias en la escuela para maximizar la participación de los padres y participación en la educación de sus hijos;
- Adoptando e implementando enfoques modelo para mejorar la participación de los padres

**PARTE IV. ADOPCIÓN**

Esta política de participación de los padres en la escuela ha sido desarrollada conjuntamente y acordada con padres de niños que participant en programas de Titulo 1, Parte A, como lo demuestra el comité de participación de padres.

Esta política fue adoptada por la Escuela Primaria de Canutillo el 14 de diciembre de 2018 y estará vigente por el período de un año. La escuela distribuirá esta política a todos los padres de los niños participantes del Titulo 1, Parte A para el año escolar

2018-2019.

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(Firma del oficial autorizado)

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(fecha)

### **3.2: Offer flexible number of parent involvement meetings**

Canutillo Elementary offers monthly parent engagement classes. Some of these classes are offered during the day while others are offered later in the day. Some of these include:

- Parent University which includes various topics such as Nutrition, Hygiene, and Wellness
- PAC(Parent Advisory Council) Meetings
- Strengthening Families - 8 sessions
- Agri-Life - 3 sessions
- Circle of Security - 8 sessions
- Volunteer Program Training
- School Wide Events such as Thanksgiving Luncheon, Grandparents Day, Veterans Day...

CES also has at least one parent representative in a variety of committees such as

- CIC
- LPAC
- PBSI
- No Place For Hate Committee
- Parent Leadership Committee

# Title I Personnel

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