

Canutillo Independent School District
Bill Childress Elementary School
2021-2022 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.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

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Comprehensive Needs Assessment

Revised/Approved: July 1, 2021

Demographics

Demographics Summary

Demographics Summary 2020-2021-- OUR CAMPUS STORY:

Bill Childress Elementary School in Canutillo ISD serves approximately 401 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 one dual language section and one English monolingual section. 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 three sections, two dual language sections, and one English Monolingual section. Bill Childress also serves ??? 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. The ethnic distribution in the campus is 97.01% Hispanic, 2.24% White, .25% Asian, .25% American Indian and .25% of two or more races; of these students, 97% are Economically Disadvantaged and 34% are learning English as their second language. At Bill Childress, 215 of the 401 students meet at least one of the criteria for at-risk of dropping out of school (54% of students are coded at-risk).

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.

Demographics Strengths

Our teachers and their experience, because they feel vested in the student'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 PBIS team has put in place systems and procedures to promote student attendance.

Problem Statements Identifying Demographics Needs

Problem Statement 1 (Prioritized): Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.

Problem Statement 2: 97 students at BCE are coded special education **Root Cause:** Our school has the only BIC, SLC 1, and SLC 2 units for elementary in the district. Several of our students are also have a speech coding.

Problem Statement 3 (Prioritized): 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 4 (Prioritized): Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Student Learning

Student Learning Summary

Student Academic Achievement Summary– 2020-2021

OUR CAMPUS STORY:

Our school year started in the middle of a global pandemic. Our students and teachers worked very hard during the year to best meet the needs of our students. During the fall semester we had to switch back our learning to remote and slowly welcomed back students as conditions got better. In February of 2021, our doors opened to all students that opted for in school instruction. Our teachers were provided with a SWIVEL and had synchronous and asynchronous learning during the day. By late spring we had more than 70% of our students back on campus for in school learning. STAAR Testing was optional this year and we had an average of 67-85% of all students participate in Spring 2021 testing.

STAAR results for the 2020-2021 school year:

Subject	# Tested	% Tested	Approaches	Meets	Masters	District
3rd Grade Math	44	77.19%	38.64%	6.82%	2.27%	59/20/8
3rd Grade Rdg	43	75.4%	62.79%	23.36%	11.63%	68/33/17
4th Grade Math	48	66.6%	27.08%	8%	-	45/21/9

Subject	# Tested	% Tested	Approaches	Meets	Masters	District
4th Grade Rdg	47	65.27%	40.43%	21.28%	6.38%	60/31/12
4th Grade Writing	49	68%	38.78%	10.2%	2%	53/20/3
5th Grade Math	55	85.9%	65.45%	38.18%	18%	69/31/21
5th Grade Rdg.	55	85.9%	70.91%	43.64%	27.27%	75/46/30
5th Grade Science	55	85.9%	70.9%	43.64%	27.27%	74/46/30

Overall our campus fell below the state and district areas in most areas. Our 3rd and 4th grade students are in need of additional school year to close the gaps lost in their learning. Math in both 3rd and 4th grades show that there is a need to support our students and teacher in this area. Our district will be implementing a Math Blended learning in the 21-22 school year. Professional development will be provided to all staff to help accelerate learning. Our school has identified (3) areas of acceleration strategies as identified by TEA:

- Guaranteed Viable Curriculum
- Reading Foundational Practices
- Just In Time Intervention

Teachers will be provided with PLC training during the year to help them improve their Tier 1 instruction and create systems to support all learners. Balanced Literacy Reboot training will be provided to support our reading in PK-5th.

We will revisit our Eagle Time and ensure that we are providing targeted, focused interventions to all students based on their individual data.

Our goal will be that 100% of students show growth in all tested areas as measured by multiple data points. Students will also monitor their data to include I-Station, attendance and common assessment data in 3rd-5th.

Below shows were BCE was prior to the pandemic:

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 21	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 campus in school intervention block is embedded throughout the day with our at risk aides and RTI teacher providing support
- Teachers are working together to plan their lessons
- Students are showed growth in math areas across our school in math and reading (insert data here)

Problem Statements Identifying Student Learning Needs

Problem Statement 1 (Prioritized): 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 2 (Prioritized): Students in the primary grades are not learning foundational skills in reading to be successful in the upper grades. **Root Cause:** Instruction is not meeting all student needs. Our classroom teachers and support staff need more support in this area to close gaps for students.

Problem Statement 3: Most students are not showing growth on assessment measures. **Root Cause:** Stronger systems to monitor student progress must be implemented to support all students showing growth.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary 2020—2021

OUR CAMPUS STORY:

Our Campus Story:

During the school year 2020 - 2021 teachers were faced with providing remote learning due to the Covid-19 Pandemic. They adjusted quickly and fully embraced the challenges that came with it. Teachers had to quickly break out of traditional approaches and develop new ones. Specifically, implementing new technology. They continued to use the Year at a Glance and the Instructional Focus Documents from TEKS Resource to guide their instruction. They 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.

Professional Development will continue to be a priority especially in the core content area of Reading.

The governing body is the Campus Improvement Committee (CIC). The CIC is composed 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 Instructional Leadership Team meets weekly and the main purpose is to focus on improving student learning for the entire campus. The members are looking at improving reading scores through the use of various professional development such as implementing Guided Reading in a consistent and systematic manner.

Breakfast is served to every student to ensure that all students are offered the opportunity to start the day with a meal. Response to Intervention is afforded to every student four times per week during the school day during "Eagle Time. A schedule has been developed to ensure Eagle Time happens for every student at BCE.

Several programs are offered to our students for enrichment library and counseling enrichment classes, Book Fair, Kids Excel for our 4th grade students, and Wellness Program for all our staff who wish to join.

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.

All teachers & students have an Apple device. Teachers have a data projector that is used daily. Many teachers also have an "elmo" that is also used daily. 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.

Student reading performance in the lower grades is measured through ISTATON. The May 2021 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.

ENGLISH

	Tier 1	Tier 2	Tier 3
Pre-K	62%	23%	15%
Kindergarten	37%	17%	46%
1 st Grade	40%	23%	37%
2 nd Grade	56%	22%	22%

Spanish

	Tier 1	Tier 2	Tier 3
Pre-K	79%	14%	7%
Kindergarten	36%	32%	32%
1 st Grade	31%	20%	49%
2 nd Grade	38%	23%	38%

Our campus will continue to focus on student growth by aligning instruction across grade levels. PLC's will be a major focus for our school next year. Systems will be established to celebrate our students making growth. We will provide a robust menu of staff development during the year in the area of PLC's, balanced literacy and math to support and accelerate learning.

School Processes & Programs Strengths

- Students showed growth in many areas in 3rd-5th grade from BOY testing through STAAR
- Waterford was implemented in PK and KG this year
- Our teachers met on a regular basis as a grade level to plan.
- Teachers use Imagine Math and iStation as the district resource to supplement their instruction
- Our PBIS team went to various staff development options this year.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1 (Prioritized): Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.

Problem Statement 2 (Prioritized): 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our students are coded ELL, have not performed satisfactorily on an assessment such as STAAR, TPRI/TEJAS or have other indicators under the at-risk coding (retained,

Perceptions

Perceptions Summary

Perceptions Summary 2020-2021--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. Our campus PTO continues to support campus initiatives.

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. There is still a need to create autonomy for staff including building capacity among our staff members. Morale continues to be strength. Our overall scores was a 50.

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

- - We have a strong PTO on the campus that provides support for our students
 - Our school has various activities for families but most were placed on hold this year due to the pandemic
 - Our music program is growing and we had some virtual performances for families at the end of the year.
 - Social media continues to be a platform that we will use to promote our school activities

Problem Statements Identifying Perceptions Needs

Problem Statement 1 (Prioritized): 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 2 (Prioritized): Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Problem Statement 3 (Prioritized): Teachers and staff strengths are not always being used. **Root Cause:** PLC process is not fully in place. Teachers need more training in this area.

Problem Statement 4 (Prioritized): Our 2020 OHI score was a 50. **Root Cause:** Our teachers are independent but want to switch the focus to become interdependent.

Priority Problem Statements

Problem Statement 4: 54% (215) out of 401 enrollment coded at risk is of concern.

Root Cause 4: any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained),

Problem Statement 4 Areas: Demographics - Student Learning - School Processes & Programs - Perceptions

Problem Statement 6: Students in 3rd and 4th grade fall below the District and State average on STAAR performance

Root Cause 6: We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.

Problem Statement 6 Areas: Demographics - School Processes & Programs

Problem Statement 5: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance.

Root Cause 5: We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Problem Statement 5 Areas: Demographics - Perceptions

Problem Statement 1: Students in the primary grades are not learning foundational skills in reading to be successful in the upper grades.

Root Cause 1: Instruction is not meeting all student needs. Our classroom teachers and support staff need more support in this area to close gaps for students.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Teachers and staff strengths are not always being used.

Root Cause 3: PLC process is not fully in place. Teachers need more training in this area.

Problem Statement 3 Areas: Perceptions

Problem Statement 2: Our 2020 OHI score was a 50.

Root Cause 2: Our teachers are independent but want to switch the focus to become interdependent.

Problem Statement 2 Areas: Perceptions

Goals

Revised/Approved: September 27, 2021

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 1: By June 2022, campus will systematically 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

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
Strategy 1: Campus administration will utilize the various systems (campus surveillance , Anonymous Alerts) to support campus safety. Strategy's Expected Result/Impact: Campus safety. Staff Responsible for Monitoring: Campus administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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 / Purchase Orders Staff Responsible for Monitoring: Custodians/Administration	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: For Safety and Maintain campus - Purchase - Materials, supplies, equipment, etc. - School and classroom intervention/ instruction services. (Due to COVID 19 to maintain distancing of scholars and clean/ disinfect daily Strategy's Expected Result/Impact: Work Orders, Purchase Orders Staff Responsible for Monitoring: Custodial / Administration	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.

Performance Objective 2: By May 2022, BCE will increase positive discipline strategies (PBIS) to foster a positive school climate and decrease the number of referrals by 3% during the 21-22 school year.

Evaluation Data Sources: discipline data

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus monthly SEL themes (kindness, respect, courage etc) will be utilized to recognize when students were caught doing something good. Students will receive a certificate from Character Strong. A Nomination form will be used to track student recognition.</p> <p>Strategy's Expected Result/Impact: Positive climate for students; decrease student referrals</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Student of the Month will be implemented by the PBIS team. Students will be recognized by their classroom teacher for demonstrating SEL strands (respect, courage, kindness).</p> <p>Strategy's Expected Result/Impact: Increase in positive school climate</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: PBIS matrix will be posted throughout the school building to model expectations.</p> <p>Strategy's Expected Result/Impact: Positive school climate;</p> <p>Staff Responsible for Monitoring: Counselor, PBIS team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: PBIS kick off rally will be conducted at the beginning of the year. Campus expectations will be reviewed by PBIS team, administration.</p> <p>Strategy's Expected Result/Impact: Positive school climate</p> <p>Staff Responsible for Monitoring: PBIS coaches, PBIS team members, principal</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: PBIS Rewards</p> <p>Strategy's Expected Result/Impact: Decrease office Referrals. Increase attendance. Schoolwide token economy.</p> <p>Staff Responsible for Monitoring: Principal. AP, PBIS Coach</p> <p>TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Perceptions 2</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 4: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Perceptions

Problem Statement 2: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 1: By Spring 2022, 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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <ul style="list-style-type: none"> - TEA Priorities: Build a foundation of reading and math, Improve low-performing schools - ESF Levers: Lever 5: Effective Instruction - Comprehensive Support Strategy 	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: Support programs to ensure that instructional strategies are utilized effectively 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 on a monthly basis.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1, 3 - Student Learning 1 - School Processes & Programs 1, 2 - Perceptions 1</p> <p>Funding Sources: activity tables for tutoring - 185-State Compensatory Education - \$15,146.96, Substitutes-reviewing at risk data - 185-State Compensatory Education - \$2,426, IREADY- curr. assoc. - 185-State Compensatory Education - \$7,774.20, small group chart tablets - 185-State Compensatory Education - \$1,319.19 , Instructional personnel - 211-Title I-Part A - \$85,194.76</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Provide effective instruction through small group instruction to increase student academic performance. Teachers will use programs such as I-Ready, Mentoring Minds to provide high dosage tutoring to students.</p> <p>Strategy's Expected Result/Impact: Increase student performance, close achievement gaps, students closer to reading at grade level as measured on a monthly basis.</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6 - TEA Priorities: Build a foundation of reading and math - ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: ABCDARIAN letters-supplemental - 185-State Compensatory Education - \$1,145, Mentoring Minds for ELAR and Math intervention - 185-State Compensatory Education - \$5,621.50, brain POP - 185-State Compensatory Education - \$3,087.50, Academic Tutors intervention - 185-State Compensatory Education - \$13,655.02, AT RISK personnel - 185-State Compensatory Education - \$104,609</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  No Progress </div> <div style="text-align: center;">  Accomplished </div> <div style="text-align: center;">  Continue/Modify </div> <div style="text-align: center;">  Discontinue </div> </div>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 1: Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.

Problem Statement 3: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Student Learning

Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 2: Students in the primary grades are not learning foundational skills in reading to be successful in the upper grades. **Root Cause:** Instruction is not meeting all student needs. Our classroom teachers and support staff need more support in this area to close gaps for students.

School Processes & Programs

Problem Statement 1: Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.

Problem Statement 2: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Perceptions

Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 2: By June 2022, 85% of PK-2 students will meet reading of year expectations (fluency, accuracy, comprehension)

Targeted or ESF High Priority

HB3 Goal

Evaluation Data Sources: I-station, running records, guided reading binders, TPRI/TEJAS Lee

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: By June 2022, a culture of foundational reading (as identified in TEA's learning acceleration) will be established on the campus. Campus staff will be retrained on balanced literacy during PD week in July. Additional support will be provided to support guided reading to include utilizing a resource THE NEXT STEP In GUIDED READING. Various strategies will be utilized from the book to support reading instruction. Teachers will using Reading A to Z guided reading books to support differentiated instruction.</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, reading specialist.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- Comprehensive Support Strategy</p> <p>Problem Statements: Demographics 1 - Student Learning 2 - School Processes & Programs 1</p> <p>Funding Sources: Scholastics for reading intervention - 185-State Compensatory Education - \$2,873, Resources for balanced literacy - 185-State Compensatory Education - \$857</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2022, campus staff will implement Foundations in their phonics block during reading. K-2 monolingual will implement Foundations. Dual Language teachers in K-1 will utilize Estrellita. District and campus training will be ongoing provided by C & I to support implementation.</p> <p>Strategy's Expected Result/Impact: Increase in student reading levels;</p> <p>Staff Responsible for Monitoring: Asst. Principal, instructional coach, reading specialist</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Use software programs and strategies to support instruction. TEKS acquisition and meet student goals (Mentoring Minds, STEM-Scopes, E.T.C.)</p> <p>Strategy's Expected Result/Impact: Increase Student Performance</p> <p>Staff Responsible for Monitoring: Teachers, IC, Admin. Team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math</p> <p>- ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: imagine math intervention support - 185-State Compensatory Education - \$3,000, stemscores - 185-State Compensatory Education - \$1,953</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 1: Students in 3rd and 4th grade fall below the District and State average on STAAR performance Root Cause: We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.</p>
<p>Problem Statement 3: 54% (215) out of 401 enrollment coded at risk is of concern. Root Cause: any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,</p>

Student Learning

Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 2: Students in the primary grades are not learning foundational skills in reading to be successful in the upper grades. **Root Cause:** Instruction is not meeting all student needs. Our classroom teachers and support staff need more support in this area to close gaps for students.

School Processes & Programs

Problem Statement 1: Students in 3rd and 4th grade fall below the District and State average on STAAR performance **Root Cause:** We need to strengthen our Tier 1 instruction and align ourselves vertically and horizontally through PLC planning.

Problem Statement 2: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Perceptions

Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: By June 2022, campus staff will be trained in Professional Learning Communities. Campus staff will be trained initially in July of 2022. Follow up training will be ongoing.

Evaluation Data Sources: PLC meetings, sign in sheets, Guiding Coalition meetings

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: A campus guiding coalition will be created to support the principles of PLC. The team will include campus administration, teachers and members of the leadership team.</p> <p>Strategy's Expected Result/Impact: Increase of student achievement,</p> <p>Staff Responsible for Monitoring: Campus administration, leadership team</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 90 minute weekly PLC meetings will be implemented to support in depth planning and data analysis.</p> <p>Staff Responsible for Monitoring: Campus administration , Instructional leadership team,</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: By June 2022, campus staff will be re-trained on TRS implementation to support guaranteed viable curriculum. Campus teachers and staff will become familiar with the various documents in TRS.</p> <p>Strategy's Expected Result/Impact: Lessons aligned to standards that address all learners to support best first teach.</p> <p>Staff Responsible for Monitoring: Principal, instructional coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p> <p>- TEA Priorities: Build a foundation of reading and math, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Essential standards will be identified within the first 9 weeks of school in the areas of math and reading. A PLC coach will be used to support the process.</p> <p>Strategy's Expected Result/Impact: 3-5 standards will be identified by grade levels. Standards will be power standards used to intervene and plan.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 4: By June 2022, campus attendance will increase to 98% in all grade levels.

HB3 Goal

Evaluation Data Sources: Attendance reports

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Campus assistant principal, counselor, attendance clerk and parent liason will attend best practices in attendance professional development virtual PD in August.</p> <p>Strategy's Expected Result/Impact: Strategies to support increase in student attendance.</p> <p>Staff Responsible for Monitoring: Asst. Principal, attendance clerk, counselor, parent liason</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
	 15%	 40%	 45%	
Strategy 2 Details	Reviews			
<p>Strategy 2: Monthly attendance challenge will be implemented to support meeting district goal of 98%. Attendance committee will decided on monthly attendance challenges.</p> <p>Strategy's Expected Result/Impact: Increase of student attendance</p> <p>Staff Responsible for Monitoring: AP; counselor, attendance clerk, parent liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 25%	 45%	
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 5: By May 2022, Action Coaching will be fully utilized to support instruction and building teacher efficacy.

Evaluation Data Sources: Classroom walkthroughs; data, PLC, Action Coaching meetings

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: BCE campus administration will utilize action coaching to support teachers build their craft and support student achievement. Campus leadership will undergo refresher training in the fall and utilize the Action Coaching and Leverage Leadership to support process.</p> <p>Strategy's Expected Result/Impact: Increase of Teacher efficacy</p> <p>Staff Responsible for Monitoring: Principal, Asst. Principal, Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levels: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 6: By Spring 2022, 100% of all students will show growth in all content areas.

Evaluation Data Sources: TEA accountability reports, I-Station reports, PLC meetings, data review meetings

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Teachers will implement a student class tracker to monitor student progress in the area of reading for PK-2. 3-5 teachers will focus on tested subject areas.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.2</p> <p>- TEA Priorities: Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: By June 2022, all students will have student data binders to track their progress. Individual grade levels will determine which data they will track. As a campus all students will monitor their attendance daily.</p> <p>Strategy's Expected Result/Impact: Student growth; increase of student attendance;</p> <p>Staff Responsible for Monitoring: classroom teachers; instructional leadership team</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Campus Growth Lanyards will be purchased to provide incentives for students demonstrating growth. Incentive pins will be added to the lanyards as students progress. A sheet will be turned into the office so the campus leadership team can distribute GROWTH PINS weekly to students.</p>	Formative			Summative
	Nov	Jan	Mar	June

Strategy's Expected Result/Impact: 100% growth for all students
Staff Responsible for Monitoring: Campus instructional leadership team; classroom teachers; counselor

Schoolwide and Targeted Assistance Title I Elements:

2.4, 2.6, 3.2

- TEA Priorities:

Improve low-performing schools

- ESF Levers:

Lever 3: Positive School Culture, Lever 4: High-Quality Curriculum, Lever 5: Effective Instruction



No Progress

Accomplished

Continue/Modify

Discontinue

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 1: By June 2022, BCE will provide opportunities for Pre-K to 5th grade students to participate in field trips, programs and events supporting character, education, social emotional 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students in PK thru 5th grade will participate in extracurricular programs designated in Monday's and Tuesdays to support the WHOLE CHILD.</p> <p>Strategy's Expected Result/Impact: Increase of positive school climate; increase student attendance; increase student achievement</p> <p>Staff Responsible for Monitoring: Principal; Assistant Principal; Counselor; Teacher</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6 - TEA Priorities: Improve low-performing schools</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 2: By Spring 2022, all students will explore and be exposed to college, career, and military pathways and post secondary opportunities .

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
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 dresse-up days, lessons on "school path" , including the choices they have for higher education. (colleges/military etc.).	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
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.	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
Strategy 3: CTE lesson from CTE counselor to present to the 5th grade students.	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.

Performance Objective 3: By June 2022, BCE will provide professional development opportunities on social emotional learning. Character Strong will be our school SEL program for 21-22. Bi-monthly lessons will be conducted by counselor. Classroom teachers will implement the SEL program at the beginning of the day to support SEL on the campus.

Evaluation Data Sources: Guidance lesson, classroom walkthroughs

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: To support the challenges from the pandemic, an SEL program will be purchased that will be implemented by both classroom teachers as well as the school counselor.</p> <p>Strategy's Expected Result/Impact: SEL awareness; positive school culture;</p> <p>Staff Responsible for Monitoring: Counselor, campus administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: SEL connections will be implemented for a home school connection to include an after school club. Monthly letters to parents will sent out by the school counselor and included in the parent update.</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: An SEL club will be implemented at BCE in the Fall of 2021 to support implementation of the Character Strong model. Student members will help plan school activities to continue to build an SEL culture. District social worker intern will be used in conjunction of school counselor to support implementation.</p> <p>Strategy's Expected Result/Impact: Positive school climate Staff Responsible for Monitoring: Counselor, administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6 - TEA Priorities: Improve low-performing schools - ESF Levers: Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1 Funding Sources: Character strong - 211-Title I-Part A - \$2,499</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 3 Problem Statements:

Demographics
<p>Problem Statement 3: 54% (215) out of 401 enrollment coded at risk is of concern. Root Cause: any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,</p>
Student Learning
<p>Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. Root Cause: any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,</p>
School Processes & Programs
<p>Problem Statement 2: 54% (215) out of 401 enrollment coded at risk is of concern. Root Cause: any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,</p>
Perceptions
<p>Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. Root Cause: any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,</p>

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 1: By June 2022, BCE will increase parent participation to expand parent engagement opportunities through monthly parental classes and trainings directly connected to student learning as well as social emotional learning.

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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 4 - Perceptions 2</p> <p>Funding Sources: Liaison personnel - 211-Title I-Part A - \$32,393.28</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2</p> <p>Problem Statements: Demographics 4 - Perceptions 2</p> <p>Funding Sources: Technology for parent center - 211-Title I-Part A - \$1,096.79</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 1 Problem Statements:

Demographics

Problem Statement 4: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Perceptions

Problem Statement 2: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 2: By May 2022, 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.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 2.5, 3.2 - Comprehensive Support Strategy - Additional Targeted Support Strategy</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: Relate important campus information to our parents by placing the Campus Improvement Plan at various locations for parent and community viewing 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>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Relate important campus information with good choices in health, activities, and wellness programs. By conducting motivational and moral achievements by/for students, staff and community.</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>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>- TEA Priorities: Recruit, support, retain teachers and principals, Improve low-performing schools</p> <p>- ESF Levers: Lever 1: Strong School Leadership and Planning, Lever 2: Effective, Well-Supported Teachers, Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 4 - Perceptions 2</p> <p>Funding Sources: Parent/Family Conference - 211-Title I-Part A - \$100</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Provide refreshments, hospitality, for parent and school, community meetings/events, training, and workshops.</p> <p>Strategy's Expected Result/Impact: Increase understanding, knowledge and engagement in the area of school policy.</p> <p>Staff Responsible for Monitoring: Principal, Assistant Principal, Counselor and Parent Liaison.</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>Problem Statements: Demographics 3 - Student Learning 1 - School Processes & Programs 2 - Perceptions 1</p> <p>Funding Sources: parent snacks for meetings and trainings - 211-Title I-Part A - \$525</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Performance Objective 2 Problem Statements:

Demographics

Problem Statement 3: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 4: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Student Learning

Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

School Processes & Programs

Problem Statement 2: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Perceptions

Problem Statement 1: 54% (215) out of 401 enrollment coded at risk is of concern. **Root Cause:** any of our student are coded ELL, have not performed satisfactory on an assessment such as STAAR, TPRI/TEJAS Lee or have other indicators under the at-risk coding (retained,

Problem Statement 2: Our overall attendance was 96.87%. Building connection with our families is a priority to increase attendance. **Root Cause:** We need to continue to provide more support to families that are identified as well as having stronger systems in place for attendance.

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.

Performance Objective 3: By June 2022, BCE will maintain three collaborative ways for all families to participate in setting student goals, planning for post-secondary education and careers. A vision board night will be planned in the spring to promote student goals.

Evaluation Data Sources: Student data binders, parent conferences, parental nights.

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: School and community will build partnerships to assist students who are struggling by providing parent classes on use of strategies for academic content.</p> <p>Strategy's Expected Result/Impact: Increased parent participation at events with sign in sheets</p> <p>Staff Responsible for Monitoring: Principal, Instructional Coach, Assistant Principal, and Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.6, 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 .</p> <p>Strategy's Expected Result/Impact: Parents will urge their students to think of a pathway to consider for the future.</p> <p>Staff Responsible for Monitoring: Counselor, Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Parents will participate in creating the Parent Engagement Policy and Student Parent Compact. Student Parent Compact will be distributed in the Fall 2022 in both languages (English and Spanish).</p>	Formative			Summative
	Nov	Jan	Mar	June
No Progress Accomplished Continue/Modify Discontinue				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 1: By May 2022, 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: Parent Calendar, newsletter, flyers, sign in sheets

Summative Evaluation: Significant progress made toward meeting Objective

Strategy 1 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<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, Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<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>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<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.</p> <p>Strategy's Expected Result/Impact: Students needs will be met through community efforts.</p> <p>Staff Responsible for Monitoring: Principal, Parent Liaison</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.

Performance Objective 2: By May 2022, 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

Summative Evaluation: Some progress made toward meeting Objective

Strategy 1 Details	Reviews			
<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</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Acknowledgement positive achievement of students and staff. Strategy's Expected Result/Impact: Positive culture. Staff Responsible for Monitoring: Administration, Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Offer more activities in the school, 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: Administration.</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 4 Details	Reviews			
<p>Strategy 4: Provide resources and opportunities for FUND RAISING Activities through various committees for students, staff and community incentives. Strategy's Expected Result/Impact: Finance Approval of Fund Raisers and indicated with purpose. Close with</p>	Formative			Summative
	Nov	Jan	Mar	June

Recaps.

Staff Responsible for Monitoring: Administration



No Progress



Accomplished



Continue/Modify



Discontinue

State Compensatory

Budget for Bill Childress Elementary School

Total SCE Funds: \$166,006.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

Various programs were purchased to support classroom instruction for our at risk students. Materials such as folders, markers, stip paper, paper were purchased to help with small group instruction. Extra duty pay was used in the fall to cover for intersession for at-risk students. Additionally, staff development was provided during the year to help support Tier I instruction and close gaps. Two FTE aides were used to support our at risk population. They supported during the day working with At-risk students during our campus wide Eagle Time (intervention block). Our At-Risk Teacher serviced our Dyslexia students and several SST students during the year. We worked closely with her to support her schedule as more students were identified during the year. Funds were used during the year to provide our teachers time to focus on planning Tier I and intervention lessons for their students. Full days subs were used and teachers met with the instructional team to provide support on various areas including PLCs, Guided Reading, Eagle Time planning and literacy strategies. I-ready was utilized as a resource to support our at-risk population. Students benefited from the program as we saw gains in our scores anywhere between 10-70% points.

Personnel for Bill Childress Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Brenda Morales	At-Risk Teacher	1
Norma Rubio	At Risk Aide	1
Olivia Chavira	At-Risk Aide	1

Schoolwide and Targeted Assistance Title I Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

The CNA was process was held in May with various committees (Perceptions, Demographics, Process and Programs and Student Achievement). Parents and teachers served on the committee to come together to support and come up with processes to help increase student achievement. Moreover, data from various sources such as attendance, demographics, STAAR Interim, I-Station were used to measure campus growth.

Committee came together to come up with problem statements and root causes. STAAR data was not readily available at the time so other points of data were utilized. Needs assessment shows a need to continue to improve Tier I instruction through the PLC process. Moreover, we need to continue to engage our community to increase student attendance. We will continue to distribute leadership and build capacity amongst our people.

Committees met after school and reviewed various sources of data. Parents were invited to each committee to serve as well.

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

CIC met monthly to review student progress and update CIP for the formative processes. Due to COVID many strategies were not met due to various conditions. The CIC would review strategies and come up with areas to support the growth of each strategy. Campus safety and student academics was of a high level concern. Our CIC reviewed student data at formative reviews to ensure students were making adequate progress. Grade levels would come with recommendations to support the overall health of the campus. We had parents, teachers and campus administration that served on the committee.

2.2: Regular monitoring and revision

CIC would meet monthly to support the monitoring. CIC met monthly to review student progress and update CIP for the formative processes. Due to COVID many strategies were not met due to various conditions. The CIC would review strategies and come up with areas to support the growth of each strategy. Campus safety and student academics was of a high level concern. Our CIC reviewed student data at formative reviews to ensure students were making adequate progress. Grade levels would come with recommendations to support the overall health of the campus. We had parents, teachers and campus administration that served on the committee.

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

The CIP was posted on the website and was reviewed at Coffee with the Principal and other parent functions during the year. A copy was available in the front office for any parents that wanted to review.

2.4: Opportunities for all children to meet State standards

Our campus had a schoolwide intervention block called Eagle Time. Our support staff, ESSER teachers, tutors would work with leadership and teachers to ensure our students were

getting high dosage tutoring. Teachers would meet on a regular basis to analyze student data and ensure students were getting standards that they need. This year we also looked at our K-2 students to ensure that we focused on the skills they need. Times during PLC were used to answer Question 3 and 4 in the PLC process.

2.5: Increased learning time and well-rounded education

Our campus had a schoolwide intervention block called Eagle Time. Our support staff, ESSER teachers, tutors would work with leadership and teachers to ensure our students were getting high dosage tutoring. Teachers would meet on a regular basis to analyze student data and ensure students were getting standards that they need. This year we also looked at our K-2 students to ensure that we focused on the skills they need. Times during PLC were used to answer Question 3 and 4 in the PLC process.

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

Our campus had a schoolwide intervention block called Eagle Time. Our support staff, ESSER teachers, tutors would work with leadership and teachers to ensure our students were getting high dosage tutoring. Teachers would meet on a regular basis to analyze student data and ensure students were getting standards that they need. This year we also looked at our K-2 students to ensure that we focused on the skills they need. Times during PLC were used to answer Question 3 and 4 in the PLC process.

Additionally, extra support for students that were in foster care, retained or coded as LEP were provided additional materials. Our LEP students recieved addiotonal tutoring depending on their academic needs. More supports need to be revisited to ensure that we close the gaps for ALL students.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The parent engagement policy was revisited with our parents this year. Feedback was asked via email and posted on our campus website. Moreover, Coffee with the Principal were held to ensure that proper feedback was given. The policy was shared once refined on our campus website, social media platfroms and was in the office for hard copies.

3.2: Offer flexible number of parent involvement meetings

Various parent meetings were held this year to include Coffee with the Pricnival, Parent University, and other support sessions. We also have a PTO that meets on a regular basis to support our school. These meetings typically had a guest speaker such as Nancy Torres on communtiy health, Raise your Hand Texas and other community members to help keep our parents informed. Meetings were held during the day or evening to help meet the needs of our families. Additionally, parents had the option to attend our district events during the year.

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

Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	Instructional personnel		\$85,194.76
3	3	3	Character strong		\$2,499.00
4	1	1	Liaison personnel		\$32,393.28
4	1	2	Technology for parent center		\$1,096.79
4	2	4	Parent/Family Conference		\$100.00
4	2	5	parent snacks for meetings and trainings		\$525.00
Sub-Total					\$121,808.83
Budgeted Fund Source Amount					\$123,294.00
+/- Difference					\$1,485.17
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	activity tables for tutoring		\$15,146.96
2	1	2	IREADY- curr. assoc.		\$7,774.20
2	1	2	small group chart tablets		\$1,319.19
2	1	2	Substitutes- reviewing at risk data		\$2,426.00
2	1	3	brain POP		\$3,087.50
2	1	3	ABECDARIAN letters-supplemental		\$1,145.00
2	1	3	Mentoring Minds for ELAR and Math intervention		\$5,621.50
2	1	3	AT RISK personnel		\$104,609.00
2	1	3	Academic Tutors intervention		\$13,655.02
2	2	1	Resources for balanced literacy		\$857.00
2	2	1	Scholastics for reading intervention		\$2,873.00
2	2	3	stemscopes		\$1,953.00
2	2	3	imagine math intervention support		\$3,000.00
Sub-Total					\$163,467.37
Budgeted Fund Source Amount					\$166,006.00
+/- Difference					\$2,538.63

199-Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$77,013.00
+/- Difference					\$77,013.00
Grand Total Budgeted					\$366,313.00
Grand Total Spent					\$285,276.20
+/- Difference					\$81,036.80