

Canutillo Independent School District
Canutillo Elementary School
2021-2022 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.

Canutillo Ethics

Student Centered Focus

Trustworthiness in Stewardship

Commitment to Service

Equity in Attitude

Honor in Conduct

Integrity of Character

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Learning	6
School Processes & Programs	9
Perceptions	12
Priority Problem Statements	15
Comprehensive Needs Assessment Data Documentation	17
Goals	19
Goal 1: DISTRICT OPERATIONS WILL MEET CANUTILLO ISD NEEDS TO OPTIMIZE A FUNCTIONAL, SECURED AND ENGAGING LEARNING ENVIRONMENT.	20
Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.	23
Goal 3: CANUTILLO ISD STAFF AND STUDENTS WILL BE HIGHLY EFFECTIVE AND BE WELL SUPPORTED TO INCREASE TEACHER AND STUDENT PERFORMANCE.	31
Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO THEIR CHILD'S EDUCATION.	39
Goal 5: CANUTILLO ISD WILL CONVEY AND SHARE A POSITIVE IMAGE AND CULTURE.	43
State Compensatory	45
Budget for Canutillo Elementary School	46
Personnel for Canutillo Elementary School	46
Schoolwide and Targeted Assistance Title I Elements	46
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	47
1.1: Comprehensive Needs Assessment	47
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	48
2.1: Campus Improvement Plan developed with appropriate stakeholders	48
2.2: Regular monitoring and revision	51
2.3: Available to parents and community in an understandable format and language	52
2.4: Opportunities for all children to meet State standards	52
2.5: Increased learning time and well-rounded education	52
2.6: Address needs of all students, particularly at-risk	53
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	53
3.1: Develop and distribute Parent and Family Engagement Policy	53
3.2: Offer flexible number of parent involvement meetings	66
Title I Personnel	67
Campus Funding Summary	68

Comprehensive Needs Assessment

Demographics

Demographics Summary

2016-2017

Enrollment: 582

At-Risk: 74%

Economically Disadvantaged: 86.6%

ELL: 52.1%

Mobility rate: 9.4%

Hispanic/latino: 97.7%

Migrant: 3.6%

SPED: 10%

Attendance: 96.58%

2015-2016

Professional staff: 50

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

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

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

Number of students per Teacher: 15.8

Average years experience by Teacher: 15.4 years

Average Salaries/ Teachers: \$52,199

Enrollment: 613

At-Risk:

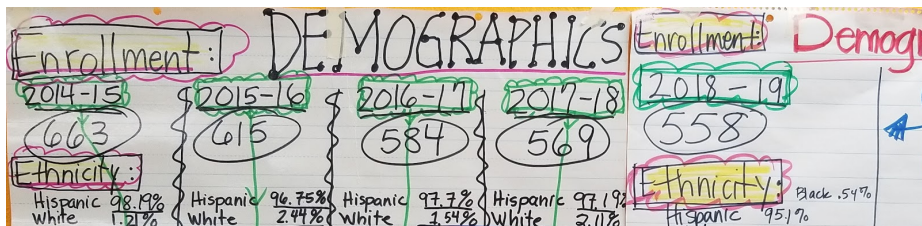
Economically disadvantaged: 87.4%

ELL: 51.5%

SPED: 9.6%

Mobility: 11.8%

2019



	88.39% 586 students	ED: 87.32% 537 students	ED: 86.47% 505 students	ED: 82.07% 467 students	White 3.79% Economically Disadvantage 81.9% 451 Students
Gender	300 Female 363 Male	293 Female 322 Male	292 Female 292 Male	268 Female 301 Male	281 Female 50.3% 277 male 49.6%
ELL	336 students 50.1%	316 students 51.5%	302 students 52.1%	296 students 52.1%	270 students 48.3%
At Risk	526 students 79.3%	451 students 72.33%	433 students 74.14%	404 students 71.00%	390 students 70%
Mobility	93 students 16.2%	67 students 11.8%	47 9.4%		59 students 10.7%
Bilingual	385 students 58.7%	345 students 56.1%	309 students 52.91%	289 students 52.91%	236 students 51.2%
ESD	2 students 3.0%	8 students 1.3%	12 students 2.05%	10 students 1.9%	10 students 1.7%
IEP	336 students 50.62%	318 students 51.71%	303 students 51.88%	275 students 48.33%	270 students 48.3%
Migrant	27 students 4.07%	26 students 4.2%	21 students 3.60%	16 students 2.81%	13 students 2.3%
SPEID	61 students 9.20%	60 students 9.74%	59 students 10.10%	55 students 9.47%	51 students 9.1%
GT	44 students 6.64%	35 students 5.6%	34 students 5.82%	48 students 8.44%	56 students 10.0%
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 9.2 - 9.4

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 2020 PEIMS report it shows 75% of our student population was At Risk with only two academic tutors providing services. **Root Cause:** Math and reading gaps have been created due to COVID 19 pandemic interruptions and delays.

Problem Statement 2 (Prioritized): Students need consistent coping skills and counseling intervention sessions for Social and emotional learning (SEL). **Root Cause:** Students lack and miss socializing due to pandemic restrictions.

Problem Statement 3 (Prioritized): Educate and orientate new students and their parents enrolled at CES of our school expectations, programs and academic learning to include Leader In Me and etiquette with new technology. **Root Cause:** Campus needs additional 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
 Science: 76% Distinction: ELA/Reading

STAAR 2017

All subjects: 79% Index 1: 79
 Reading: 79% Index 2: 37
 Math: 83% Index 3: 47
 Writing: 72% Index 4: 45
 Science: 75% Distinctions (4): Academic Achievement in ELAR
 and Mathematics, Top 25 Percent Closing

Performance gaps and Postsecondary Readiness

STAAR 3 rd -5 th			
	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 613 students) 2015
all 554 students	504	39		
GT	8%	6%	6%	7%
	43	34	35	44
	(students) (RTF)	74%	73%	79%
H-Risk	70%	389	433	451
	59	60	61	
SPED/special	51	10%	10%	9%
Economically	82%	505	537	
Disadvantaged	453	87%	87%	88%
migrant	13	21	26	27
	2%	4%	4%	4%
homeless	10	16	8	17
		3%	1%	3%

K-2 nd grade Reading Lvl (DRA)						
as of Jan	NR	1-3	4-8	10-18	20-28	↑
Kinder	12	61	2			
1 st grade	1	4	27	35	17	2
2 nd 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 to target intervention or acceleration such as: technology and or technology programs in English and Spanish. **Root Cause:** 231 out of 511 students are Emergent Bilingual that needing resources for acquisition of secondary language and decrease gap in academic learning.

Problem Statement 2: Need of a SPED Bilingual Paraprofessional **Root Cause:** Due to our school demographics of 9% SPED and 47% bilingual population.

Problem Statement 3 (Prioritized): Need for reading and math academic tutors. **Root Cause:** Reading and math academic tutors are needed due to academic gaps.

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

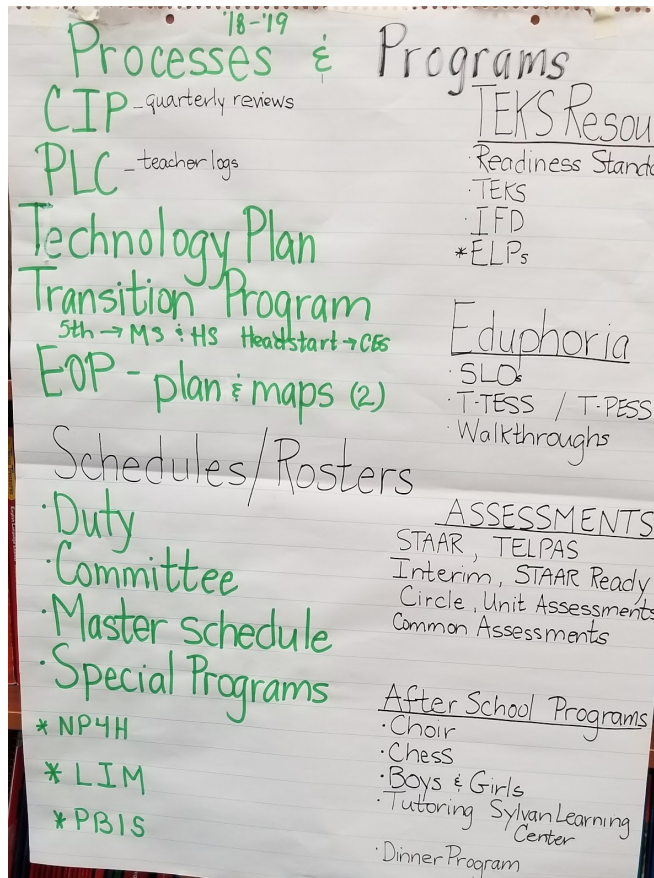
School Organization:

- 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

2019



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): Technology support personnel needed. **Root Cause:** To help assist with troubleshooting, technical support and device care.

Problem Statement 2 (Prioritized): Academic tutors are needed to service our students with Tier II interventions. **Root Cause:** Due to the increasing number of identified RTI Tier 2 students.

Problem Statement 3 (Prioritized): Current technology needs to be upkept and maintained. **Root Cause:** Accessories such as Elmos are not compatible with MacBook and they are not connected to printers.

Problem Statement 4 (Prioritized): Support staff does not have updated technology. **Root Cause:** Outdated technology

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)

- La Tuna Federal Prison
- Destiny Family Christian Church
- WVFD
- Wings of Columbus
- Happy Bear
- Vestside Community Church
- Sids 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/Single
- Conferences - face to face
- Phone Calls
- Meetings
- Home Visits
- Parent Portal
- Webpage
- Email
- Agenda/Calendar
- Report Cards
- Progress reports

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 INN
- CATCH

Discipline Incidents Reported to TEAMS

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

Organizational Health Data (OHI)

9 dimensions at **INTERDEPENDENT**

- The three highest scores - 81% (Optimal Power Equalization)
- 82% (Morale)
- 81% (Cohesiveness)

The three lowest scores - 68% (Problem Solving Adequacy)

- 68% (Adaptation)
- 61% (Autonomy)

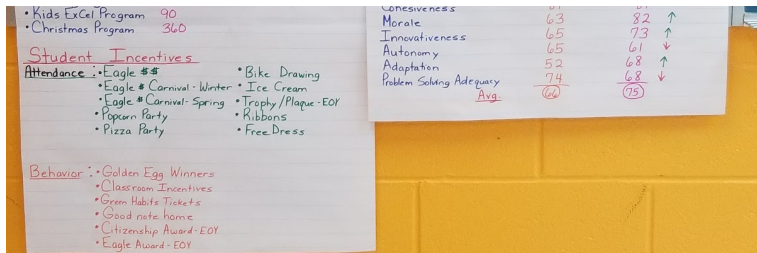
The **AUTONOMY** rating puts us at an **INDEPENDENT** level 1 in that category.

Comparison of OHI

	2017	2018
Goal Focus	57	75
Communication Adequacy	83	80
Optimal Power Equalization	69	86
Resource Utilization	55	74
Cohesiveness	81	81

CES Parent Activities w/ Families

- Parent University 46
- PAC Meetings 27
- Parent Compact 9
- Coffee w/ the Principal 27
- Parent/Teacher Conferences 300
- Grandparents Day 79
- Family Fitness & Fun Day 208
- Food Baskets/Hygiene 45
- Veterans Day 45
- Math Power Night 31
- Reading Leadership Night
- Thanksgiving Lunch 44
- V.I.P.s (Volunteers) 34
- CIC/LPAC - reps 3
- Health Fair 340
- Open House over 200
- Fall Carnival
- Literacy Parent Night
- Supplies/Backpacks/Uniforms



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: A focus on SEL is necessary to teach students how to cope with challenges. **Root Cause:** A rise in student anxiety has been reported by students and parents.

Problem Statement 2: Our students need to be celebrated in a variety of means/incentives and ways to support them academically and emotionally. **Root Cause:** Our Gallup Poll shows a decrease in student engagement as compared to other CISD Elementaries.

Problem Statement 3: Art and self expression is necessary in our Fine Arts program. **Root Cause:** Many students show an interest in Art and request to do that type of activity.

Problem Statement 4: Support for students and their parents enrolled at CES of school expectations and programs. **Root Cause:** The pandemic caused lack of in person schooling. Campus need for parental support and involvement.

Priority Problem Statements

Problem Statement 7: In the 2020 PEIMS report it shows 75% of our student population was At Risk with only two academic tutors providing services.

Root Cause 7: Math and reading gaps have been created due to COVID 19 pandemic interruptions and delays.

Problem Statement 7 Areas: Demographics

Problem Statement 1: Need to target intervention or acceleration such as: technology and or technology programs in English and Spanish.

Root Cause 1: 231 out of 511 students are Emergent Bilingual that needing resources for acquisition of secondary language and decrease gap in academic learning.

Problem Statement 1 Areas: Student Learning

Problem Statement 3: Technology support personnel needed.

Root Cause 3: To help assist with troubleshooting, technical support and device care.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 8: Students need consistent coping skills and counseling intervention sessions for Social and emotional learning (SEL).

Root Cause 8: Students lack and miss socializing due to pandemic restrictions.

Problem Statement 8 Areas: Demographics

Problem Statement 4: Academic tutors are needed to service our students with Tier II interventions.

Root Cause 4: Due to the increasing number of identified RTI Tier 2 students.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 9: Educate and orientate new students and their parents enrolled at CES of our school expectations, programs and academic learning to include Leader In Me and etiquette with new technology.

Root Cause 9: Campus needs additional parental support and involvement.

Problem Statement 9 Areas: Demographics

Problem Statement 2: Need for reading and math academic tutors.

Root Cause 2: Reading and math academic tutors are needed due to academic gaps.

Problem Statement 2 Areas: Student Learning

Problem Statement 5: Current technology needs to be upkept and maintained.

Root Cause 5: Accessories such as Elmos are not compatible with MacBook and they are not connected to printers.

Problem Statement 5 Areas: School Processes & Programs

Problem Statement 6: Support staff does not have updated technology.

Root Cause 6: Outdated technology

Problem Statement 6 Areas: School Processes & Programs

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

- State and federally required assessment information
- STAAR released test questions
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic reading assessment data
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Dyslexia data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

- Budgets/entitlements and expenditures data

Goals









Revised/Approved: September 8, 2021









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

Performance Objective 1: Canutillo Elementary will increase positive discipline strategies (PBIS) to foster a positive school climate and decrease the number of referrals by 3% during the 2021-22 school year.

Evaluation Data Sources: Quarterly monthly discipline reports.

Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Celebrate drug and bully free week during the month of October 2021.</p> <p>Strategy's Expected Result/Impact: Increase student awareness.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Create an awareness of bully prevention through a campaign called "Friendship Week" in February 2022.</p> <p>Strategy's Expected Result/Impact: Increase student awareness.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>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: Continue with NPFH activities, student coalition, and student council to actively participate in different duties that help promote anti-bullying, safety and leadership.</p> <p>Strategy's Expected Result/Impact: Increase student awareness.</p> <p>Staff Responsible for Monitoring: Counselor and Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
	 20%	 30%	 75%	 100%
<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>				

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

Performance Objective 2: By June 2022, all CES staff 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 five of the five year grant implementation.

Evaluation Data Sources: Implementation documented in lesson plans.







Summative Evaluation: Exceeded Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Students will set individual goals (WIGs) per content area and track them using their data notebooks.</p> <p>Strategy's Expected Result/Impact: Self tracking Student Progress Student achievement</p> <p>Staff Responsible for Monitoring: Teachers</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Leader in Me time has been scheduled daily to promote the 7 Habits to develop active leaders.</p> <p>Strategy's Expected Result/Impact: Building student involvement and leadership.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	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 3: 100% of CES teachers and staff will implement technology in a safe and functional learning environment effectively throughout the 2021-2022 school year.

Summative Evaluation: Met Objective





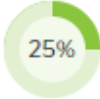



Strategy 1 Details	Reviews			
<p>Strategy 1: Conduct a needs assessment for students in the area of technology. Offer staff development to integrate technology across the curriculum to assist all students that are struggling and are at risk of falling behind.</p> <p>Strategy's Expected Result/Impact: Student Progress Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5 - TEA Priorities: Recruit, support, retain teachers and principals - ESF Levers: Lever 5: Effective Instruction</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<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 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 2021-22 school year.

Evaluation Data Sources: TAPR Report
STAAR Data
School Report Card

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Enhance student instruction and student achievement.</p> <p>Staff Responsible for Monitoring: Administration and Instructional Coach</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Early intervention, student progress, and student achievement.</p> <p>Staff Responsible for Monitoring: Administration and 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</p> <p>- ESF Levers: Lever 5: Effective Instruction</p> <p>Problem Statements: Demographics 1</p> <p>Funding Sources: RTI-AT Risk intervention support - 185-State Compensatory Education - \$201,997</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 3 Details	Reviews			
<p>Strategy 3: 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>Strategy's Expected Result/Impact: Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers Instructional Coach Administrators</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: Student Learning 1 - School Processes & Programs 2</p> <p>Funding Sources: Instructional personnel - 211-Title I-Part A - \$80,251.97</p>	Formative			Summative
	Nov	Jan	Mar	June
				
 No Progress  Accomplished  Continue/Modify  Discontinue				

Performance Objective 1 Problem Statements:

Demographics
<p>Problem Statement 1: In the 2020 PEIMS report it shows 75% of our student population was At Risk with only two academic tutors providing services. Root Cause: Math and reading gaps have been created due to COVID 19 pandemic interruptions and delays.</p>
Student Learning
<p>Problem Statement 1: Need to target intervention or acceleration such as: technology and or technology programs in English and Spanish. Root Cause: 231 out of 511 students are Emergent Bilingual that needing resources for acquisition of secondary language and decrease gap in academic learning.</p>
School Processes & Programs
<p>Problem Statement 2: Academic tutors are needed to service our students with Tier II interventions. Root Cause: Due to the increasing number of identified RTI Tier 2 students.</p>





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

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 2021-22 school year.

HB3 Goal

Evaluation Data Sources: TAPR Report
STAAR Data
School Report Card

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Will fully implement Balanced Literacy program to increase reading performance for all students.</p> <p>Strategy's Expected Result/Impact: Reading at grade level. Monitor student progress through running records.</p> <p>Staff Responsible for Monitoring: Administrators Instructional Coach</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: Student Learning 1, 3</p> <p>Funding Sources: library books/Perma bound 2,342.64 - struggling students- 33.85% of 185 - 185-State Compensatory Education - \$3,642.64, Website -Kami - 185-State Compensatory Education - \$2,650, Wilson training materials - 185-State Compensatory Education - \$972, Brain pop - 185-State Compensatory Education - \$3,250, Library support personnel - 211-Title I-Part A - \$34,027.22</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Student progress through interventions. Student Achievement.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 3 Details	Reviews			
<p>Strategy 3: Teachers will utilize and implement specific strategies in Reading and Writing for all K-5th grade students providing effective intervention by scaffolding instruction.</p> <p>Strategy's Expected Result/Impact: Student progress through interventions. Student Achievement.</p> <p>Staff Responsible for Monitoring: Instructional Coach and Administration</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>Funding Sources: - 185-State Compensatory Education, - 211-Title I-Part A, Library resources (books) - 211-Title I-Part A</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:

Student Learning
<p>Problem Statement 1: Need to target intervention or acceleration such as: technology and or technology programs in English and Spanish. Root Cause: 231 out of 511 students are Emergent Bilingual that needing resources for acquisition of secondary language and decrease gap in academic learning.</p>
<p>Problem Statement 3: Need for reading and math academic tutors. Root Cause: Reading and math academic tutors are needed due to academic gaps.</p>

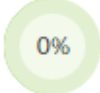







Goal 2: CANUTILLO ISD STUDENTS WILL SHOW ANNUAL MEASURABLE GROWTH IN ALL SUBJECT AREAS.

Performance Objective 3: Canutillo Elementary will meet overall student achievement scores in Math by 2% in meets and masters progress as reflected in the STAAR scores provided by state at the end of the 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR Report
STAAR Data
School Report Card

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Increase Math skills with effective strategies and implementation of targeted programs for student success.	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: 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 2021-2022 school year.

HB3 Goal

Evaluation Data Sources: TAPR Report
STAAR Data
School Report Card

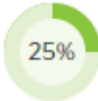











Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Close gaps between EL and English monolingual students in STAAR science by offering deliberate methods and techniques to target deficiencies such as vocabulary and target Power Standards. Give students the opportunity to test in their academic language.</p> <p>Strategy's Expected Result/Impact: Student Progress Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will have the opportunity to participate in a school wide Science Fair in January 2022. Provide science fair project boards for all 3rd- 5th graders.</p> <p>Strategy's Expected Result/Impact: Student Progress Student Achievement</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</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>				

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

Performance Objective 5: 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 2021-2022 school year.









Summative Evaluation: Exceeded Objective

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

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

Performance Objective 6: 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 2021-2022 school year.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Upgraded technology hardware and software will be purchased to effectively assist instruction.</p> <p>Strategy's Expected Result/Impact: Student increase performance through visual and interactive use of technology.</p> <p>Staff Responsible for Monitoring: Teachers</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 5: Effective Instruction</p> <p>Problem Statements: Student Learning 1</p> <p>Funding Sources: ipads for intervention Eng/sp - 185-State Compensatory Education - \$4,946</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

Performance Objective 6 Problem Statements:

Student Learning
<p>Problem Statement 1: Need to target intervention or acceleration such as: technology and or technology programs in English and Spanish. Root Cause: 231 out of 511 students are Emergent Bilingual that needing resources for acquisition of secondary language and decrease gap in academic learning.</p>

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 the end of the 2021-2022 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









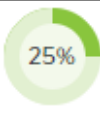

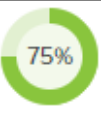

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Building student involvement and leadership through rewards.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: 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 & F/S and Choir/Band.</p> <p>Strategy's Expected Result/Impact: Building student involvement and leadership.</p> <p>Staff Responsible for Monitoring: Administration Instructional Coach Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> No Progress Accomplished Continue/Modify Discontinue </div>				

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 June of 2022, 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.

Summative Evaluation: Met Objective









Strategy 1 Details	Reviews			
<p>Strategy 1: Our faculty and staff will participate in activities such as but not limited to, appreciation breakfast, ice breakers, new employee reception, stress reducing activities, small incentives, etc.</p> <p>Strategy's Expected Result/Impact: Building great school culture and climate.</p> <p>Staff Responsible for Monitoring: Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: Students will receive recognition for earning points for Accelerated Reader.</p> <p>Strategy's Expected Result/Impact: Increase reading levels and student achievement. Building student involvement and leadership through rewards.</p> <p>Staff Responsible for Monitoring: Librarian Teachers</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: Students will receive restaurant passes for A & A/B Honor Roll. Honor Roll Dance at the end of Fall and Spring.</p> <p>Strategy's Expected Result/Impact: Building student involvement and leadership through rewards.</p> <p>Staff Responsible for Monitoring: Teachers Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
				

Strategy 4 Details	Reviews			
<p>Strategy 4: The Positive Behavior Intervention and Support (PBIS) Team/ Light House Team will attend professional development and conference throughout the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Building great school culture and climate. Empowering Teachers.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselor</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 5 Details	Reviews			
<p>Strategy 5: Through monthly meetings PBIS/ Light House Team will look at data for needs assessment, identify areas of concerns, and implement school wide expected behaviors.</p> <p>Strategy's Expected Result/Impact: Building student involvement and leadership.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselor</p> <p>Funding Sources: Substitutes - 211-Title I-Part A - \$165</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 6 Details	Reviews			
<p>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.</p> <p>Strategy's Expected Result/Impact: Building student involvement and leadership.</p> <p>Staff Responsible for Monitoring: Teachers Administration Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.5</p>	Formative			Summative
	Nov	Jan	Mar	June
<div style="display: flex; justify-content: space-around; align-items: center;"> <div> No Progress</div> <div> Accomplished</div> <div> Continue/Modify</div> <div> Discontinue</div> </div>				

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

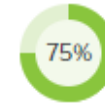
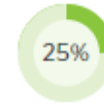
Performance Objective 3: By June 2022, CES will be provided with professional development on implementing and supporting "trauma and inform care" to effectively support our students and teachers . Social Emotional Learning standards (SEL) strategies and other methods of approach will be incorporated throughout this process.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Every nine weeks, Counselor will be available to our students in order to provide guidance in academic and behavioral/social choices that affect their educational career.</p> <p>Strategy's Expected Result/Impact: Students awareness and interventions.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: The Counselor will provide individualized counseling sessions to promote social and emotional health in children.</p> <p>Strategy's Expected Result/Impact: Students awareness and interventions.</p> <p>Staff Responsible for Monitoring: Counselor</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.6</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 3 Details	Reviews			
<p>Strategy 3: The 7 Habits of Happy Kids will continue to be utilized in each classroom to reinforce the Leader In Me strategies.</p> <p>Strategy's Expected Result/Impact: Building student involvement and leadership.</p>	Formative			Summative
	Nov	Jan	Mar	June

Staff Responsible for Monitoring: Administration
Instructional Coach
Teachers

Schoolwide and Targeted Assistance Title I Elements:
2.4, 2.5



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 4: 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 2021-2022 school year.

Evaluation Data Sources: Number of Activities held throughout the year.









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Plan Generation Texas Week, promote and encourage students to pursue a post high school education.	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
Strategy 2: 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.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 5: Canutillo Elementary will promote workplace wellness to improve employee morale and increase productivity and engagement among staff and faculty by participating in five or more activities, workshops, presentations, and/or challenges.









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Staff will participate in monthly wellness activities.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

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

Performance Objective 6: The Physical Education Department will enhance instruction by implementing a variety of activities to increase moderate-to-vigorous physical activity minutes and promote healthy lifelong activities.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
Strategy 1: Physical Education Department will enhance instruction by implementing diverse fitness activities to increase student performance and motivation in the Fitness Gram.	Formative			Summative
	Nov	Jan	Mar	June
				
<div style="display: flex; justify-content: space-around; align-items: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </div>				

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO 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 2021-2022 school year.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: CES Parent Liaison will provide workshops to parents to assist students needs and academic expectations. Core subjects will be targeted. Make and takes will be provided.</p> <p>Strategy's Expected Result/Impact: Parent awareness</p> <p>Staff Responsible for Monitoring: Parent Liaison and Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p> <p>- ESF Levers: Lever 3: Positive School Culture</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Sams Club for parents - 211-Title I-Part A - \$572, Liaison support personnel - 211-Title I-Part A - \$34,260.43</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: Through Power Nights in Reading, Math, Science, Technology and Language development, parents will be given strategies to help their children at home. Make and takes will be provided. Prizes/resources will be given away.</p> <p>Strategy's Expected Result/Impact: Parent Involvement Student Achievement</p> <p>Staff Responsible for Monitoring: Parent Liaison and Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 2.4, 2.5, 2.6, 3.1</p>	Formative			Summative
	Nov	Jan	Mar	June
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Performance Objective 1 Problem Statements:

Demographics





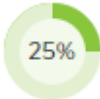

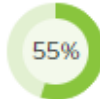

Problem Statement 3: Educate and orientate new students and their parents enrolled at CES of our school expectations, programs and academic learning to include Leader In Me and etiquette with new technology. **Root Cause:** Campus needs additional parental support and involvement.

Goal 4: CANUTILLO ISD FAMILIES WILL BE ENGAGED IN A MEANINGFUL PARENT PARTNERSHIP LINKED TO 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 throughout the 2021-2022 school year.

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

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: 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>Strategy's Expected Result/Impact: Parent Involvement Empowering Staff</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p> <p>Problem Statements: Demographics 3</p> <p>Funding Sources: Parent resources - 211-Title I-Part A - \$987.88</p>	Formative			Summative
	Nov	Jan	Mar	June
				
Strategy 2 Details	Reviews			
<p>Strategy 2: 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>Strategy's Expected Result/Impact: Parent Involvement Community Outreach</p> <p>Staff Responsible for Monitoring: Parent Liaison Administration</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: Showcase student success through music, visual and performing arts. Choir and band performances throughout the school year directed by music teacher.</p> <p>Strategy's Expected Result/Impact: Parent Involvement Community Outreach</p> <p>Staff Responsible for Monitoring: Music Teacher Teachers Administration</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 4 Details	Reviews			
<p>Strategy 4: Parents will participate in creating the Parent Engagement Policy and Student Parent Compact. Student Parent Compact will be distributed in Fall 2021 in both languages (English and Spanish).</p> <p>Strategy's Expected Result/Impact: Parent Involvement Student Achievement</p> <p>Staff Responsible for Monitoring: Teachers Parent Liaison Administration</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.1, 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
<p style="text-align: center;"> No Progress Accomplished Continue/Modify Discontinue </p>				

Performance Objective 2 Problem Statements:

Demographics
<p>Problem Statement 3: Educate and orientate new students and their parents enrolled at CES of our school expectations, programs and academic learning to include Leader In Me and etiquette with new technology. Root Cause: Campus needs additional parental support and involvement.</p>

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

Performance Objective 1: Canutillo Elementary will build and maintain two current Partners in Education Program in a meaningful and cooperative manner throughout the 2021-2022 school year in conjunction with our Parent Liaison community outreach.

Evaluation Data Sources: List of Partners in Education









Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: Canutillo Elementary School will host at least one Community Health Fair during the 2021-2022 school year.</p> <p>Strategy's Expected Result/Impact: Parent Involvement Community Outreach</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison PE Coaches</p> <p>Schoolwide and Targeted Assistance Title I Elements: 3.2</p>	Formative			Summative
	Nov	Jan	Mar	June
Strategy 2 Details	Reviews			
<p>Strategy 2: CES will continue to build relationships with community donors (such as local churches, EP Community College, and local businesses) for coats, schools supplies, and food/clothing.</p> <p>Strategy's Expected Result/Impact: Parent Involvement Community Outreach</p> <p>Staff Responsible for Monitoring: Administration Parent Liaison Counselor</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 2: Throughout the 2021-2022 school year, CES will maintain its website with current and relevant information for all internal and external CISD stakeholders.

Summative Evaluation: Met Objective

Strategy 1 Details	Reviews			
<p>Strategy 1: CES will keep all stakeholders informed as provided from district level information through flyers, web page, school messenger, and social media in English and Spanish.</p> <p>Strategy's Expected Result/Impact: Community, parents and school communication.</p> <p>Staff Responsible for Monitoring: Administration Office Staff Parent Liaison</p>	Formative			Summative
	Nov	Jan	Mar	June
				
<p style="text-align: center;">  No Progress  Accomplished  Continue/Modify  Discontinue </p>				

State Compensatory

Budget for Canutillo Elementary School

Total SCE Funds: \$251,365.00

Total FTEs Funded by SCE: 3

Brief Description of SCE Services and/or Programs

1. Provide a description of the process and results for the CNA related to SCE. * Specifically to academic achievement of at risk students. CES Spring 2022- Campus Needs Assessment https://docs.google.com/document/d/14RX30DAJnh_LcShkjCNQTaw9HEIfnebY_UtWqCi3Px0/edit * How was their achievement determined. CES Preliminary STAAR 2022 https://docs.google.com/spreadsheets/d/1FE_PnUvAb08xgZIm1yKSrv6H524ugKTEB1t_CuEj_bA/edit#gid=0 2. Provide some of your strategies with an approximate dollar amounts to support outcome. 3. Include number of FTE's of SCE that support what strategies in your plan. 185 (101) 1853 At-Risk Aide Vacant 27,576.68 1854 At-Risk Aide Ruiz Yazmin 27,395.33 1868 Elementary Teacher of At Risk Students Martin Patricia 73,997.56 3204 RTI Teacher Rodriguez Laura 73,028.37 101 Total 201,997.94 4. Provide statements of your measurable performance objectives that will be address this current year. 5. Provide statements of how often will you review your strategies on reaching your goals with your staff/committees. CES Program Evaluations 21-22 <https://docs.google.com/document/d/11PgjYdegEJZG7prtmySEdVaTGHIfzFuYgTevXuSD46U/edit#>

Personnel for Canutillo Elementary School

<u>Name</u>	<u>Position</u>	<u>FTE</u>
Laura Rodriguez	RTI teacher	1
Patricia Martin	At Risk Teacher	1
Yazmin Ruiz	Paraprofessional	1

Schoolwide and Targeted Assistance Title I Elements

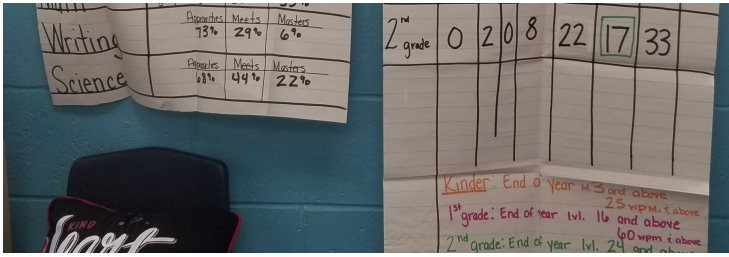
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

Enrollment	2018-19	2019-2020	2020-21
Enrollment	558	561	521/511
Ethnicity	Black .54% Hispanic 95.1% White 3.7%	Black 1.71% Hispanic 92.9% White 4.9%	Black .96% Hispanic 92.71% White 4.03%
Economically Disadvantaged	81.9% 457 Students	80.2% 442 Students	75.24% 392 Students
Gender	281 Female 50.3% 277 male 49.6%	265 Female 48% 286 Male 51.9%	266 Female 51.06% 255 male 48.94%
ELL	48.3%	279 Students 50.64%	243 Students 46.64%
At-Risk	390 Students 70%	400 Students 72.6%	390 students 74.86%
Mobility	59 Students 10.7%	60 Students 10.8%	* 58 Students
Bilingual	286 Students 51.2%	291 Students 52.81%	258 Students 49.52%
ESL	10 Students 1.7%	15 Students 2.72%	10 Students 1.92%
LEP	270 Students 48.3%	279 Students 50.8%	243 Students 46.64%
Migrant	13 Students 2.3%	10 Students 1.7%	15 Students 2.88%
SPED	51 Students 9.1%	51 Students 9.26%	46 Students 8.83%
GT	56 Students 10.0%	54 Students 9.8%	54 Students 10.36%
Teacher/Student Ratio	10 students / 1 per teacher	18.4 Students / 1 teacher	* 18 students / 1 teacher
Attendance	96.2	96.1	96.79%

2019	2018	2017	2016	2015	2019-2020	2020-21
37	7%				504	44
504	39				GT	53
54	8%	6%	6%	7%	At-Risk	397
390	43	34	35	44	Sped/Speech	54
	70%	74%	73%	79%	Economically Disadvantaged	460
46	389	433	431	526	Migrant	10
	9%	59	60	61	Homeless	5
SPED/Speech	51	10%	10%	9%	Military	22
Disadvantaged	453	82%	505	527		32
migrant	13	2%	87%	87%		
homeless	10	3%	21	26		
		4%	27%			
		3%	1%	3%		
		8	17			

SLAAR 3 rd -5 th 2019		K-2 grade Reading lvl. (DRA) 2019-2020	
All subjects	Reading	Math	Writing
3 rd	86%	59%	51%
4 th	86%	47%	18%
5 th	91%	49%	20%
3 rd	79%	48%	31%
4 th	83%	55%	22%
5 th	83%	55%	35%



ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

Campus Needs Assessment started in March of 2021. 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 2021
- Parent Meeting: March 2021
- CIC Meeting: March 2021

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

WRITTEN PROBLEM STATEMENTS	PRIORITIZE BY #	BUDGET AMT. TO ADDRESS PROBLEM
Problem Statement:		199:\$ Click or tap here to enter text.
In the 2020 PEIMS report it shows 75% of our student population was At Risk with only two academic tutors providing services		211:\$ Click or tap here to enter text.
Root Cause:	1	185:\$15,000
Math and reading gaps have been created due to COVID 19 pandemic interruptions and delays.		255:\$ Click or tap here to enter text.
Problem Statement:		199:\$ Click or tap here to enter text.
Students need consistent coping skills and counseling intervention sessions for Social and emotional learning (SEL).	2	211:\$ 500
Root Cause:		185:\$ Click or tap here to enter text.
Students lack and miss socializing due to pandemic restrictions.		255:\$ Click or tap here to enter text.
Problem Statement:		199:\$ Click or tap here to enter text.
Educate and orientate new students and their parents enrolled at CES of our school expectations and programs such as Leader In Me and etiquette with new technology.	3	211:\$ 300
Root Cause:		185:\$ Click or tap here to enter text.
Campus needs additional parental support and involvement.		255:\$ Click or tap here to enter text.

Student Academic Achievement

WRITTEN PROBLEM STATEMENTS	PRIORITIZE BY #	BUDGET AMT. TO ADDRESS PROBLEM
Problem Statement:		199:\$ Click or tap here to enter text.
Need of supplemental resources to assist in intervention or acceleration such as: technology and or technology programs in English and Spanish.	1	211:\$ 7,500
Root Cause:		185:\$ 20,000
231 out of 511 students are EL		255:\$ Click or tap here to enter text.
Problem Statement:		199:\$ 32,000
Need of a SPED Bilingual Paraprofessional	2.	211:\$ Click or tap here to enter text.
Root Cause:		185:\$ Click or tap here to enter text.
Due to our school demographics of 9% SPED and 47% bilingual population.		255:\$ Click or tap here to enter text.

WRITTEN PROBLEM STATEMENTS

Problem Statement:

Need for reading and math academic tutors.

Root Cause:

Reading and math academic tutors are needed due to academic gaps.

PRIORITIZE BY #

3

BUDGET AMT. TO ADDRESS PROBLEM

199:\$ Click or tap here to enter text.

211:\$ Click or tap here to enter text.

185:\$ 15,000

255:\$ Click or tap here to enter text.

Perceptions

WRITTEN PROBLEM STATEMENTS

Problem Statement:

A focus on SEL is necessary to teach students how to cope with challenges.

Root Cause:

A rise in student anxiety has been reported by students and parents.

Problem Statement:

Our students need to be celebrated in a variety of means/incentives and ways to support them academically and emotionally.

Root Cause:

Our Gallup Poll shows a decrease in student engagement as compared to other CISD Elementaries.

Problem Statement:

Art and self expression is necessary in our Fine Arts program.

Root Cause:

Many students show an interest in Art and request to do that type of activity.

PRIORITIZE BY #

1

2

3

BUDGET AMT. TO ADDRESS PROBLEM

199:\$ Click or tap here to enter text.

211:\$ 1,000.

185:\$ Click or tap here to enter text.

255:\$ Click or tap here to enter text.

199:\$ Click or tap here to enter text.

211:\$ 1,500

185:\$ Click or tap here to enter text.

255:\$ Click or tap here to enter text.

199:\$ Click or tap here to enter text.

211:\$ 750

185:\$ Click or tap here to enter text.

255:\$ Click or tap here to enter text.

Processes & Programs

WRITTEN PROBLEM STATEMENTS	PRIORITIZE BY #	BUDGET AMT. TO ADDRESS PROBLEM
Problem Statement:		199:\$ Click or tap here to enter text.
Technology support personnel needed.	1	211:\$ 32,000.
Root Cause:		185:\$ Click or tap here to enter text.
To help assist with troubleshooting, technical support and device care.		255:\$ Click or tap here to enter text.
Problem Statement:		199:\$ Click or tap here to enter text.
Academic tutors are needed to service our students with Tier II interventions.	2	211:\$ 10,000.
Root Cause:		185:\$ Click or tap here to enter text.
Due to the increasing number of identified RTI Tier 2 students.		255:\$ Click or tap here to enter text.
Problem Statement:		199:\$ Click or tap here to enter text.
Current technology needs to be upkept and maintained.	3	211:\$ Click or tap here to enter text.
Root Cause:		185:\$ 25,000
Accessories such as Elmos are not compatible with MacBook and they are not connected to printers.		255:\$ Click or tap here to enter text.
Problem Statement:		199:\$ Click or tap here to enter text.
Support staff does not have updated technology.	4	211:\$ Click or tap here to enter text.
Root Cause:		185:\$ 10,000
Outdated technology		255:\$ Click or tap here to enter text.

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 2021
- January 2022
- March 2022
- June 2022 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
- Student Council
- Kids ExCEL
- Boys & Girls Club
- Mother/Daughter and Father/Son Program
- The Braden About 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 2021-2022

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, school activities, including ensuring-

and meaningful communication involving student academic learning and other

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

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
Open House
Parent University
Parent Connections
Grandparents Day
Parent Advisory Council (PAC):
Veterans Day Celebration
Family Literacy Night
Thanksgiving Luncheon
Christmas Program
Parent Teacher Conferences
Fall Carnival
Mother/Daughter & Father/ Son
Book Fair
Kite Day (Spring)
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:
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)
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

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:

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

Text & Apps such as Class DoJo

Individualized Phone

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

ESTAR/MSTAR

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:

Activities/Strategies

I-Station Reports

Parent Conference meeting

State of Texas Assessments of Academic Readiness (STAAR) Results

Texas English Language Proficiency Assessment System (TELPAS) results

Accelerated Reader (AR) reports

Circle (Pre-K & Kinder)

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:

TPRI/ Tejas Lee Results

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

Parenting Classes

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

Parent Workshops

Health Related Workshops

Parenting classes

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:

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

Campus Needs Assessment

Parent Liaison surveys parents during parent teacher conference

Flyers

11. Canutillo Elementary Schoolwill, 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 2021-2022

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 extinto 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 cómo 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 regirá 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

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
Evento de información y conocer a los maestros
Universidad para los padres
Conexiones de los padres
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
Carnaval de Otoño
Programa de Madre/ Hija & Padre/ Hijo
Feria de Libros
Día de Papalotes (primavera)
2. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el proceso de revisión 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 necesidad del campus
Universidad para los padres
Comité de Evaluaciones de dominio del idioma (LPAC)
Comité Plan de Mejoramiento (CIC)
Comité de Póliza de Padres y Compacto
3 La Escuela Primaria de Canutillo celebrará una reunión anual para informar a los padres sobre la participación 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 reunión a una hora conveniente para los padres y ofrecerá un número flexible de reuniones 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 participan en los programas del Título 1, Parte A a esta reunión, y los alentará a asistir, mediante:

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	
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 revisión de derechos de los padres	
Text & Apps como Class DoJo y Remind	
4. La Escuela Primaria de Canutillo proporcionará a los padres de los niños participantes información de manera oportuna sobre los programas de Título 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	
ESTAR/MSTAR	
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 electrónicos
Class Dojo / Remindatorios	Agendas/ Notas
Notas de Progreso/calificaciones	Textos

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.
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)
Reportes del programa Accelerated Reader (AR)
Circulo (Pre-K & Kinder)
TPRI/Tejas Lee Resultados
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 --
<ul style="list-style-type: none"> • 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
Universidad para padres
Clases para padres
Portal de padres
Conferencias entre padres y maestros
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

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.
Universidad para padres
Talleres relacionados con la salud
Clases para los padres
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 compromise 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 pueda entender:
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 participan en programas de Título 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 Título 1, Parte A para el año escolar

2018-2019.

(Firma del oficial autorizado)

(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>
Imelda Salgado	Parent Liaison	Parent Engagement	1
Isabel Escobar	Paraprofessional	Library	1
Veronica Cossio	Instructional Coach	Instructional program	1

Campus Funding Summary

211-Title I-Part A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	3	Instructional personnel		\$80,251.97
2	2	1	Library support personnel		\$34,027.22
2	2	3			\$0.00
2	2	3	Library resources (books)		\$0.00
3	2	5	Substitutes		\$165.00
4	1	1	Sams Club for parents		\$572.00
4	1	1	Liaison support personnel		\$34,260.43
4	2	1	Parent resources		\$987.88
Sub-Total					\$150,264.50
Budgeted Fund Source Amount					\$160,980.00
+/- Difference					\$10,715.50
185-State Compensatory Education					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
2	1	2	RTI-AT Risk intervention support		\$201,997.00
2	2	1	Brain pop		\$3,250.00
2	2	1	Website -Kami		\$2,650.00
2	2	1	library books/Perma bound 2,342.64 - struggling students- 33.85% of 185		\$3,642.64
2	2	1	Wilson training materials		\$972.00
2	2	3			\$0.00
2	6	1	ipads for intervention Eng/sp		\$4,946.00
Sub-Total					\$217,457.64
Budgeted Fund Source Amount					\$232,473.00
+/- Difference					\$15,015.36
199-Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
					\$0.00
Sub-Total					\$0.00

199-Local Funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
				Budgeted Fund Source Amount	\$91,715.00
				+/- Difference	\$91,715.00
				Grand Total Budgeted	\$485,168.00
				Grand Total Spent	\$367,722.14
				+/- Difference	\$117,445.86