

Canutillo Independent School District

Bill Childress Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B



Board Approval Date: September 24, 2019
Public Presentation Date: September 9, 2019

Mission Statement

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary 2019-2020-- OUR CAMPUS STORY:

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

are four sections of fourth-grade; two are dual language and two English monolingual sections. Grade five has four sections, two dual language sections, and two English Monolingual section.

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

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

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

years. Almost a third of the instructors have more than twenty years' experience.

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

Demographics Strengths

-

Our teachers and their experience because they feel vested in the children's education. Teachers take pride in what they do and they are dedicated and committed to improving their craft so they can

be better each year.

- **The GT program is a pull-out program twice a week, thus providing our students with challenges and the opportunity to collaborate with other GT students.**
- **The masters rate on the state exams STAAR have increased in Reading and Mathematics.**
- **The PBIS team has put in place systems and procedures to promote student attendance.**

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance is an issue, 4.5% of the student base is still absent. **Root Cause:** Parents do not understand the correlation between attendance and academic success.

Problem Statement 2: Even though approaches level for Science is at 80%, the meets levels is only at 55%, and only 23% of our students have achieved masters in science. **Root Cause:** No systematic approach to vertical alignment, professional development, and consistency in using the existing resources with fidelity.

Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. **Root Cause:** Teachers need to receive intense professional development on differentiation.

Problem Statement 4: There is a need to address struggling students (At Risk) in TIER II and Tier III interventions. **Root Cause:** Tier II and III interventions are occurring in reading and in math.

Problem Statement 5: There is a need to address At Risk students in the area of mathematics. **Root Cause:** Students only receive a second round of interventions in Reading by At Risk Personnel.

Student Academic Achievement

Student Academic Achievement Summary

Student Academic Achievement Summary– 2018-2019

OUR CAMPUS STORY:

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

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

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

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

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

STAAR PERFORMANCE BY GRADE LEVEL

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

STAAR PROGRESS

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

Student Academic Achievement Strengths

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

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Students at the meets/masters are not provided small group targeted instruction. **Root Cause:** New accountability system is not clearly understood, yet, more training and professional development is needed.

Problem Statement 2: Academic Growth score dropped to 59%, specifically in 4th Grade the Academic Growth score was 38% **Root Cause:** Accountability system is not clearly understood yet, and not properly identify student progress and differentiate instruction as needed.

Problem Statement 3: STAAR Performance dropped significantly in the areas of reading and math in 4th grade. **Root Cause:** There was a change in personnel, change in dual language program delivery, students not identified in a timely manner, and a more systematic approach to teaching the core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation to meet the student needs.

Problem Statement 4: STAAR Performance in Math and Reading decreased significantly in 4th Grade. **Root Cause:** Students were not identified in a timely manner, and interventions did not match the student needs.

Problem Statement 5: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them during Eagle Time. **Root Cause:** Need to review staffing that can provide support during this time.

Problem Statement 6: There was decrease in performance at meets and masters in the areas of reading and math. **Root Cause:** There is no specific acceleration plan to challenge the teaching and learning in all grade levels.

School Processes & Programs

School Processes & Programs Summary

Processes & Programs Summary 2018-2019—

OUR CAMPUS STORY:

Our Campus Story:

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

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

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

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

	Tier 1	Tier 2	Tier 3
Pre-K	68%	12%	20%
Kindergarten	45%	20%	34%
1 st Grade	46%	21%	33%

	Tier 1	Tier 2	Tier 3
2 nd Grade	58%	25%	17%

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

School Processes & Programs Strengths

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Students are reading and writing below grade level across the board. **Root Cause:** Lack of instructional programs and training that are researched based targeting reading comprehension, handwriting and phonics.

Problem Statement 2: There is a misconception that all PLC meetings are to be led by administration. **Root Cause:** Administration has not shifted the

responsibility to teacher led PLC.

Problem Statement 3: Teachers focus was primarily on the students who did not approach and are below grade level. **Root Cause:** School-wide focus has not shifted to students in the meets and masters category.

Problem Statement 4: Students in 4th grade who meet and master the state assessments do not receive interventions as needed. **Root Cause:** Teachers need intense professional development in the differentiating instruction

Perceptions

Perceptions Summary

Perceptions Summary 2019-2020--OUR CAMPUS STORY:

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

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

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

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

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

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

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

vibrant College and Career awareness. Daily announcements were provided to our students during Generation Texas Week with important information about the difference between attending college and not attending college. To close the year we host a Career Day and a Generation Texas Day.

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

Perceptions Strengths

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

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance Rate is 95.5%. **Root Cause:** Parents do not understand the correlation between attendance and academic achievement.

Problem Statement 2: Vertical alignment for content areas does not exist. **Root Cause:** Vertical Alignment Team is not established on campus.

Problem Statement 3: A schoolwide sense of collective responsibility for student support (eg. a mentoring program) does not exist. **Root Cause:** System with clearly defined expectations for assigning mentors to students does not exist.

Priority Problem Statements

Problem Statement 1: Students at the meets/masters are not provided small group targeted instruction.

Root Cause 1: New accountability system is not clearly understood, yet, more training and professional development is needed.

Problem Statement 1 Areas: Student Academic Achievement

Problem Statement 2: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them during Eagle Time.

Root Cause 2: Need to review staffing that can provide support during this time.

Problem Statement 2 Areas: Student Academic Achievement

Problem Statement 3: Teachers focus was primarily on the students who did not approach and are below grade level.

Root Cause 3: School-wide focus has not shifted to students in the meets and masters category.

Problem Statement 3 Areas: School Processes & Programs

Problem Statement 4: Students are reading and writing below grade level across the board.

Root Cause 4: Lack of instructional programs and training that are researched based targeting reading comprehension, handwriting and phonics.

Problem Statement 4 Areas: School Processes & Programs

Problem Statement 5: There is a need to address At Risk students in the area of mathematics.

Root Cause 5: Students only receive a second round of interventions in Reading by At Risk Personnel.

Problem Statement 5 Areas: Demographics

Problem Statement 6: Academic Growth score dropped to 59%, specifically in 4th Grade the Academic Growth score was 38%

Root Cause 6: Accountability system is not clearly understood yet, and not properly identify student progress and differentiate instruction as needed.

Problem Statement 6 Areas: Student Academic Achievement

Problem Statement 7: STAAR Performance dropped significantly in the areas of reading and math in 4th grade.

Root Cause 7: There was a change in personnel, change in dual language program delivery, students not identified in a timely manner, and a more systematic approach to teaching the core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation to meet the student needs.

Problem Statement 7 Areas: Student Academic Achievement

Problem Statement 8: Students in 4th grade who meet and master the state assessments do not receive interventions as needed.

Root Cause 8: Teachers need intense professional development in the differentiating instruction

Problem Statement 8 Areas: School Processes & Programs

Problem Statement 9: STAAR Performance in Math and Reading decreased significantly in 4th Grade.

Root Cause 9: Students were not identified in a timely manner, and interventions did not match the student needs.

Problem Statement 9 Areas: Student Academic Achievement

Problem Statement 10: Even though approaches level for Science is at 80%, the meets levels is only at 55%, and only 23% of our students have achieved masters in science.

Root Cause 10: No systematic approach to vertical alignment, professional development, and consistency in using the existing resources with fidelity.

Problem Statement 10 Areas: Demographics

Problem Statement 11: Attendance Rate is 95.5%.

Root Cause 11: Parents do not understand the correlation between attendance and academic achievement.

Problem Statement 11 Areas: Perceptions

Problem Statement 12: Vertical alignment for content areas does not exist.

Root Cause 12: Vertical Alignment Team is not established on campus.

Problem Statement 12 Areas: Perceptions

Problem Statement 13: A schoolwide sense of collective responsibility for student support (eg. a mentoring program) does not exist.

Root Cause 13: System with clearly defined expectations for assigning mentors to students does not exist.

Problem Statement 13 Areas: Perceptions

Problem Statement 14: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations.

Root Cause 14: Teachers need to receive intense professional development on differentiation.

Problem Statement 14 Areas: Demographics

Problem Statement 15: There is a need to address struggling students (At Risk) in TIER II and Tier III interventions.

Root Cause 15: Tier II and III interventions are occurring in reading and in math.

Problem Statement 15 Areas: Demographics

Problem Statement 16: There was decrease in performance at meets and masters in the areas of reading and math.

Root Cause 16: There is no specific acceleration plan to challenge the teaching and learning in all grade levels.

Problem Statement 16 Areas: Student Academic Achievement

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus Performance Objectives Summative Review from previous year
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data

Accountability Data

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

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Behavior and Other Indicators

- Attendance data

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data

Parent/Community Data

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

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Budgets/entitlements and expenditures data
- Study of best practices

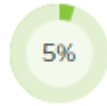




Goals

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

Performance Objective 1: During the 2019-2020 school year, 100% of Bill Childress faculty and staff will continue to participate and implement a safety and security plan based through the Emergency Operational Plan Committee by providing a safe and secure environment for all students, staff, and community members.

Evaluation Data Source(s) 1: EOP Meetings/ agendas/ Sign-In/ Minutes

Summative Evaluation 1:

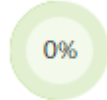






Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct daily walk-throughs to check safety of campus and identify needs. Collaborate with the district to address emergencies.		Administration/ Head Custodian	Maintain safe learning environment for students, teachers, staff and parents. Beautiful, safe school atmosphere				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 2: During the 2019-2020 school year, all faculty and staff at BCE will increase and monitor safety by providing security prevention strategies to decrease incident reports on safety/bullying incidents from 6 incidents to no more than 4 incidents.

Evaluation Data Source(s) 2: Referral and Discipline Summary Reports.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Assistant Principal will receive training on the new anti bullying laws and provide formal training to staff for prevention strategies to accurately identify and report bullying in accordance to the Texas Anti-bullying law and any new laws that shall arise.		Principal, Assistant Principal, Counselor	Teachers and staff will implement the new law to ensure proper identification, reporting, and stop bullying. Bully free, safe and secure environment for all.				
2) BCE will continue to implement the No Place for Hate Program in grades PK-5th and provide professional development for staff as appropriate.		Admin, PBIS team, Faculty, Staff	No Place for Hate Activities completed by all students, including the Oath Signing attesting to maintain a bully-free attitude. Safe and secure learning environment for all.				
3) Collaborate with bus drivers and transportation department to create a plan to minimize discipline issues during transportation.		Administration, PBIS, bus drivers, Transportation Dept.	Decrease the number of bus referrals and bus incidents. Provide a safe and secure learning environment for all students.				
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

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

Performance Objective 3: During 2019- 2020, all faculty and staff at BCE will teach and practice with students the positive discipline strategies presented by PBIS to maintain a safe and secure learning environment to decrease discretionary referrals by 5.

Evaluation Data Source(s) 3: Referral and Discipline Summary Reports. PBIS Strategies on lesson plans.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) BCE will monitor discipline referrals and other data related to student behavior. All data will be shared with NPFH/ PBIS committee and staff every 9 weeks		Administration/ PBIS/NPFH team	Maintain a safe and disciplined environment conducive to student learning.				
2) Provide incentives and acknowledgement of positive achievement by students (Academic and behavior) at the end of grading period as indicated by administration/teachers.		Teachers /Admin /Staff, Counselor	Awards, Recognition, acknowledgement. Continuous improvement, growth mindset.				
3) Every month, BCE will continue implementing a school wide PBIS/CATCH/SHAC (coordinated school health) framework to establish the social, physical, and behavioral needs by providing a positive learning environment for students, staff, and community members.		Admin, PBIS team, CATCH team	BCE will be perceived as a safe place by students, teachers, staff, and community members.				
4) Incorporate a plan to set school wide behaviors and character expectations, supported by PBIS, to ensure the safety and security of students in school.		Principal, Assistant Principal, All Faculty and Staff	Improved behavior and a decrease in disciplinary incidents.				
= Accomplished = Continue/Modify = No Progress = Discontinue							

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

Performance Objective 4: During the year 2019-2020, the campus will assess for request on a surveillance security system to include cameras, alarm access control, emergency application, and Anonymous Alerts

Evaluation Data Source(s) 4: A list of priorities and inventory of possible Surveillance Security System

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will work with security to analyze and determine with District Security Department to install surveillance cameras.		Administration	Surveillance camera installed in designated areas to maintain a safe learning environment.				
2) Utilize Anonymous Alert as a way to become aware of issues in our school and address them.		Administration	Safe learning environment.				
							

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

Performance Objective 5: By May 2020, the campus will create and design traffic control procedures to educate, enforce and evaluate the process to ensure student safety.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Will work with safety and security in collaboration of analyzing and planning a route for traffic control to ensure student safety		Administration	Student safety during dropp off and pick-up times.				

Goal 2: Increase Student Academic Achievement

Performance Objective 1: By Spring 2020, 3rd, 4th, and 5th grade students will increase their overall achievement scores from 65% approaches to 70%, 33% meets to 38%, and 15% masters to 20%.

Overall Domains will increase as follows:

D1: Student Achievement from 75% to 78%

School Progress from 81 to 84%

D2A: Academic Growth from 59% to 70%

D2B - Relative Performance from 81 to 84

D3 - Closing the Gaps from 76 to 79

Evaluation Data Source(s) 1: STAAR DATA

Summative Evaluation 1:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Schedule interventions during the regular school day (Eagle Time). Students that have been identified "at risk" will be provided with interventions using supplemental materials across core content areas. Interventions will be provided by staff, teachers, tutors, during Eagle Time.</p>	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach	Formative assessment data, at least 10 classroom observations weekly, common assessments scores will provide valid data, running records, Eagle Time records will focus on individual student needs, RtI logs and records will demonstrate that student needs are being addressed and targeted during SST, ARD's, and 504 meetings. Close the learning gap.				
Problem Statements: Demographics 2, 3, 5 - Student Academic Achievement 5 - School Processes & Programs 1 - Perceptions 2, 3							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Resources, supplies and materials will be provided to support instructional programs for struggling students (such as Guided Reading, Guided Math, Writing Academy, Reading A to Z, Lexia, Aspire, etc).	2.4, 2.5, 2.6	Principal, Instructional Coach	Purchase Orders with materials and supplies. Increase the number of students meeting grade level on STAAR. Students reading at or above grade level.				
				Problem Statements: Demographics 5 - Student Academic Achievement 3, 4, 5 - School Processes & Programs 1			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) PLC's will have the opportunity to meet for extended collaboration through modified day planning and meet weekly to address student needs in all core content areas by analyzing current data, student work, shared strategies.	2.4, 2.5, 2.6	Administration, Teachers, IC	Unified grade level PLC with increased collaboration and learning for all students. Qualified and effective personnel will be developed and retained. Increase level of academic performance.				
				Problem Statements: Demographics 3 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 4 - Perceptions 2			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals 4) Administrators will utilize PLC and other walk-through documentation data formats to provide timely feedback to teachers and their PLC's.	2.6	Administration, IC	Documented walkthroughs with feedback included and submitted through Eduphoria for teacher review within 48 hours of walk-through. Positively impact instructional practice and student achievement				
				Problem Statements: Demographics 2 - Student Academic Achievement 3 - School Processes & Programs 1, 4 - Perceptions 2			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 5) All English Language Learners (ELL's) will effectively use ELPS and Sheltered Instructions Strategies. Data will be reviewed and analyzed throughout the year to standards.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Administrative Team.	increase TELPAS proficiency levels and meet STAAR performance. Increased student achievement for ELL's and an increase in self esteem. increase performance and close the gap.				
				Problem Statements: Demographics 3, 5 - Student Academic Achievement 1, 4, 5 - School Processes & Programs 1, 3, 4			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 6) Strategies that are targeted and research base will be used to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's, At Risk, economically disadvantaged, GT, etc.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Running records showing improvement.				
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 7) All students will use I-station to support instruction needed focusing on vocabulary, fluency, reading comprehension and overall scores of ISIP. Monthly assessments will be given to monitor and target reading concepts and skills.	2.4, 2.5, 2.6	Teachers, IC, Admin	Lesson plans, I-Station Reports, running records showing student achievement improvement.				
Problem Statements: Student Academic Achievement 2, 3, 4, 5 - School Processes & Programs 1							
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 8) Analyze Common assessments, grade level benchmarks and ISIP, Imagine Math, TPRI/Tejas Lee, any other formative and summative assessments.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Target reading concepts and skills and increase reading level of all students.				
Problem Statements: Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 4							
Comprehensive Support Strategy TEA Priorities Build a foundation of reading and math 9) Integrate a variety of strategies that will support Math instruction. This will include but is not limited to manipulatives, interactive math notebooks, Calendar Math, and problem solving strategies as well as technology programs: Think through Math, Math IStation, Imagine Math, etc.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Increase all student performance (ELL, 504, SPED, GT, RtI)				
Problem Statements: Demographics 5 - Student Academic Achievement 3, 4							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 10) Collaborate during PLC's to conduct and analyze grade level assessments, students work samples and lesson targeting math concepts and skills. Will continue to use MSTAR and ESTAR screener for 2nd - 5th.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	PLC agenda and minutes, student data, reports, work samples. Horizontal and vertical planning teams will be developed.				
	Problem Statements: Demographics 5 - Student Academic Achievement 3, 4 - School Processes & Programs 1, 4						

Performance Objective 1 Problem Statements:

Demographics
Problem Statement 2: Even though approaches level for Science is at 80%, the meets levels is only at 55%, and only 23% of our students have achieved masters in science. Root Cause 2: No systematic approach to vertical alignment, professional development, and consistency in using the existing resources with fidelity.
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense professional development on differentiation.
Problem Statement 5: There is a need to address At Risk students in the area of mathematics. Root Cause 5: Students only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 1: Students at the meets/masters are not provided small group targeted instruction. Root Cause 1: New accountability system is not clearly understood, yet, more training and professional development is needed.
Problem Statement 2: Academic Growth score dropped to 59%, specifically in 4th Grade the Academic Growth score was 38% Root Cause 2: Accountability system is not clearly understood yet, and not properly identify student progress and differentiate instruction as needed.
Problem Statement 3: STAAR Performance dropped significantly in the areas of reading and math in 4th grade. Root Cause 3: There was a change in personnel, change in dual language program delivery, students not identified in a timely manner, and a more systematic approach to teaching the core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation to meet the student needs.
Problem Statement 4: STAAR Performance in Math and Reading decreased significantly in 4th Grade. Root Cause 4: Students were not identified in a timely manner, and interventions did not match the student needs.
Problem Statement 5: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them during Eagle Time. Root Cause 5: : Need to review staffing that can provide support during this time.

School Processes & Programs

Problem Statement 1: Students are reading and writing below grade level across the board. **Root Cause 1:** Lack of instructional programs and training that are researched based targeting reading comprehension, handwriting and phonics.

Problem Statement 3: Teachers focus was primarily on the students who did not approach and are below grade level. **Root Cause 3:** School-wide focus has not shifted to students in the meets and masters category.

Problem Statement 4: Students in 4th grade who meet and master the state assessments do not receive interventions as needed. **Root Cause 4:** Teachers need intense professional development in the differentiating instruction

Perceptions

Problem Statement 2: Vertical alignment for content areas does not exist. **Root Cause 2:** Vertical Alignment Team is not established on campus.

Problem Statement 3: A schoolwide sense of collective responsibility for student support (eg. a mentoring program) does not exist. **Root Cause 3:** System with clearly defined expectations for assigning mentors to students does not exist.

Goal 2: Increase Student Academic Achievement


Performance Objective 2: By Spring 2020, Bill Childress students in Special Education will increase overall achievement scores in STAAR from 31% approaches to 35%, 9% meets to 15%, and 0% to 3% masters .

Evaluation Data Source(s) 2: STAAR DATA

Summative Evaluation 2:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 1) Guided Reading will be implemented with fidelity.	2.4, 2.5, 2.6	Teachers, Instructional Coach.	Improvement will be evident on formative assessment data, classroom observation, and common unit assessment data. Students improve reading comprehension by 0.5 to 1.0 grade level in one year.				
				Problem Statements: Demographics 3, 5 - Student Academic Achievement 1, 2, 3, 4, 5 - School Processes & Programs 1			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 2) Differentiated instruction will be practiced by all teachers and best practices will be implemented in all content areas.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Administrator	Close the achievement gap. Students will improve reading comprehension by 0.5 to 1.0 grade level in one year. Students will engage in writing daily in their journals which will serve as evidence of growth.				
				Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 2, 5 - School Processes & Programs 1, 3, 4			
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math 3) Implement the TEKS Resource curriculum addressing the Readiness and Supporting Standards as identified in Reading, Writing, Math, Science, and Social Studies providing opportunities that are equitable to all sub-populations	2.4, 2.5, 2.6	Teachers, IC, Administration	ARD minutes, students IEP, success for students with special needs. Students in SPED will experience growth in all content areas.				
				Problem Statements: Demographics 2, 3, 5 - Student Academic Achievement 2, 3, 4 - School Processes & Programs 1, 3			

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 4) Implement programs such as but not limited to: I-Station, Imagine Math, Lexia, Learning A-Z in reading and science, Accelerated Reader and Accelerated Math, etc. Provide Student Support. through a variety of programs	2.4, 2.5, 2.6	Teachers, IC, Administration	Improvement in all content areas				
	Problem Statements: Demographics 3, 5 - Student Academic Achievement 1, 2, 4 - School Processes & Programs 1, 4						
							

Performance Objective 2 Problem Statements:

Demographics
Problem Statement 2: Even though approaches level for Science is at 80%, the meets levels is only at 55%, and only 23% of our students have achieved masters in science. Root Cause 2: No systematic approach to vertical alignment, professional development, and consistency in using the existing resources with fidelity.
Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. Root Cause 3: Teachers need to receive intense professional development on differentiation.
Problem Statement 5: There is a need to address At Risk students in the area of mathematics. Root Cause 5: Students only receive a second round of interventions in Reading by At Risk Personnel.
Student Academic Achievement
Problem Statement 1: Students at the meets/masters are not provided small group targeted instruction. Root Cause 1: New accountability system is not clearly understood, yet, more training and professional development is needed.
Problem Statement 2: Academic Growth score dropped to 59%, specifically in 4th Grade the Academic Growth score was 38% Root Cause 2: Accountability system is not clearly understood yet, and not properly identify student progress and differentiate instruction as needed.
Problem Statement 3: STAAR Performance dropped significantly in the areas of reading and math in 4th grade. Root Cause 3: There was a change in personnel, change in dual language program delivery, students not identified in a timely manner, and a more systematic approach to teaching the core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation to meet the student needs.
Problem Statement 4: STAAR Performance in Math and Reading decreased significantly in 4th Grade. Root Cause 4: Students were not identified in a timely manner, and interventions did not match the student needs.
Problem Statement 5: There is not enough focus on students who are performing at grade level by providing enrichment programs that challenge them during Eagle Time. Root Cause 5: : Need to review staffing that can provide support during this time.

School Processes & Programs

Problem Statement 1: Students are reading and writing below grade level across the board. **Root Cause 1:** Lack of instructional programs and training that are researched based targeting reading comprehension, handwriting and phonics.

Problem Statement 3: Teachers focus was primarily on the students who did not approach and are below grade level. **Root Cause 3:** School-wide focus has not shifted to students in the meets and masters category.

Problem Statement 4: Students in 4th grade who meet and master the state assessments do not receive interventions as needed. **Root Cause 4:** Teachers need intense professional development in the differentiating instruction

Goal 2: Increase Student Academic Achievement

Performance Objective 3: By Spring 2020, Bill Childress percentage of students reaching Mastery Level in STAAR, will increase in Reading from 14% to 17%, in Writing from 6% to 10%, in Science from 21% to 23%, and in Math from 20% to 23%.

Evaluation Data Source(s) 3: STAAR DATA

Summative Evaluation 3:

Targeted or ESF High Priority

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.	2.4, 2.5, 2.6	Instructional Coach, Assistant Principal.	During observations and walkthroughs, centers will be well stocked with activities, classrooms will display anchor charts, etc.				
2) Continue to frequently implement the use of Thinking Maps, The Writing Academy, interactive journals, & Accelerated Reader.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Increase student performance				
Comprehensive Support Strategy 3) Teachers will use and integrate technology to ensure all students are learning. This will include Mimeo boards, I-Station, Brain Pop, E-Books, and other software and or website programs.	2.4, 2.5, 2.6	Teachers, IC Admin Team	Student progress reports, observations, lesson plans, assessments. Increase academic performance. Reading comprehension will increase.				

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By Spring 2020, Bill Childress Elementary will increase the percentage of ELL students in the Dual Language Program passing all STAAR assessments from 75% to 77%.

Evaluation Data Source(s) 4: Classroom observations, formative assessments, TELPAS, STAAR DATA

Summative Evaluation 4:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy 1) Resources, supplies and materials will be provided to support instruction (such as Guided Reading, Guided Math, Writing Academy, Centers, etc.) and support students.	2.4, 2.5, 2.6	Principal, Instructional Coach	Well maintained and well stocked centers with the necessary materials				
Comprehensive Support Strategy 2) Continue to implement targeted strategies to enhance Reading Comprehension (Read alouds, paired reading, Reader's theater, and other research based strategies) to support all students.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Monthly scores consistently improving				
3) LPAC (Language Proficiency Assessment Committee) will meet at least once a month to review and monitor their progress to ensure success.	2.4, 2.5, 2.6	Administration	Students will be supported in their native and 2nd language and will be paired with the assessment in the appropriate language.				

Goal 2: Increase Student Academic Achievement

Performance Objective 5: By Spring 2020, 85% of first and second-grade students will acquire the recommended fluency rate as indicated by the state. (1st 60-90 wpm, 2nd 80-120wpm)

Evaluation Data Source(s) 5: TPRI Reports, running records, I-station, teacher evaluations, teacher observations.

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Implement Guided Reading with fidelity utilizing materials and supplies to support program.	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coach.	Students will improve fluency rates to the recommended rate. Formative assessments, I-Station data, WRAP, students improving fluency rate.				
2) Improve resources in the library to increase literacy in both English and Spanish.	2.4, 2.5, 2.6	Principal, Librarian	Increased use of the Library as measured by book circulation and computer use.				
3) Pre-K Guidelines will continue to be implemented to achieve Kinder readiness for all students will be assessed using Circle for Kinder specific strategies.	2.4, 2.5, 2.6	Administration teachers	Age appropriate assessments will be used in Early childhood. Report cards data monitoring system for individual students. Students will be ready for the next grade level. Common assessment results from Circle assessments.				
4) Students in First Grade will be assessed using TPRI and/or Tejas LEE . Software from TANGO will be purchased to assist in analyzing data.	2.4, 2.5, 2.6	Teachers, IC, Admin Team	Fluency Rates, phonics, and comprehension will increase.				
5) Provide support, materials, and resources for RtI interventions during Eagle Time.	2.4, 2.5, 2.6	Instructional Coach, At-Risk Teacher.	Close the gap in early childhood literacy, increase fluency, phonics, and reading comprehension.				
							


Goal 2: Increase Student Academic Achievement


Performance Objective 6: By May 2020, BCE will complete the Transition Action Plan for all 5th grade students, and open invitation to head-start students. BCE 5th grade students will tour CMS and will visit with middle school principal, parents will have the opportunity to visit with CMS principal.


Evaluation Data Source(s) 6: Calendar of Events, flyers, Parent Notices, Sign-In sheets


Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) RtI progress for each student in Grade 5 will be presented to the middle school principal in May. The data is collected each month for every student and analyzed for progress or no progress in Reading and Math assessments	2.4, 2.5, 2.6	Principal, Assistant Principal, Instructional Coordinator, RtI Teacher.	Close the learning gap. Students will be reading at or above grade level. Students will be ready for the next grade level.				
2) Students in 5th grade will be semi-departmentalized to assist 5th grade students in their transition to middle school.	2.4, 2.5, 2.6	Teachers, Admin Team	Students experience switching classes and having more than one teacher.				
3) Coffee with the Principal in May will focus on having CMS principal meet with parents of 5th grade students to present expectations and answer questions parents might have.	2.6, 3.2	Principal, Parent Liaison	Parents and 5th grade students will feel prepared and ready to enter middle school with a positive attitude.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


Goal 2: Increase Student Academic Achievement

Performance Objective 7: In 2019-2020, Bill Childress will increase the staff attendance rate from 94% to 95%.


Evaluation Data Source(s) 7: Staff Attendance Report (TEAMS)

Summative Evaluation 7:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Monitor absences, collaborate with parents and provide absenteeism reports to staff.		Principal, PBIS Committee	Increased awareness of staff absenteeism and how this impacts student attendance and student learning. Improvement on staff attendance.				
2) Provide incentives and acknowledgement, positive achievement, recognition, etc., of faculty and staff throughout the school year for being in school.		Administration	Absence Reports/Employee retention				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Increase Student Academic Achievement


Performance Objective 8: In 2019-2020, all Pre-K and Kinder students at Bill Childress will participate in the METALS Foundation Lab for early childhood to incorporate age appropriate activities that shall include rigor in Math, Engineering, Technology, Art, Literacy, and Science foundations.


Evaluation Data Source(s) 8: Lesson Plans depicting use, objectives and lessons presented in the STEAM Foundation Lab. Sign -In Sheets showing the usage of the lab.


Summative Evaluation 8:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Design and develop the METALS (Math, Engineering, Technology, Arts, Literacy, & Science) Lab for Early Childhood (Pre-K and Kinder).	2.4, 2.5, 2.6	Administration, Instructional Coach, PK and Kinder teachers	Early childhood students will be STEAM ready for the next grade level.				
2) Schedule a time for PK and Kinder students to work in the METALS Lab as part of their daily/weekly schedule as appropriate.		Principal, Instructional Coach, PK and Kinder teachers	Early childhood students experiencing "hands-on" STEAM activities and will become problem solvers and be prepared for the next grade level.				
3) Develop/design/build maker-space centers (Building with a Purpose) that incorporate literacy and problem solving.	2.4, 2.5, 2.6	Administration, Instructional Coach, PK and Kinder teachers.	Students problem solve and develop reading comprehension.				

 = Accomplished

 = Continue/Modify

 = No Progress


 = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 9: By the end of the 2019-2020 school year, all students will explore and be exposed to college, career, and military pathways and post secondary opportunities through Generation Texas and other available resources.

Evaluation Data Source(s) 9: All students create projects exemplifying age appropriate career choices.

Summative Evaluation 9:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Schedule of Counseling lessons which include weekly college/career readiness lessons, bulletin board with college vocabulary and career awareness lessons, and Jobs-in-Pawland, a dropout prevention effort.	2.5, 2.6	Counselor, Administration, Teachers	Students will remain in school until they obtain a high school diploma. Students will understand the benefits of staying in school and going to college.				
2) Schedule activities throughout the year for career readiness events including the following: Career Day, College Readiness/Career Awareness Field trips. Presentations such as Generation Texas Week, guest speakers exposing various careers and professions to our students.		Counselor, Administration	Career Day Attendance, Field Trips, and Presentations Logs. Counselor's agenda and planned events. Students will be aware of the various careers that exist and what action plan shall be followed to get there.				
3) Maintain and sustain the Robotics Team and provide resources, materials and supplies such as batteries, bins/containers, robots, etc. for the team. have the opportunity to participate and supplement the math and science curriculum with STEM for struggling students.	2.4, 2.5, 2.6	Administration, Robotics Coach/Sponsor.	Student participation in various competitions. Increased self esteem and self confidence. Students will make connections to math and reading.				
							

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By June 2020, BCE staff will gain expertise using Texas Teacher Evaluation and Support System (TTESS) and Student Learning Objectives (SLOs) and provide professional development to increase teachers' pedagogy.

Evaluation Data Source(s) 10: PD Sign-in, Eduphoria certificates, Region 19 Click N Learn.

Summative Evaluation 10:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
Comprehensive Support Strategy TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 1) Professional Dev. will be provided for administrators/ teachers/staff on targeted topics that are campus priorities to ensure teacher growth. Qualified and effective personnel will be developed and retained.	2.4, 2.5, 2.6	Administration, Instructional Coach	Finance/approval with purpose. Staff development and staff who attend will be documented through certificates, agenda, etc. Teachers will apply knowledge acquired to their classes/students and will be observed and documented during walkthroughs. Walkthroughs will focus on observing Differentiated Instruction strategies, implementation of GR, GM, and fidelity to technology programs.				
				Problem Statements: Demographics 2, 3 - Student Academic Achievement 1, 3 - School Processes & Programs 1, 4			
TEA Priorities Recruit, support, retain teachers and principals Build a foundation of reading and math Improve low-performing schools 2) Instructional personnel will be trained in their area of need to improve instruction, use assessments to monitor progress for all students, and help all students succeed.	2.5, 2.6	Principal, Assistant Principal, and Instructional Coordinator	Improvement in teacher effectiveness as documented by walkthroughs and classroom observations. Increase student performance in unit assessments, benchmarks, ready assessments, and overall performance in STAAR.				
				Problem Statements: Demographics 3 - Student Academic Achievement 3 - School Processes & Programs 1, 4			

Performance Objective 10 Problem Statements:

Demographics

Problem Statement 2: Even though approaches level for Science is at 80%, the meets levels is only at 55%, and only 23% of our students have achieved masters in science. **Root Cause 2:** No systematic approach to vertical alignment, professional development, and consistency in using the existing resources with fidelity.

Problem Statement 3: Differentiation is an issue in TIER 1 instruction which is affecting the appropriate progress of at risk populations. **Root Cause 3:** Teachers need to receive intense professional development on differentiation.

Student Academic Achievement

Problem Statement 1: Students at the meets/masters are not provided small group targeted instruction. **Root Cause 1:** New accountability system is not clearly understood, yet, more training and professional development is needed.

Problem Statement 3: STAAR Performance dropped significantly in the areas of reading and math in 4th grade. **Root Cause 3:** There was a change in personnel, change in dual language program delivery, students not identified in a timely manner, and a more systematic approach to teaching the core subjects to at risk populations using rigorous instructional resources, a rigorous lesson sequence and differentiation to meet the student needs.

School Processes & Programs

Problem Statement 1: Students are reading and writing below grade level across the board. **Root Cause 1:** Lack of instructional programs and training that are researched based targeting reading comprehension, handwriting and phonics.

Problem Statement 4: Students in 4th grade who meet and master the state assessments do not receive interventions as needed. **Root Cause 4:** Teachers need intense professional development in the differentiating instruction

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By May 2020, all BCE staff will receive professional development on teaching and learning using technology, social emotional skills and customer service towards students, staff, parents, and community members.

Evaluation Data Source(s) 11: Professional Development certificates.

Summative Evaluation 11:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Instructional personnel will attend professional development on social emotional skills, integrating technology in the classroom, and customer service when dealing with students, colleagues, and community members.	2.6	Administration, IC	Resolve situations in a manner that maintains dignity and respect for all stakeholders				
Problem Statements: School Processes & Programs 1, 4							

Performance Objective 11 Problem Statements:

School Processes & Programs
Problem Statement 1: Students are reading and writing below grade level across the board. Root Cause 1: Lack of instructional programs and training that are researched based targeting reading comprehension, handwriting and phonics.
Problem Statement 4: Students in 4th grade who meet and master the state assessments do not receive interventions as needed. Root Cause 4: Teachers need intense professional development in the differentiating instruction


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

Performance Objective 1: By Spring of 2020, Bill Childress will increase the score of 78% by 5% in the Tiered Fidelity Inventory assessment instrument for the Positive Behavior Interventions and Supports (PBIS) .


Evaluation Data Source(s) 1: PBIS Tiered Fidelity Inventory assessment instrument/Evaluation

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) PBIS Behavior Expectations will be taught, practiced, and reviewed as they pertain to different settings within the school.	2.5	Administration, Counselor, Teachers, Staff	Everyone will be able to verbalize and follow the 3 expectations.				
2) Morning announcements include positive behavior expectations and the No Place for Hate Creed.		Assistant Principal, Counselor, and Parent Liaison	Students and staff will be able to recite BCE Creed, understand it, and practice it. Students and staff will practice the PBIS Expectations at all times.				
3) All students, faculty, and staff will have the opportunity to sign resolution respect and participate in at least 3 "No Place for Hate" activities		Assistant Principal, Counselor, Parent Liaison	Reduce the bullying incidents at school and community.				
4) Students and staff will participate in a school wide PBIS rally to create awareness about bullying and cyber-bullying (David's Law), and tie in our No Place for Hate celebration.	2.5	Assistant Principal, PBIS team	Students aware of expectations and a decrease in bullying incidents.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: By spring 2020, BCE will provide opportunities for Pre-K to 5th grade students to participate in field trips, programs and events supporting character, education, social skills development, behavior management, and promoting career awareness, fine arts, and community and environmental issues

Evaluation Data Source(s) 2: Calendar of Events and Flyers, Lesson Plans, Field trip documentation and fundi ng.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students in PK thru 5th grade will participate in scheduled programs, field trips, and events supporting character, education, social skills development and behavior management.	2.5, 2.6	Principal; Assistant Principal; Counselor; Teacher	Students will behave appropriately in a variety of social settings.				
2) The Mother/Daughter Father/Son program provides opportunities for students to participate in college readiness activities, community projects, and promote positive citizenship at school and the community.	2.5, 2.6, 3.2	Sponsors of Father/Son and Mother Daughter program	Participation in orientation and career day at UTEP.				
3) Continue developing skills and leadership for 4th and 5th grade students through organizations such as Safety Patrol and Student Council	2.5, 2.6	Principal, Assistant Principal, Counselor, Student Council Sponsor	Increase student participation				
4) Provide guidance and academic lessons and activities throughout the school year to include Character Counts, Etiquette Program, Suicide Prevention, bullying and invite guest speakers to promote reading, literacy, career awareness, anti-bullying and cyber-bullying .	2.5, 2.6	Counselor	Awareness of appropriate behavior, self discipline, and the ability to make responsible choices				



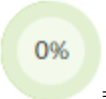

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Presentations by community agencies on drug free, and fire safety to all our students.	2.5, 2.6	Counselor, Parent Liaison, Border Patrol, West Valley Fire Department, and Advocacy Center Presentations,	Students aware of dangers and make good choices. Safe, responsible, and secure students.				

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

Performance Objective 3: By Spring 2020, Bill Childress will increase student attendance rate from 95.68% to 96.9%

Evaluation Data Source(s) 3: Attendance Reports

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Incentives and recognition will be provided to all students for increased attendance every nine weeks.		Teachers/Attendance Clerk/Administration Team PBIS Committee	Incentives/ TEAMS/Every 9 week ceremony Increase attendance.				
2) Teachers and office staff will monitor attendance rate. We will monitor absences, early pickups, tardies and contact parents/ guardians after 2 days of absences. Parent liaison will conduct home visits for chronic absenteeism.	2.4, 2.5, 2.6	Teachers, Attendance Clerk, AP, PBIS team, Parent liaison	Decrease in absences. Increase parental awareness of the consequences and ramifications of absenteeism.				
3) During PAC meeting, staff will provide information to parents regarding attendance expectation, state law in written and web-based forms.	3.1, 3.2	Teachers, AP, Parent Liaison, Counselor, PBIS,	Increase parent awareness on Attendance Law and have parents self monitor and control student absenteeism thus decreasing absences and increase attendance. Accurate phone logs and documentation for early pickups and tardy students, PBIS monthly meetings				
4) Parents will have access and knowledge to parent portal to monitor student grades and attendance.	3.1	Assistant Principal, Parent Liaison, Counselor, PBIS Committee	Increase parent awareness on Attendance Law and have parents self monitor and control student absenteeism thus decreasing absences and increase attendance.				
5) Attendance Review Committees will meet at least once per semester to address chronic absenteeism for individual students and determine a plan of action.	2.6	Assistant Principal, Attendance Clerk, Counselor, Teacher of record.	Attendance Review Committees will meet once per semester to address chronic absenteeism for individual students. Decrease in absenteeism.				
Problem Statements: Perceptions 1							
 = Accomplished  = Continue/Modify  = No Progress  = Discontinue							

Performance Objective 3 Problem Statements:

Perceptions
Problem Statement 1: Attendance Rate is 95.5%. Root Cause 1: Parents do not understand the correlation between attendance and academic achievement.

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

Performance Objective 4: By June 2020 BCE will provide professional development opportunities that focus on building relationships and effective classroom management strategies to include a bully prevention framework, in order to support classroom teachers.

Evaluation Data Source(s) 4: Certificates, sign-in sheets, proof of attendance.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Restructure the bully prevention framework based on legislative updates.							


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

Performance Objective 1: By June 2020, Bill Childress will provide a minimum of one parent academic information night for all grade levels and will expand parent engagement opportunities through monthly parental classes and training linked to learning.


Evaluation Data Source(s) 1: Flyer, Sign -In, Calendar of events.

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Parent Liaison will help parents and students in need of assistance through training, home visits, school supplies, information, uniforms, etc. We partner with organizations that assist our students throughout year.	3.1, 3.2	Parent Liaison Administration	Help and assistance for our struggling parents. Parents will be attracted to the school and begin serving either as a volunteer or as a member of the PTO.				
2) Organize makers space and centers for Parent Literacy Nights. Specific grade level teachers will be engaging the parents in their "make and take" and 'Building with a Purpose"	2.6, 3.2	Instructional Coach, Librarian, Parent liaison	Parents will be empowered to help their children at home. Closed the Learning gaps. Increased literacy.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 2: By June 2020, Bill Childress will increase parent engagement and parent leadership through active participation in decision making (ie. Language Proficiency Assessment Committee (LPAC), Campus Improvement Committee (CIC), Parent advisory groups, Positive Behavior Interventions and support Committee

Evaluation Data Source(s) 2: Parent Liaison records of parent volunteers as approved by the district. Meetings addressing the initiation efforts of a PTO.

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
<p>Comprehensive Support Strategy Additional Targeted Support Strategy 1) Offer more activities in the school, as well as the Winter Program and End of the Year Program and invite parents to attend events that will be offered in the morning and in the evening.</p>	2.5, 3.2	Principal, Assistant Principal, Parent Liaison, Counselor	Increased parent participation at events with sign in sheets and survey responses.				
2) Visit families in their homes, to support and inform parents of available services such as community closet, parent university, technology at school, etc.	3.2	Principal, Assistant Principal, Parent Liaison, Counselor	Increase parent knowledge and engagement in the area of school policy.				
3) Relate important campus information to our parents by conducting a minimum of 2 meetings per semester for Parent Advisory Committee (PAC). Campus Improvement Plan will be located at various locations for parent and community viewing.	3.1, 3.2	Principal, Assistant Principal, Counselor, Parent Liaison	Increase understanding of school policy, grades, attendance, etc.				
4) Maintaining open and healthy communication with parents, faculty, and staff through the use of School Messenger system, Website, calendar of activities and events or other written and verbal means within a timely manner.	3.1, 3.2	Principal, Assistant Principal, Counselor	Maintain communication so that parents are informed of school activities.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Promote parent engagement by developing parent groups and representation in various committees to identify campus needs, through data collection of parent participation and responses. Parent will participate (not limited to) in CIC, Parent Engagement Policy and School-Parent Compact.	3.1, 3.2	Principal, Assistant Principal	Increase parent participation in committees that have an impact on policy and student learning.				


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

Performance Objective 3: By June 2019, Bill Childress will have at least 2 performances showcasing students Music, Visual, and Performing Arts.


Evaluation Data Source(s) 3: Flyers and Calendar of Events.

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will participate in Academic Performances (UIL), Performing Arts Recitals, Science Fair, Spelling Bee, and such programs	2.5, 3.2	Principal, Assistant Principal	Opportunities for students to participate in extra curricular activities will promote attendance.				
2) Students will participate in robotics team and have the opportunity to participate in a competition and be able to apply math and science skills and experience STEM through the programming of robots.	2.5	Principal, Assistant Principal	Students increase in academic accomplishment.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


Performance Objective 4: By May 2020, Bill Childress will provide professional development on customer service and how to engage parents as partners in their children's learning.


Evaluation Data Source(s) 4: Parent surveys, community surveys.


Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) BCE will provide customer service keeping family/parents informed by conducting a minimum of 2 meeting per semester for Parent Advisory Committee (PAC) in coordination with campus parent liaison. Support the process of creating a PTO for BCE.	3.1, 3.2	Administration/ Parent Liaison	Flyers/ School Messenger/ sign in sheets/ PAC minutes				

 = Accomplished

 = Continue/Modify

 = No Progress





 = Discontinue

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

Performance Objective 5: By June 2020 BCE will develop a collaborative way for families to participate in setting student goals for their children's education and exposure to careers.

Evaluation Data Source(s) 5:

Summative Evaluation 5:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) School and community will build partnerships to assist students that are struggling by providing parent classes on use of strategies for academic content.	2.4, 2.6, 3.1, 3.2	Principal, Instructional Coach, Assistant Principal, and Parent Liaison	Increased parent participation at events with sign in sheets				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							


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

Performance Objective 1: By January 2020, Bill Childress will allocate 90% of federal budgets in order to accomplish Bill Childress goals. The remaining 10% will be used to serve students through the spring semester.


Evaluation Data Source(s) 1: Budget

Summative Evaluation 1:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Promote parental engagement by making the Parent Center available to all in order to support parents and students.		Administration Parent Liaison	To increase parent participation				
2) Use allocations based on our prioritized lists that targets our problem statements.		principal	To ensure effective spending of our allocations				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 2: In 2019-2020 Bill Childress will collaborate with Vinton Town Council members to host a minimum of 2 community events, such as a health fair.


Evaluation Data Source(s) 2: Calendar of Community Events, flyers.

Summative Evaluation 2:

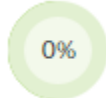
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Principal will attend town meetings to meet council members and Mayor.		Principal	To establish a positive rapport with our community.				
2) Bill Childress Elementary school personnel will support community projects by participating in a minimum of 2 events (such as the River clean-up, and the health fair).	2.5, 2.6	Principal, Teachers,	Increase representation in the community				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


Performance Objective 3: By June 2020, Bill Childress will continue building Community Outreach Partnerships to include but not limited with UTEP as a partnership in education.


Evaluation Data Source(s) 3: Names and Partnerships


Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Bring in two new partners to deliver presentations to the community/students.		Principal, Counselor, Parent Lianison	Increase the number of partners in education.				
2) Parent liaison will help parents and students in need of assistance through community outreach organizations	2.6, 3.2	Principal, Parent Liaison	Students needs will be met through community efforts.				
3) Parent Liaison will attend trainings and conferences to increase parental involvement and to guide parents with strategies and resources to better help their children to be academically successful.		Principal, Parent Liaison	Well informed staff to assist parents in need of assistance. Parent engagement will increase.				
4) Projects created by parent volunteers for school and community events and/or functions. Resources will be utilized in preparation and use for parent meetings, and workshops in the parent center.	2.6	Parent liaison.	Increase parental engagement.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 4: By June 2020, BCE will meet 100% expenditures of State Compensatory funds to support "At Risk" students through various resources and technology to enhance learning, utilizing a variety of modalities measured through student growth, through data points and program evaluation process.

Evaluation Data Source(s) 4: Budget

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Eagle Time, time during the school day, will be embedded in the schedule to provide interventions to struggling students in all content areas. Students in RtI 2 and 3 will receive small group and individual instruction to help close the learning gaps.	2.4, 2.6	Principal, IC	All students receive the help they need.				
2) Fantastic Fridays scheduled during the day to provide students with enrichment activities, and teachers with an extended planning to allow for more time to analyze data, and student work and plan for instruction.	2.4, 2.5, 2.6	Principal, IC	Students knowledge I science, writing, and all content areas.				
3) After school tutoring will be provided for students who are 3 or more grades below grade level. In order to close the learning gap, of identified students resources will be available	2.4, 2.5, 2.6	Principal, IC	Increased STAAR scores				
4) Hire a tutor to provide support to all students including RtI, 504, SPED, GT, ELL in Reading, Writing, Math, and Science.	2.4, 2.5, 2.6	Principal, IC	Increase scores on STAAR				



100% = Accomplished → = Continue/Modify 0% = No Progress X = Discontinue

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

Performance Objective 5: By May 2020, BCE personnel will receive professional development to maintain individual websites with current and relevant information for all internal and external CISD stakeholders

Evaluation Data Source(s) 5: Updated campus website.

Summative Evaluation 5:





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) At least 2 staff members will be trained to update the campus website.		Administration	Campus will be updated accordingly to communicate events and important information.				
ESF Levers Lever 3: Positive School Culture 2) Increase awareness of staff improvement on staff attendance by promoting Wellness and health awareness through activities, recognition, achievements, and events throughout school year.		Administration Wellness Coordinators	Increase Attendance for staff and healthier, and happier staff.				

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

Performance Objective 6: By May 2020, BCE will design a promotional campaign to highlight the campus educational programs and achievements.

Evaluation Data Source(s) 6:

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
TEA Priorities Recruit, support, retain teachers and principals 1) Create an informational pamphlet to showcase programs, achievements, and campus highlights.		Administration	Showcase the pamphlet at local real estate companies.				
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Comprehensive Support Strategies

Goal	Objective	Strategy	Description
2	1	1	Schedule interventions during the regular school day (Eagle Time). Students that have been identified "at risk" will be provided with interventions using supplemental materials across core content areas. Interventions will be provided by staff, teachers, tutors, during Eagle Time.
2	1	2	Resources, supplies and materials will be provided to support instructional programs for struggling students (such as Guided Reading, Guided Math, Writing Academy, Reading A to Z, Lexia, Aspire, etc).
2	1	3	PLC's will have the opportunity to meet for extended collaboration through modified day planning and meet weekly to address student needs in all core content areas by analyzing current data, student work, shared strategies.
2	1	4	Administrators will utilize PLC and other walk-through documentation data formats to provide timely feedback to teachers and their PLC's.
2	1	5	All English Language Learners (ELL's) will effectively use ELPS and Sheltered Instructions Strategies. Data will be reviewed and analyzed throughout the year to standards.
2	1	6	Strategies that are targeted and research base will be used to improve fluency, vocabulary, phonics and phonemic awareness to support all students including ELL's, At Risk, economically disadvantaged, GT, etc.
2	1	7	All students will use I-station to support instruction needed focusing on vocabulary, fluency, reading comprehension and overall scores of ISIP. Monthly assessments will be given to monitor and target reading concepts and skills.
2	1	8	Analyze Common assessments, grade level benchmarks and ISIP, Imagine Math, TPRI/Tejas Lee, any other formative and summative assessments.
2	1	9	Integrate a variety of strategies that will support Math instruction. This will include but is not limited to manipulatives, interactive math notebooks, Calendar Math, and problem solving strategies as well as technology programs: Think through Math, Math IStation, Imagine Math, etc.
2	1	10	Collaborate during PLC's to conduct and analyze grade level assessments, students work samples and lesson targeting math concepts and skills. Will continue to use MSTAR and ESTAR screener for 2nd - 5th.
2	2	1	Guided Reading will be implemented with fidelity.
2	2	2	Differentiated instruction will be practiced by all teachers and best practices will be implemented in all content areas.
2	2	3	Implement the TEKS Resource curriculum addressing the Readiness and Supporting Standards as identified in Reading, Writing, Math, Science, and Social Studies providing opportunities that are equitable to all sub-populations

Goal	Objective	Strategy	Description
2	2	4	Implement programs such as but not limited to: I-Station, Imagine Math, Lexia, Learning A-Z in reading and science, Accelerated Reader and Accelerated Math, etc. Provide Student Support. through a variety of programs
2	3	1	To implement Guided Reading, Guided Math, Writing Academy strategies, and learning centers to support all students, including ELL, and expand learning, knowledge, and skills.
2	3	3	Teachers will use and integrate technology to ensure all students are learning. This will include Mimeo boards, I-Station, Brain Pop, E-Books, and other software and or website programs.
2	4	1	Resources, supplies and materials will be provided to support instruction (such as Guided Reading, Guided Math, Writing Academy, Centers,etc.) and support students.
2	4	2	Continue to implement targeted strategies to enhance Reading Comprehension (Read alouds, paired reading, Reader's theater, and other research based strategies) to support all students.
2	10	1	Professional Dev. will be provided for administrators/ teachers/staff on targeted topics that are campus priorities to ensure teacher growth. Qualified and effective personnel will be developed and retained.
4	2	1	Offer more activities in the school, as well as the Winter Program and End of the Year Program and invite parents to attend events that will be offered in the morning and in the evening.

State Compensatory

Budget for Bill Childress Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.104.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$2,500.00
185.11.6117.05.104.30	6117 Career Ladder - Locally Defined	\$3,500.00
185.11.6118.35.104.30	6118 Extra Duty Stipend - Locally Defined	\$1,800.00
185.11.6119.35.104.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$63,584.00
185.11.6126.03.104.30	6126 Part Time Support Personnel - Locally Defined	\$11,817.00
185.11.6128.05.104.30	6128 Overtime Pay - Locally Defined	\$500.00
185.11.6129.00.104.30	6129 Salaries or Wages for Support Personnel	\$38,415.00
185.11.6141.00.104.30	6141 Social Security/Medicare	\$557.00
185.11.6141.03.104.30	6141 Social Security/Medicare	\$172.00
185.11.6141.05.104.30	6141 Social Security/Medicare	\$59.00
185.11.6141.13.104.30	6141 Social Security/Medicare	\$37.00
185.11.6141.35.104.30	6141 Social Security/Medicare	\$948.00
185.11.6142.00.104.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.104.30	6142 Group Health and Life Insurance	\$7,487.00
185.11.6143.00.104.30	6143 Workers' Compensation	\$181.00
185.11.6143.03.104.30	6143 Workers' Compensation	\$1.00
185.11.6143.05.104.30	6143 Workers' Compensation	\$2.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6143.13.104.30	6143 Workers' Compensation	\$1.00
185.11.6143.35.104.30	6143 Workers' Compensation	\$307.00
185.11.6145.00.104.30	6145 Unemployment Compensation	\$35.00
185.11.6145.03.104.30	6145 Unemployment Compensation	\$11.00
185.11.6145.05.104.30	6145 Unemployment Compensation	\$5.00
185.11.6145.13.104.30	6145 Unemployment Compensation	\$3.00
185.11.6145.35.104.30	6145 Unemployment Compensation	\$60.00
185.11.6146.00.104.30	6146 Teacher Retirement/TRS Care	\$288.00
185.11.6146.05.104.30	6146 Teacher Retirement/TRS Care	\$31.00
185.11.6146.35.104.30	6146 Teacher Retirement/TRS Care	\$746.00
185.11.6149.00.104.30	6149 Employee Benefits	\$576.00
185.11.6149.05.104.30	6149 Employee Benefits	\$61.00
185.11.6149.35.104.30	6149 Employee Benefits	\$924.00
6100 Subtotal:		\$149,582.00
6200 Professional and Contracted Services		
185.11.6299.00.104.30	6299 Miscellaneous Contracted Services	\$9,500.00
6200 Subtotal:		\$9,500.00
6300 Supplies and Services		
185.11.6329.00.104.30	6329 Reading Materials	\$1,000.00
185.11.6398.00.104.30	6398 Computer Supplies/Software - Locally Defined	\$4,000.00
185.11.6399.00.104.30	6399 General Supplies	\$17,506.00
6300 Subtotal:		\$22,506.00

Personnel for Bill Childress Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jessica Gruver	At Risk Teacher Assistant	Intervention	1
Maria Rebecca Perez	At Risk Teacher	Intervention	1
Olivia Chavira	At Risk Teacher Assistant	Intervention	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

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

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

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

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

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

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

STAAR BCE earned one distinction for academic achievement in Science.

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

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

STRENGTHS:

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

PROBLEM STATEMENTS & ROOT CAUSES:

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

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

Problem Statement :Student attendance rate is below 97%.

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

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

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

Problem Statement: Low Writing scores.

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

Problem Statement: Low Science scores.

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

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

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

Problem Statement: Low Reading and Writing scores

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

Problem Statement: Low Math scores in 3rd grade.

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

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

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

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

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

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

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

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

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

We continuously provide professional development opportunities to teachers to ensure they are providing our students the highest level of instruction. Our

teachers and staff love the students, the school, and the community as a whole. BCE is a campus that prides itself in recruiting and retaining high quality teachers. Bill Childress Elementary School has an experienced staff with very little turnover.

2.2: Regular monitoring and revision

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

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

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

CIP can be accessed in the following ways/formats:

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

2.4: Opportunities for all children to meet State standards

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

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

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

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

2.5: Increased learning time and well-rounded education

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

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

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

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

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

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

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ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

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

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

3.2: Offer flexible number of parent involvement meetings

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

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

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Deborah Gonzalez	Instructional Coach	Instructional Support	1
Frederic Flores	Parent Liaison	Parental Involvement	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Non-classroom Professional	Lisa Aranda	Librarian
Non-classroom Professional	Monica Barraza	Conselor
Classroom Teacher	Linda Cardenas	Teacher
Classroom Teacher	Dona Descamps	Teacher
Classroom Teacher	Janet Galan	Teacher
Non-classroom Professional	Deborah Gonzalez	Instructional Coach
Non-Exempt	Bertha Lozano	Administrative Assistant
Classroom Teacher	Maria Del Carmen Maldonado	Teacher
Classroom Teacher	Steven McLeod	Sped Teacher
Classroom Teacher	Susana Miranda	Teacher
Exempt	Maria Perez	At-Risk Teacher
Classroom Teacher	Nabil Reyes	Teacher
Administrator	Reyna Salcedo	Principal
Administrator	Maria Isabel Varela	Assistant Principal
Parent	Maria Aldaz	Parent
Parent	Jeanette Avalos	Parent
Parent	Vanessa Hernandez	Parent