

Canutillo Independent School District

Canutillo Elementary School

2019-2020 Campus Improvement Plan

Accountability Rating: B

Distinction Designations:
Postsecondary Readiness



Board Approval Date: September 24, 2019
Public Presentation Date: September 4, 2019

Mission Statement

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

Vision

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

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2016-2017 2015-2016

Enrollment: 582 Professional staff: 50

At-Risk: 74% Teachers by ethnicity: Hispanic/82%, White/15.4%

Economically Disadvantaged: 86.6% Teachers/Degrees: Bachelors/71.9%, Masters/28.3%

ELL: 52.1% Teachers/ Experience: Begin/7.3%, 1-5 years/15.4%,

Mobility rate: 9.4% 6-10 years/12.9%, 11-20 years/30.9%, over 20 years/ 33.5%

Hispanic/latino: 97.7% Number of students per Teacher: 15.8

Migrant: 3.6% Average years experience by Teacher: 15.4 years

SPED: 10% Average Salaries/ Teachers: \$52,199

Attendance: 96.58% Enrollment: 613

At-Risk:

Economically disadvantaged: 87.4%

ELL: 51.5%

SPED: 9.6%

Mobility: 11.8%

Demographics Strengths

- Teachers at CES are stable, low turn around.
- Teachers maintain over 90% attendance rate monthly.
- Students maintain above 96% attendance rate annually above district and state percentages.
- GT identification has increased by 2%.
- Community is growing because of new developments and businesses.
- Dual language and Bilingual population.

2019

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

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

Problem Statements Identifying Demographics Needs

Problem Statement 1: There has been an increase in student/teacher ratio from 15:1 in previous years to 18:1 for the 18/19 school year. **Root Cause:** Decrease in number of faculty not proportionate to increase in student enrollment.

Problem Statement 2: Teachers and staff are locked out of the campus before school hours, and when transitioning within the campus for PE, recess, etc. **Root Cause:** For security reasons and student safety, all exterior campus doors must remain locked at all times.

Problem Statement 3: Student attendance is below the expected percentage in comparison to our "like" group at 96.9%. **Root Cause:** Limited parental awareness of truancy laws and high percentage of economically disadvantage (82.2%).

Problem Statement 4: Attendance rates for students in the Pre-K/Kindergarten programs are lower than the general student population. **Root Cause:** Pre-K/Kindergarten is not mandated by the state so it is not given high priority.

Student Academic Achievement

Student Academic Achievement Summary

STAAR 2016 STAAR 2017

All subjects: 79% Index 1: 79 All subjects: 79% Index 1: 79

Reading: 78% Index 2: 43 Reading: 79% Index 2: 37

Math: 80% Index 3: 45 Math: 83% Index 3: 47

Writing: 78% Index 4: 36 Writing: 72% Index 4: 45

Science: 76% Distinction:ELA/Reading Science: 75% Distinctions (4):Academic Achievement in ELAR and Mathematics, Top 25 Percent Closing Performance gaps and Postsecondary Readiness

Student Academic Achievement Strengths

2019

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

- WINN intervention block is a strength because we work with what students need now.
- Academic tutors are a strength because they assist teachers with small groups during WINN time.
- Accelerated reader is a strength because it motivates students to read and build stamina.
- PLCs are a strength because we discuss student growth, desegregate data, and lesson plan.
- Library lesson from librarian are a strength because she is building in STEM and they are an extension of the TEKS.
- Additional resources such as Mentoring Minds are a strength because it helps teachers provide real test like material and it is aligned to the TEKS.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: Science and Math STAAR scores have decreased in the past two years. **Root Cause:** Limited vocabulary, resources, and hands-on experiences.

Problem Statement 2: SPED English Learners are receiving limited support in their native language. **Root Cause:** Bilingual Certified SPED teacher or Bilingual paraprofessional is not available to serve students.

Problem Statement 3: Students' limited exposure to real-life experiences (such as field trips) hinders their understanding of science concepts. **Root Cause:** Students have limited opportunities to develop prior knowledge and academic vocabulary.

Problem Statement 4: Overall student achievement needs to increase due to decrease in overall STAAR scores. **Root Cause:** Due to boundary changes and large number of at-risk population (74%)

Problem Statement 5: Due to decrease in overall student achievement, teacher professional development is needed to support classroom instruction. **Root Cause:** Rigor of instruction did not meet standardized testing results.

School Processes & Programs

School Processes & Programs Summary

Curriculum:

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

Techonolgy:

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

School Organization:

- Kids Excel
- Boys and Girls Club
- Mother/ Daughter & Father/ Son
- Chess Club
- VIP Parent volunteer group
- Sylvan tutoring after school
- UIL competition

Staff Recruitment & Retention:

- Highly qualified (HQ) staff
- Good School Morale
- Teacher Leadership Team
- CIC, campus based decisions

School Processes & Programs Strengths

- Teachers have a voice in decision making through CIC & PLCs.
- CES has a wide variety of software programs such as: Reading A to Z, Education Galaxy, reading Renaissance, and Book Flix.
- Implementation of professional development is a strength such as the implementation of The Leader in Me and SLOs.
- We have a low teacher turn around due to a positive environment, open policy from administration, and campus based decisions.
- CES provides extracurricular activities such as Chess Club, Mother/Daughter & Father/Son Student Council, French Club, Kids Excel, and No Place For Hate Student Coalition.
- CES teachers practice a strong PLC process, follow the YAG, and use Eduphoria for lesson planning.

2019

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

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Technology equipment is outdated and requires continuous maintenance according to the campus technology plan. **Root Cause:** Technology is quickly evolving which requires updating on a continuing basis.

Problem Statement 2: A large number of students are in need of additional academic support/interventions in the core subject areas (Math, Science, Reading and Language Arts). **Root Cause:** There is an insufficient number of personnel to effectively provide additional academic support.

Problem Statement 3: 70% of the student population has been identified as being at-risk. **Root Cause:** Insufficient personnel is available for tutoring after

school.

Perceptions

Perceptions Summary

Family & Community Involvement:

- VIP volunteer group
- Community Closet
- Parent workshops
- Parent Power Nights

School Culture & Climate:

- Effective communication: School messenger, flyers, web page, class DoJo, Remind, etc....
- School counselor/STAR counselor
- PBIS implementation
- No Place For Hate

2019

Perceptions Strengths

2019

- CES has a low turnover rate from staff, teachers do not leave unless they retire or move..
- Administration support for interdependence.
- Strength in demographic changes- parent involvement has increased.
- CES had the highest attendance rate for the 2017-18 school year. Students like attending school.
- The implementation of Leader in Me.
- CES provides a nurturing environment.
- Languages of home are respected by having English and Spanish heard throughout.
- Students enjoy after school programs such as BOys and GIrLs Club and Chess Club.

- CES has a large group of parent volunteers that consistently are present at school.
- Based on the parent survey given during Parent Teacher conferences parents have a positive experience at school.
- Parent Power Nights targeting reading, math and science are provided twice every semester.
- CES has a good culture because teachers have good communication with parents and connect with the community.
- Teachers feel that administration is approachable.
- Students have embraced the Leader in Me and the climate changes to include the Golden Egg award during lunch based on behavior.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: A high percentage of parents/guardians lack the strategies and resources required to assist students at home academically. **Root Cause:** Economically Disadvantaged (82 %), At-Risk (70 %) , and English Learners (48.3 %).

Problem Statement 2: Our school is not properly showcased and celebrated throughout our district and community. **Root Cause:** Lack of advertisement and strategic use social media.

Problem Statement 3: High number of monthly visits to the nurse with limited assistance. **Root Cause:** Illness, scheduled treatments such as medication, chronic health conditions.

Priority Problem Statements

Problem Statement 1: Teachers and staff are locked out of the campus before school hours, and when transitioning within the campus for PE, recess, etc.

Root Cause 1: For security reasons and student safety, all exterior campus doors must remain locked at all times.

Problem Statement 1 Areas: Demographics

Problem Statement 2: Student attendance is below the expected percentage in comparison to our "like" group at 96.9%.

Root Cause 2: Limited parental awareness of truancy laws and high percentage of economically disadvantage (82.2%).

Problem Statement 2 Areas: Demographics

Problem Statement 3: Science and Math STAAR scores have decreased in the past two years.

Root Cause 3: Limited vocabulary, resources, and hands-on experiences.

Problem Statement 3 Areas: Student Academic Achievement

Problem Statement 4: SPED English Learners are receiving limited support in their native language.

Root Cause 4: Bilingual Certified SPED teacher or Bilingual paraprofessional is not available to serve students.

Problem Statement 4 Areas: Student Academic Achievement

Problem Statement 5: Students' limited exposure to real-life experiences (such as field trips) hinders their understanding of science concepts.

Root Cause 5: Students have limited opportunities to develop prior knowledge and academic vocabulary.

Problem Statement 5 Areas: Student Academic Achievement

Problem Statement 6: Technology equipment is outdated and requires continuous maintenance according to the campus technology plan.

Root Cause 6: Technology is quickly evolving which requires updating on a continuing basis.

Problem Statement 6 Areas: School Processes & Programs

Problem Statement 7: Attendance rates for students in the Pre-K/Kindergarten programs are lower than the general student population.

Root Cause 7: Pre-K/Kindergarten is not mandated by the state so it is not given high priority.

Problem Statement 7 Areas: Demographics

Problem Statement 8: There has been an increase in student/teacher ratio from 15:1 in previous years to 18:1 for the 18/19 school year.

Root Cause 8: Decrease in number of faculty not proportionate to increase in student enrollment.

Problem Statement 8 Areas: Demographics

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- Campus Performance Objectives Summative Review from previous year

Accountability Data

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

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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Running Records results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- STEM/STEAM data
- Dyslexia Data

Student Data: Behavior and Other Indicators

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

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Teacher/Student Ratio

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

Parent/Community Data

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

Support Systems and Other Data

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

Goals


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

Performance Objective 1: Canutillo Elementary will increase positive discipline strategies (PBIS) to foster a positive school climate and decrease the number of referrals by 3% during the 2019-20 school year.


Evaluation Data Source(s) 1: Quarterly monthly discipline reports.

Summative Evaluation 1:

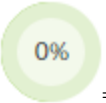
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Celebrate drug and bully free week during the month of October 2019.	2.6	Counselor and Administration.	Increase student awareness.				
2) Create an awareness of bully prevention through a campaign called "Friendship Week" in February 2020.	2.5, 2.6	Counselor and Administration.	Increase student awareness.				
3) Continue with NPFH activities, student coalition, and student council to actively participate in different duties that help promote anti-bullying safety and leadership.	2.5, 2.6	Counselor and Administration.	Increase student awareness.				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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


Performance Objective 2: CES will implement and build upon Leader In Me strategies such as the 7 Habits of Happy Kids by Franklin Covey to promote leadership skills among our students utilizing their goal setting data notebook. Continue with year three of the five year grant implementation.


Evaluation Data Source(s) 2: Implementation documented in lesson plans.


Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers will receive one day of training in August 2019 of Leader in Me strategies. One other training throughout the school year.	2.5	Light House Coordinator Administration Counselor	Leadership Culture				
2) Students will receive incentives for demonstrating leadership skills such as "Caught being a leader ticket," golden egg award, and free dress bracelets.	2.5	Teachers Administration Counselor	Leadership Culture				
3) Students will set individual goals (WIGs) per content area and track them using their data notebooks.	2.5	Teachers	Self tracking Student Progress Student achievement				
4) Leader in Me time has been scheduled daily to promote the 7 Habits to develop active leaders.		Administrators	Increase student leadership.				



 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue

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

Performance Objective 3: Develop and implement safety standard operating procedures to enhance communication among campus and E.O.P representatives during campus emergencies by June 2020 that are aligned with local and national standards.


Evaluation Data Source(s) 3: EOP binder

Sign in sheets

Agendas

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Plan and train campus staff on district EOP protocols with an emphasis on reunification and prevention.		Assistant Principal	Updated procedures				
2) Coordinate campus mock emergency drills to ensure stakeholders understand protocols and roles.		Assistant Principal	Awareness of emergency drills and procedures.				
3) Collaborate with district security to design/implement traffic control procedures for the safety of all.		Administrators	Increase safety of our students.				



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

Goal 2: Increase Student Academic Achievement

Performance Objective 1: Canutillo Elementary will increase its overall rating to an 85 on State Performance: Domain 1 (Student Achievement) from 78 to 85, Domain 2 (School Progress) from 86 to 90, and in Domain 3 (Closing the Gaps) from 76 to 90 by the end of the 2019-20 school year as reflected through TTESS and SLOs.

Evaluation Data Source(s) 1: TAPR Report





STAAR Data

School Report Card

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Vertical and horizontal PLCs will analyze academic gaps in Reading, Math, Writing, and Science. Develop/identify: *objectives * strategies * power standards.	2.4, 2.5, 2.6	Administration and Instructional Coach	Increase collaboration and student achievement.				
2) Provide ongoing purposeful professional development training for teachers in Reading, Math, Writing, Science, and SLOs for all grade levels to provide quality instruction, high expectations, and instructional support for all students.	2.4, 2.5, 2.6	Administration and Instructional Coach	Enhance student instruction and student achievement.				
3) Provide in-school tutoring and inclusion that differentiates and provides early and effective assistance for all students through the RTI process. Implement WINN (What I Need Now). Academic Tutors will go into the classrooms during WINN time.	2.4, 2.5, 2.6	Administration and Instructional Coach	Early intervention, student progress, and student achievement.				
4) Provide Pre-Kinder through 2nd grade students with resources that build early foundations for learning success and eliminating achievement gaps before they occur.	2.4, 2.5, 2.6	Teachers Instructional Coach	Student Achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
5) Provide students with highly qualified teachers as well as a rigorous curriculum for all diversified groups of students such as English Learners, Migrant, 504, Gifted/Talented and Special Education.	2.4, 2.5, 2.6	Teachers Instructional Coach Administrators	Student Achievement				
6) Pre-K Teachers attend monthly district wide PLC's to enhance student learning through collaborative innovative strategies.		Pre-K Teachers Early Childhood Coordinator	Student Achievement				

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 2: Canutillo Elementary will increase overall student achievement scores in Reading from 86 to 88, meet progress at 53%, and masters at 26% as reflected in the STAAR scores provided by the state at the end of the 2019-20 school year.

Evaluation Data Source(s) 2: TAPR Report

STAAR Data

School Report Card

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials and supplementary resources such as journals, workbooks, lined paper, and other resources necessary to provide Balanced Literacy.	2.4, 2.5, 2.6	Administrators Instructional Coach	Reading at grade level. Monitor student progress through running records.				
2) When necessary and funding is available, substitutes will be provided for PK-2nd Grade teachers to monitor student progress at least three times a year.	2.4, 2.6	Administration Instructional Coach Teachers	Reading at grade level. Monitor student progress through running records.				
3) Reading supplemental materials such as Reading A thru Z and Mentoring Minds resources will be purchased to provide K-5th grade teachers with reading, and writing intervention resources. In addition, teachers will use I-Station and Texas Wonders & Scholastic leveled readers as supplementals.	2.4, 2.5, 2.6	Instructional Coach and Administration	Student progress through interventions. Student Achievement.				
4) Provide ongoing opportunities for purposeful staff development for SPED, EL, and At-Risk interventionist in Reading STAAR testing preparation such as STAAR Alt, how to read an IEP, and provide necessary resources.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student progress through interventions. Student Achievement.				
5) Students will demonstrate one year's growth in English language proficiency in reading, writing, speaking, and listening through TELPAS.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student Achievement				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June

Goal 2: Increase Student Academic Achievement

Performance Objective 3: Canutillo Elementary will meet overall student achievement scores in Math from 85% to 87%, meet progress at 55%, masters at 33% as reflected in the STAAR scores provided by state at the end of the 2019-20 school year.

Evaluation Data Source(s) 3: TAPR Report

STAAR Data

School Report Card

Summative Evaluation 3:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Provide materials and supplementary resources such as Mentoring Minds and STAAR Ready workbooks to increase student success.	2.4, 2.5, 2.6	Instructional Coach and Administration	Student Achievement				
2) All grade levels will display academic vocabulary word walls in every classroom and keep math journals for each child that will include reflections and vocabulary.	2.4, 2.5, 2.6	Instructional Coach and Administration	Student Achievement				


Goal 2: Increase Student Academic Achievement



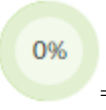

Performance Objective 4: Canutillo Elementary will increase overall student achievement scores in Writing from 73% to 75%, meet progress at 35%, masters at 15% as reflected in the 4th Grade STAAR scores provided by the state at the end of the 2019-20 school year.

Evaluation Data Source(s) 4: TAPR Report
STAAR Data
School Report Card

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Teachers in grades PK-5 will continue to use Writing Academy strategies among others to address the writing process. CES needs to create vertical alignment across all grade levels.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student Progress Student Achievement				
2) Writing will be taught daily and all grade levels will display academic vocabulary word walls and keep ongoing writing journals that will include reflections and vocabulary.	2.4, 2.5, 2.6	Instructional Coach Teachers	Student Progress Student Achievement				



 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

Goal 2: Increase Student Academic Achievement

Performance Objective 5: Canutillo Elementary School will increase overall student achievement in Science from 68% to 73%, meet progress at 45%, masters at 25% as reflected in the 5th Grade STAAR scores provided by the state at the end of 2019-20 school year.


Evaluation Data Source(s) 5: TAPR Report

STAAR Data


School Report Card

Summative Evaluation 5:

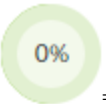
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Close gaps between EL and English monolingual students in STAAR science by offering deliberate methods and techniques such as Stemscofes/KAMICO to target deficiencies such as vocabulary and target Power Standards. Give students the opportunity to test in their academic language.	2.4, 2.5, 2.6	Administration Instructional Coach Teachers	Student Progress Student Achievement				
2) Science will be taught daily. All students will have the opportunity to participate in hands-on science lab experiments and science journals will support Science vocabulary in grades K-5.	2.4, 2.5	Administration Instructional Coach Teachers	Student Progress Student Achievement				
3) Students will have the opportunity to participate in a school wide Science Fair in January 2020. Provide science fair project boards for all 3rd- 5th graders.	2.4, 2.5	Administration Instructional Coach Teachers	Student Progress Student Achievement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


Goal 2: Increase Student Academic Achievement

Performance Objective 6: By the end of the 2019-20 school year, at least 90% of CES teachers will integrate innovative technology daily and align it with 21st century learning skills to provide high quality instruction.

Evaluation Data Source(s) 6: Lesson Plans
TTESS Evaluations
Walk-Throughs
TAPR

Summative Evaluation 6:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Conduct a needs assessment for teachers in the area of technology. Offer staff development to integrated technology across the curriculum.	2.5	Administration Instructional Coach	Student Progress Student Achievement				
2) Library will increase accessibility to students and staff. Provide resources and technology for student use such as Brain Pop, Tumble Books, True Flix, and Book Flix.	2.4, 2.5	Librarian and Library Aide Administration	Student and teacher accessibility.				
3) Replace computers in the classrooms and library lab in phases as funding allows.		Administration Instructional Coach	Technology Plan				



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

Goal 2: Increase Student Academic Achievement

Performance Objective 7: Canutillo Elementary will increase and expand awareness in college readiness and career exploration process with a strategic approach focusing on 100% of students PK-5 participating during the 2019-20 school year.

Evaluation Data Source(s) 7: Lesson Plans

TTESS Evaluations

Walk-Throughs

Summative Evaluation 7:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Coordinate transition visits to familiarize students with possible future options such as a visit to AMS, CHS CATE, EPCC Valle Verde, and NMSU.	2.5	Counselor Administration	Awareness				
2) Plan in November 2019 Generation Texas Week, promote and encourage students to pursue a post high school education.	2.5	Counselor Administration	College awareness Post secondary Readiness				
3) Plan a Career Fair where different presenters will come to our campus and talk to our Pre-Kinder thru 5th grade students about different job opportunities in this area and throughout the United States. Spring 2020.	2.5	Counselor Administration	College and Career awareness Post secondary Readiness				
4) Students will participate in UIL competition to promote reading skills, math skills, social studies skills, fine arts, etc.	2.5	Teachers UIL Coordinator Administration	Post secondary Readiness				
5) Pre-K students and parents will be provided with information in order for their children to transition successfully into Kindergarten. Informational transition meetings will be provided by Region 19 Headstart during the Fall of 2019 and in the Spring of 2020 an informational tour for transition will be held at CES.		Counselor Administration Pre-K Teachers	Awareness				



= 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 1: At least once every nine weeks with fidelity, a positive climate lesson will be implemented through an integrated program of leadership, social and physical development, behavior management, etiquette, and relationship building that involves students, staff and community members.

Evaluation Data Source(s) 1: Lesson Plans
Walk-Throughs

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Every nine weeks, Counselor will be available to our students in order to provide guidance in academic and behavioral/social choices that affect their educational career.	2.6	Counselor	Students awareness and interventions.				
2) The Counselor will provide individualized counseling sessions to promote social and emotional health in children.	2.6	Counselor	Students awareness and interventions.				
3) CES will maintain enrichment programs during and after school that engage students with opportunities that promote positive role models such as: Chess Club, French Club, No Place For Hate, Robotics, Student Council, UIL, M/D & F/S and Choir/Band.	2.4, 2.5	Administration Instructional Coach Teachers	Building student involvement and leadership.				
4) CES 3rd-5th grade students will have the opportunity to join the El Paso Boys and Girls Club after school at our campus in order to learn leadership skills and get help from Sylvan Learning.	2.4, 2.5	Instructional Coach Teachers Boys and Girls Club Director	Building student involvement and leadership.				
5) CES students will have the opportunity to go on field trips that will support learning in the classroom.	2.5	Teachers	Building student involvement and leadership.				

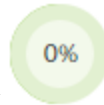
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) The 7 Habits of Happy Kids will continue to be utilized in each classroom to reinforce the Leader In Me strategies.	2.4, 2.5	Administration Instructional Coach Teachers	Building student involvement and leadership.				
7) By May 2020, the Coordinated School Health Team will address the eight components and benchmark data utilizing the quarterly reports.	2.5	Coaches Teachers Administration School Nurse	Building good health habits and awareness.				
8) Physical Education Department will enhance instruction by implementing diverse fitness activities to increase student performance and motivation in the Fitness Gram.	2.4, 2.5	Coaches	Building good health habits and fitness awareness.				
9) Counselor will attend ASCA Annual Conference in June 2020 in order to obtain latest and best practices to better serve our students.		Counselor	Develop and enhance professional skills.				



= 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: Canutillo Elementary will promote positive morale among staff and faculty through team building and overall wellness with a minimum of five or more activities by the end of the 2019-20 school year.

Evaluation Data Source(s) 2: OHI Report
Documented Events on Monthly Calendar

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Our faculty and staff will participate in activities such as but not limited to, appreciation breakfast, ice breakers, new employee reception, stress reducing activities, small incentives, etc.		Administration	Building great school culture and climate.				
2) Staff will be rewarded for attendance through after school socials, early release passes, 45 minute duty free lunch and free jean days.		Administration	Building great school culture and climate.				

= 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 3: Canutillo Elementary will have a minimum of five events to celebrate and recognize all students for their successes by the end of the 2019-20 school year such as attendance, grades, and behavior that demonstrates leadership.


Evaluation Data Source(s) 3: Monthly Events Calendar

Announcements


Ice Cream Celebrations

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Students will receive recognition for earning points for Accelerated Reader.	2.5	Librarian Teachers	Increase reading levels and student achievement. Building student involvement and leadership through rewards.				
2) Students will receive restaurant passes for A & A/B Honor Roll. Honor Roll Dance at the end of Fall and Spring.		Teachers Administration	Building student involvement and leadership through rewards.				
3) Free Dress days will be included for Perfect Attendance.		Teachers Administration Counselor	Building student involvement and leadership through rewards.				




= 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 4: The Tiered Fidelity Inventory for Positive Behavior Intervention and Support (PBIS) will increase at least to 75% by the end of 2019-20 school year.

Evaluation Data Source(s) 4: Survey Results

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) The Positive Behavior Intervention and Support (PBIS) Team/ Light House Team will attend professional development and conference throughout the 2019-2020 school year.	2.5	Teachers Administration Counselor	Building great school culture and climate. Empowering Teachers.				
2) Through monthly meetings PBIS/ Light House Team will look at data for needs assessment, identify areas of concerns, and implement school wide expected behaviors.	2.5	Teachers Administration Counselor	Building student involvement and leadership.				
3) Three scheduled activities during the school year will support the implementation of No Place for Hate to promote a safe and violence free environment conducive to learning for all students.	2.5	Teachers Administration Counselor	Building student involvement and leadership.				



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


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


Performance Objective 5: By the end of the 2019-20 school year Canutillo Elementary will increase its attendance rate from 96.6% to 97.1% through Positive Behavior Interventions and Strategies.


Evaluation Data Source(s) 5: Attendance Reports/ TEAMS
PEIMS Data


Summative Evaluation 5:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recognize classes at each grade level for perfect attendance through school announcements and popcorn incentive for every time they spell Perfect Attendance.		Teachers Administration	Building student involvement and leadership through rewards.				
2) Incorporate programs such as CATCH that are geared to develop healthy minds and bodies. Life Skills classes will be provided for 3rd- 5th students to prevent violence and drug use among our students.	2.5	PE Coaches Teachers Administration	Building good health habits and fitness awareness.				
3) Eagle Dollars earned for attendance will be used at an Eagle Dollar Carnival at the end of each semester. Students earn prizes for games played. In the Spring, students will purchase a bracelet for water slides/ field day.		Teachers Administration Counselor	Building student involvement and leadership through rewards.				



 = 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 6: By 2020 Canutillo Elementary will increase teacher attendance rate from 96.7% to 98% in order to meet the district's benchmark to maintain high-quality instruction.


Evaluation Data Source(s) 6: Attendance Reports
TEAMS Reports

Summative Evaluation 6:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES staff will follow district policy on attendance requirements.		All CES Staff	Building great school culture and climate. Student Achievement				
2) T-TESS (Teacher Evaluation and Support System) Teachers will self manage and achieve career objectives through professional growth and SLOs.		Teachers	Building great school culture and climate. Student Achievement				
3) Through the Instructional Leadership Team (ILT), teachers will build leadership skills to enhance student success.		Teachers Administration Instructional Coach	Building great school culture and climate. Student Achievement				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 1: Twice a semester, Canutillo Elementary will offer workshops in the core subjects as support to assist parents to improve their child's academic skills and master assessments throughout the 2019-20 school year.


Evaluation Data Source(s) 1: Scheduled Monthly Events/ Calendar
Sign In Sheets
Agendas

Summative Evaluation 1:

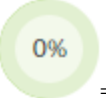
Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES Parent Liaison will provide workshops to parents to assist students needs and academic expectations. Core subjects will be targeted. Make and takes will be provided.	3.1, 3.2	Parent Liaison and Administration	Sign in Sheets and agendas				
2) Through Power Nights in Reading, Math, Science, Technology and Language development, parents will be given strategies to help their children at home. Make and takes will be provided. Prizes/resources will be given away.	2.4, 2.5, 2.6, 3.1	Parent Liaison and Administration	Parent Involvement Student Achievement				




= 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: Once a month, Canutillo Elementary will promote parent engagement and leadership by developing parent workshops and representation in various committees to identify and respond to compliance throughout the 2019-20 school year.

Evaluation Data Source(s) 2: Scheduled Monthly Events/ Calendar

Sign In Sheets

Agendas

Summative Evaluation 2:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Recruit parents to volunteer and attempt to be part of VIP (Very Important Parents).	3.1, 3.2	Parent Liaison	Building relationships between parents and school. More parental involvement.				
2) Hold CIC, LPAC, PAC meetings in which parents and community members can provide input on students/campus needs, including Title I, other Entitlements, and safety needs. PAC and Entitlement meetings will be held in AM and PM. Campus Improvement Plan is accessible to parents and community in different locations through out the school.	3.2	Parent Liaison Administration	Parent Involvement Empowering Staff				
3) Members of the community will be honored in events such as Grandparents Day (September) and Veterans Day (November).		Parent Liaison Administration	Parent Involvement Community Outreach				
4) Parents participate in promoting literacy in supporting early reading skills and leisure reading in the program Parents as Teachers through campus Parent Liaison.	3.2	Parent Liaison Administration	Parent Involvement Community Outreach				
5) Showcase student success through music, visual and performing arts. Choir and band performances throughout the school year such as the Christmas program directed by music teacher.		Music Teacher Teachers Administration	Parent Involvement Community Outreach				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
6) Parents will participate in creating the Parent Engagement Policy and Student Parent Compact. Student Parent Compact will be distributed in Fall 2019 in both languages (English and Spanish).	3.1, 3.2	Teachers Parent Liaison Administration	Parent Involvement Student Achievement				

 = Accomplished
  = Continue/Modify
  = No Progress
  = Discontinue


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


Performance Objective 1: Canutillo Elementary will meet 100% expenditure requirements for Federal and State budget allocations: Special Education, Gifted and Talented, Bilingual Education and Compensatory Education as listed in the TEA 2019-2020 Summary of Finances in order to meet academic goals.


Evaluation Data Source(s) 1: Monthly Financial Reports/ TEAMS
CIP


Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Utilize research based programs for all special populations such as Istation, Education Galaxy, Reading A-Z, Renaissance Learning, and StemScopes.	2.4, 2.5, 2.6	Teachers Reading Interventionists Instructional Aides	Student access across the state mandated curriculum. Monitor on a weekly basis				
2) Develop internal/external communication and promotional strategies to enhance the public's awareness of Canutillo Elementary students, staff, programs, and community.		Administration Office Staff Parent Liaison	Community, parents and school communication.				
3) CES will continue with our current partnerships and continue recruitment efforts. Partnerships such as Early Childhood Family Engagement Conference will continue.		Administration Office Staff Parent Liaison	Community, parents and school communication and involvement.				

 = Accomplished

 = Continue/Modify

 = No Progress

 = Discontinue


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

Performance Objective 2: Canutillo Elementary will build and maintain two current Partners in Education Program in a meaningful and cooperative manner throughout the 2019-20 school year in conjunction with our Parent Liaison community outreach.


Evaluation Data Source(s) 2: List of Partners in Education

Summative Evaluation 2:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Canutillo Elementary School will host at least one Community Health Fair during the 2019-2020 school year.	3.2	Administration Parent Liaison PE Coaches	Parent Involvement Community Outreach				
2) CES will continue to build relationships with community donors for coats, schools supplies, and food/clothing. Such as local churches, EP Community College, and local businesses.		Administration Parent Liaison Counselor	Parent Involvement Community Outreach				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue


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

Performance Objective 3: Canutillo Elementary will provide effective and timely customer service 100% of the time to all stakeholders, including students, parents, and community members throughout the 2019-20 school year as demonstrated in yearly CISD survey.


Evaluation Data Source(s) 3: Survey Results Data from Student Support Services

Summative Evaluation 3:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) CES will keep all stakeholders informed as provided from district level information through flyers, web page, school messenger, and social media in English and Spanish.		Administration Office Staff Parent Liaison	Community, parents and school communication.				
2) CES will enhance and increase student clothing closet to assist families in need of uniform assistance.		Parent Liaison	Community Outreach				




= Accomplished



= Continue/Modify



= No Progress



= Discontinue

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

Performance Objective 4: By May 2020, Canutillo Elementary will increase the overall Organizational Health by two percentage points.

Evaluation Data Source(s) 4: OHI Survey Results.

Summative Evaluation 4:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Jan	Mar	June
1) Strengthen Adaptation and Goal Focus among staff.		Administration	OHI results. Interdependent Campus				

State Compensatory

Budget for Canutillo Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.101.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$4,924.00
185.11.6119.35.101.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$121,079.00
185.11.6126.03.101.30	6126 Part Time Support Personnel - Locally Defined	\$21,000.00
185.11.6129.00.101.30	6129 Salaries or Wages for Support Personnel	\$39,646.00
185.11.6141.00.101.30	6141 Social Security/Medicare	\$575.00
185.11.6141.03.101.30	6141 Social Security/Medicare	\$304.00
185.11.6141.13.101.30	6141 Social Security/Medicare	\$72.00
185.11.6141.35.101.30	6141 Social Security/Medicare	\$1,756.00
185.11.6142.00.101.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6142.35.101.30	6142 Group Health and Life Insurance	\$14,974.00
185.11.6143.00.101.30	6143 Workers' Compensation	\$186.00
185.11.6143.03.101.30	6143 Workers' Compensation	\$1.00
185.11.6143.13.101.30	6143 Workers' Compensation	\$1.00
185.11.6143.35.101.30	6143 Workers' Compensation	\$569.00
185.11.6145.00.101.30	6145 Unemployment Compensation	\$36.00
185.11.6145.03.101.30	6145 Unemployment Compensation	\$21.00
185.11.6145.13.101.30	6145 Unemployment Compensation	\$5.00

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
185.11.6145.35.101.30	6145 Unemployment Compensation	\$111.00
185.11.6146.00.101.30	6146 Teacher Retirement/TRS Care	\$297.00
185.11.6146.35.101.30	6146 Teacher Retirement/TRS Care	\$908.00
185.11.6149.00.101.30	6149 Employee Benefits	\$595.00
185.11.6149.35.101.30	6149 Employee Benefits	\$1,849.00
6100 Subtotal:		\$223,883.00
6200 Professional and Contracted Services		
185.11.6299.00.101.30	6299 Miscellaneous Contracted Services	\$6,517.00
6200 Subtotal:		\$6,517.00
6300 Supplies and Services		
185.12.6329.00.101.30	6329 Reading Materials	\$3,000.00
185.11.6398.00.101.30	6398 Computer Supplies/Software - Locally Defined	\$20,000.00
185.11.6399.00.101.30	6399 General Supplies	\$14,672.00
6300 Subtotal:		\$37,672.00

Personnel for Canutillo Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
L. Rico	At-Risk Aide	Intervention Program	1
R. Morales	At-Risk Aide	Intervention Program	1

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

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

Math	2017	2018	2019
Approaches	83	91	85
Meets	53	62	52
Masters	29	33	29

Writing	2017	2018	2019
Approaches	72	75	73
Meets	42	50	20
Masters	12	21	6

Science	2017	2018	2019
Approaches	73	73	67
Meets	42	34	45
Masters	12	14	23

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

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

404 students 71.00%	At-Risk – 390 students 70%
289 students 50.79% 10 students 1.76%	Mobility - 59 students 10.7%
275 students 48.33%	Bilingual – 286 students 51.2%
55 students 9.67%	ESL – 10 students 1.7% LEP – 270 students 48.3% Migrant – 13 students 2.3% SPED – 51 students 9.1%
48 students 8.44%	GT – 56 students 10.0%
15.08 students per teacher	Teacher/Student Ratio – 18 students per teacher

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

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

Meeting dates:

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

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

Data Resources:

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

Problem Statements and Root Causes:

Demographics:

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Root Cause:

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

Student Achievement:

Problem Statement:

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

Root Cause:

Limited vocabulary, resources, and hands-on experiences.

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Root Cause:

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

Perceptions:

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Root Cause:

Lack of advertisement and strategic use social media.

Problem Statement:

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

Root Cause:

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

Processes & Programs:

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Root Cause:

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

Problem Statement:

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

Problem Statement:

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

Root Cause:

Insufficient personnel is available for tutoring in Science and Writing.

2.2: Regular monitoring and revision

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

Formative & Summative Reviews:

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

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

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

Username: Canutillo Elementary

Password: Eagles

2.4: Opportunities for all children to meet State standards

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

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

2.5: Increased learning time and well-rounded education

After looking at CES's data, the decision was made to return forty-five minutes of instruction back to the classroom teachers by absorbing the Music time as part of the Physical Education weekly rotation. We are also in our second year of our school day having increased by forty minutes. Canutillo Elementary is a Leader in Me School and therefore we follow the 7 Habits. We are also star designated as a No Place For Hate School. Students are also provided with a variety of opportunities to be part of extracurricular activities. Some of these include:

- Chess Club
- No Place for Hate Student Coalition
- UIL Competition
- Robotics
- Young Rembrants
- Student Council
- Kids ExCEL

- Boys & Girls Club
- Choir
- Band
- Mother/Daughter and Father/Son Program
- The Braden Aboud Walk

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

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

- Two RTI teachers to meet the needs of English and Spanish speakers
- One Resource/Inclusion Teacher
- One Paraprofessional to help with Resource and Inclusion services
- One Gifted and Talented Teacher
- One Instructional Coach
- One School Counselor
- One LEP Paraprofessional
- One Speech Pathologist
- One Diagnostician that is shared with one other school
- An LPAC Committee
- An English Learner (EL) Tutor
- Tutoring
- All Day Pre-Kinder for those qualifying
- RTI interventions
- WINN intervention daily block

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

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

Canutillo Elementary School

Parent Involvement Policy 2018-2019

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

Part I. General Expectations

Canutillo Elementary School agrees to implement the following statutory requirements:

- Consistent with section 1118, the school will work to ensure that the required school level parental involvement policies meet the requirements of section 1118 of the ESEA, and each include, as a component, a school-parent compact consistent with section 1118(d) of the ESEA.
- Schools will notify parents of the policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand. The policy will be made available to the local community and updated periodically to meet the changing needs of parents and the school.
- In carrying out the Title I, Part A, parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request and, to the extent practicable, in language parents understand.

- If the school-wide program plan for Title I, Part A, developed under section 1114(b) of the ESEA, is not satisfactory to the parents of participating children, the school will submit any parent comments with the plan when the school submits the plan to the local educational agency (school district).

- The school will involve the parents of children served in Title I, Part A schools in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spent, and will ensure that not less than 95 percent of the 1 percent reserved goes directly to the schools.

- The school will build its own and the parent's capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement.

- The school will provide other reasonable support for parental involvement activities under section 1118 of the ESEA as the parents may request.

- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities, and procedures in accordance with this definition:

Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-

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

Part II: Parent Policy Involvement Policy Components

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

1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:
3. Canutillo Elementary School will hold an annual meeting to inform parents of the school’s participation in Title I, Part A programs, and to explain the Title I, Part A requirements and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a time convenient for parents and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite all parents of children participating in Title I, Part A programs to this meeting, and will encourage them to attend, by:
Activities/Strategies
Newsletter
Faculty and Staff e-mailing Parents
Calling Parents through School Messenger
Posters on school walls
Letters mailed Home
Letter sent home with students (flyers)
Monthly Parent Advisory Council meetings (PAC) meetings
Yearly Entitlement Presentation
4. Canutillo Elementary School will provide parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school’s curriculum, the forms of academic assessment used to measure children’s progress, and the proficiency levels students are expected to meet by:
Activities/Strategies
Parent Compact Homework
State Assessment/ Texas English Language Proficiency Assessment System (TELPAS) Attendance
Master Schedule (ex. Daily schedules, agenda etc.) Parent Portal
Progress Reports/ Report Cards
I-Station Reports/ Accelerated Reader (AR) reports
5. Canutillo Elementary School will at the request of parents, provide opportunities for regular meetings for parents to formulate suggestions and to participate, as appropriate, in decision about the education of their children. The school will respond to any such suggestions as soon as practicably possible by:
Activities/Strategies
Parent Teacher Conference School Messenger

1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:
Phone calls to parents Emails
Class Dojo / Remind Agendas/ Notes
Progress Reports/Report Cards Texts
6. Canutillo Elementary School will provide each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading by:
Activities/Strategies
I-Station Reports
Parent contact person meeting
State of Texas Assessments of Academic Readiness (STAAR) Results
Texas English Language Proficiency Assessment System (TELPAS) results
Accelerated Reader (AR) reports
7. Canutillo Elementary School will take the following actions to provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002) by:
Activities/Strategies
Principal letters
Long term Substitutes with certifications
8. Canutillo Elementary School will provide assistance to parents of children served by the school, as appropriate, in understanding topics by undertaking the actions described in this paragraph --
<ul style="list-style-type: none"> • the state’s academic content standards, • the state’s student academic achievement standards, • the state and local academic assessments including alternate assessments, • the requirements of Part A, • how to monitor their child’s progress, and • how to work with educators:
Activities/Strategies
Two Power Nights Per Semester
Parenting Classes
Testing related parenting sessions: Math & Science Power Nights
Parent Portal
Parent Teacher Conferences

1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:
Parent University
9. Canutillo Elementary Schoolwill provide materials and training to help parents work with their children to improve their children’s academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement, by:
Activities/Strategies
Parent University
Rio Bravo Workshops
Health Related Workshops
Parenting classes/ Parent Power Nights
10. Canutillo Elementary School will, with the assistance of its parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with, and work with parents as equal partners in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by:
Activities/Strategies
Campus Needs Assessment
Parent Liaison surveys parents during parent teacher conference
Flyers
11. Canutillo Elementary Schoolwill, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, and Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, public preschool, and other programs. The school will also conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by:
Activities/Strategies
Parent surveys during Parent Teacher Conferences
Head start Tours
Program Audits
Parenting support classes
Parent Engagement Pre-K Conference

1.Canutillo Elementary School will take the following actions to involve parents in the joint development of its school parental plan under sections 1118 of ESEA:
12. Canutillo Elementary School will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities is sent to parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
Activities/Strategies
Send Notes home (English & Spanish)
School Messenger
District and School Website
Class Dojo/Remind
Student Agendas
Behavior Logs
Marquee

PART III. DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS

Canutillo Elementary School, when consulting with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school

system to support their children's academic achievement, by providing the following discretionary activities listed under section 1118E) of the ESEA:

- Paying reasonable and necessary expenses associated with parental

involvement activities, including transportation, to enable parents to

participate in school-related meetings and training sessions;

- Arranging school meetings at a variety of times, or conducting in-home

conferences between teachers or other educators who work directly with

participating children, arrange meetings with parents who are unable to

attend conferences at school in order to maximize parental involvement

and participation in their children's education;

- Adopting and implementing model approaches to improving parental

Involvement

PART IV. ADOPTION

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

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

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

school year.

(Signature of Authorized Official) (Date)

Escuela Primaria de Canutillo

Politica de participación de los padres 2018-2019

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

Parte I. Expectativas en General

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

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

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

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

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

1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.
Actividades/Estrategias
Evento de información y conocer a los maestros
Universidad para los padres
Evento después de clases
Día de los abuelos
consejo asesor de padres (PAC):
Celebración de día de los Veteranos
Evento familiar Noche de Lectura
Comida de Acción de Gracias
Programa de Navidad
Conferencia entre padres y maestros
2. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el proceso de revision escolar y mejora bajo la sección 1116 de la ESEA:
Actividades/Estrategias
Reuniones para discutir el programa Titulo 1
Conferencia entre padres y maestros
Juntas del consejo asesor de padres (PAC):
Calendario de eventos publicados en el sitio web
Actividades estudiantiles
Evaluaciones de necesidades del campus
Universidad para los padres
Comite de Evaluaciones de dominio del idioma (LPAC)
3 La Escuela Primaria de Canutillo celebrará una reunion anual para informar a los padres sobre la participacion de la escuela en los programas de Titulo 1 Parte A y para explicar los requisitos y los derechos de los padres para participar en estos programas. La escuela convocará la reunion a una hora conveniente para los padres y ofrecerá un número flexible de reunions adicionales de participación para los padres, como por la mañana o por la noche, para que puedan asistir la mayor cantidad possible de padres. La escuela invitará a todos los padres de niños que participant en los programas del Titulo 1, Parte A a esta reunion, y los alentará a asistir, mediante:

1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.
Actividades/Estrategias
Hoja informativa
Profesores y personal enviando correos electrónicos a los padres
Llamando a los padres a través de school messenger
Carteles en las paredes de la escuela
Cartas enviadas a su casa
Cartas enviadas a casa con los estudiantes (volantes)
Reuniones mensuales de Consejo Asesor de Padres (PAC)
Presentación anual de revisión de derechos de los padres
4. La Escuela Primaria de Canutillo proporcionará a los padres de los niños participantes información de manera oportuna sobre los programas de Título 1, Parte A, que incluya una descripción y explicación de currículo de la escuela, las formas de evaluación académica utilizadas para medir el progreso de los niños y los niveles de competencia de los estudiantes que se espera que puedan conseguir por medio de:
Actividades/Estrategias
Acuerdo entre padres y la escuela
Evaluación estatal/Sistema de evaluación del dominio del idioma inglés de Texas (TELPAS)
Programa del maestro (ex. Horarios de clases, educación física, etc.)
Informes de progreso/Boletas de calificaciones
Informes de I-Station /Informes de lectores acelerados (AR)
Tareas
Portal de Padres
Asistencia
5. Cuando sea solicitado por los padres, la Escuela Primaria de Canutillo brindará oportunidades para reuniones regulares para que los padres formulen sugerencias y participen, según sea apropiado, en las decisiones sobre la educación de sus hijos. La escuela responderá a cualquiera de estas sugerencias tan pronto como sea posible mediante:
Actividades/Estrategias
Conferencia entre padres y maestros Correo de voz electrónico
Llamadas telefónicas a los padres Correo electrónico

1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.
Class Dojo / Remindatorios Agendas/ Notas
Notas de Progreso/calificaciones Textos
6. La Escuela Primaria de Canutillo proporcionará a cada padre un informe individual del estudiante sobre el desempeño de su hijo en la evaluación del estado cuando menos en matemáticas, artes del lenguaje y lectura por medio de:
Actividades/Estrategias
Reportes del I-Station
Junta de persona a persona
Resultados del examen de Evaluaciones de Preparación Académica del Estado de Texas (STAAR)
Resultados del examen del Sistema de Evaluación de Dominio del Idioma Inglés de Texas (TELPAS)
Reports del programa Accelerated Reader (AR)
7. La Escuela Primaria de Canutillo tomará las siguientes acciones para proporcionar a cada padre una notificación oportuna cuando su hijo haya sido asignado o enseñado durante cuatro (4) semanas consecutivos o más por un maestro que no está altamente calificado dentro del significado del término en Sección 200.56 del reglamento final del Título 1 (67 Fed. Reg. 71710, 2 de diciembre de 2002) por:
Actividades/Estrategias
Cartas del director/directora de la escuela
Sustitutos a largo plazo con certificación
8. La Escuela Primaria de Canutillo proporcionará asistencia a los padres de niños atendidos por la escuela, según corresponda, para comprender los temas mediante la realización de las acciones descritas en este párrafo --
<ul style="list-style-type: none"> • Los estándares de contenido académicos del estado, • Los estándares de logro académicos de los estudiantes del estado, • Las evaluaciones académicas estatales y locales, incluidas las evaluaciones alternativas,, • Los requisitos de la Part A, • Cómo monitorear el progreso de sus hijos, y • Cómo trabajar con educadores:
Actividades/Estrategias
Dos noches de padres por semestre
Clases para padres
Sesiones relacionadas con los exámenes estatales como matemáticas y ciencias

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

1. La Escuela Primaria de Canutillo tomará las siguientes acciones para involucrar a los padres en el desarrollo conjunto del plan para padres de esta escuela bajo las secciones 1118 de la ESEA.
12. La Escuela Primaria de Canutillo tomará las siguientes medidas para garantizar que la información relacionada con la escuela y los programas para padres, reuniones y otras actividades se envíe a los padres de los niños participantes en un formato comprensible y uniforme, incluyendo formatos alternativos que sean solicitados y en la medida posible, en un idioma que los padres puedan entender:
Actividades/Estrategias
Mandar notas a casa en inglés y español
Mensajero escolar
Sitio web del distrito y la escuela
Class Dojo/Remind
Agendas estudiantiles
Registro de comportamiento
Muro de mensajes

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

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

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

PARTE IV. ADOPCIÓN

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

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

2018-2019.

(Firma del oficial autorizado) (fecha)

3.2: Offer flexible number of parent involvement meetings

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

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

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

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

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
I. Escobar	Library Aide Educational	Title 1	1
L. Lopez	Parent Liaison	Title 1	1
V. Cossio	Campus Instructional Coach	Title 1	1

2019-2020 Campus Site-Based Committee

Committee Role	Name	Position
Classroom Teacher	Myrta Munoz	Pre-K teacher
Classroom Teacher	Cecilia Campos	Kinder teacher
Classroom Teacher	Francisco Gonzalez	1st Grade teacher
Classroom Teacher	Isabel Ruiz	2nd Grade teacher
Classroom Teacher	Anahi Menodza	3rd Grade teacher
Classroom Teacher	Cathy Vogt	4th Grade teacher
Classroom Teacher	Lilia Maldonado	5th Grade teacher
Instructional Coach	Veronica Cossio	Instructional Coach
Counselor	Diane Ramirez	Counselor
Administrator	Veronica Frias	Assistant Principal
Administrator	Julieta Melendez	Principal
Parent	Nataly Ordaz	Parent
Paraprofessional	Yvonne Quintana	Paraprofessional
Special programs Teacher	laura Rodriguez	RTI Interventionist teacher
District-level Professional	Sandra Carrillo	Early Childhood Director