

# **Brownsville Independent School District**

## **Canales Elementary**

### **2018-2019 Campus Improvement Plan**

**Accountability Rating: Met Standard**

**Distinction Designations:**  
Academic Achievement in Science



**Board Approval Date: October 2, 2018**

# Mission Statement

## Mission Statement

***To provide a positive and safe learning environment for our student population, parents, community members, and staff aimed at meeting the progressive needs of our learning community.***

# Vision

## Vision Statement

***The vision of J.T. Canales Elementary School is for all students to become proficient in effective communication, critical reasoning and logical problem solving. We seek to meet the needs of all learners within a student centered, data driven learning community where we continually collect, analyze and act on student performance data to improve teaching and learning.***

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### J.T. Canales Elementary School

#### 2017-2018 Campus Narrative

Canales Elementary School is located in Brownsville, Texas. Canales Elementary School is one of thirty-seven elementary schools in Brownsville ISD. The campus was constructed in 1949 with 24 classrooms added in the ensuing years. The main campus was originally comprised of 35 classrooms, a cafeteria, library, and gymnasium. A new building addition comprised of 20 classrooms was completed in the 2009-2010 school year.

The student population at Canales Elementary School is approximately 525 and serves students in grades PK 3 through 5<sup>th</sup> Grade. According to the PEIMS Data Review of our campus profile, 99% of the student population is Hispanic and 97% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 79% are classified as Limited English Proficient and a majority are English/Spanish bilingual. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, the Women, Infant, Children (WIC) nutrition program, and subsidized housing and medical assistance.

The students of Canales Elementary School are recipients of a well-balanced curriculum. Courses are offered in every subject area: Reading, Grammar, Spelling, Writing, Math, Science, Social Studies, Health, Theatre-Arts, Physical Education, Music, and Technology. The instructional programs include academic core subjects at various levels, such as the Gifted and Talented. All students are required to meet the passing standard of the four assessments which comprise the State of Texas Assessments of Academic Readiness (STAAR).

The current staff at Canales Elementary School is comprised of 35 teachers, 3 campus administrators, 1.5 counselors, 3 professional support personnel, and 9 educational aides. The ethnicity of the Canales Elementary School staff is diverse with 93% Hispanic and 7% Caucasian. The teaching staff is also 14% male and 86% female.

Canales Elementary School’s most recent campus initiative included the following:

- 1. J.T. Canales celebrated a significant milestone for our students with a Kinder graduation.

Canales Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as UIL, Science Fair, Spelling Bee, Destination Imagination, Brainsville, Canales Conjunto, Choir, Drill Team, Ballroom Dancing, Cheerleaders, Drum Line, and Library Club.

Canales Elementary is currently also a hosting school to the Extended Day Program.

School Namesake:	Jose Tomas Canales
School Colors:	Red and White
School Mascot:	Bulldog
School Song:	Canales Alma Mater
School Motto:	Home of the Mighty Bulldogs

## Annual Campus Goals

The Canales Elementary School faculty and staff are committed to the following goals:

- An increase of at least 5 % progress in all tested areas in STAAR.
  - Provide all students with a quality tutorial program and Extended Day to improve critical thinking, math, grammar, usage, and penmanship to compose meaningful texts designed to improve reading, math, science, and writing grades and STAAR scores.
  - Provide all students with the opportunity to attend Academies and Tutorial Classes that will enhance our students' background knowledge and will increase the understanding of science, reading, math, and writing.

# Demographics

## Demographics Summary

The student population at Canales Elementary School is approximately 639 and serves students in grades PK 3 through 5<sup>th</sup> grade. According to the PEIMS data review of our campus profile, 99% of the student population is Hispanic and 97% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 67% are classified as Limited English Proficient, and 93% are identified as At-Risk. In addition, several of our students come from homes which participate in state and federal assistance programs such as food stamps, welfare, The Women Infant Children (WIC) nutrition program, and subsidized housing and medical assistance.

The attendance rate was 97.6% for all students and 97.6% for At-Risk students. The retention rate was 6.85% for all students and 6.85% for At-Risk students.

## Demographics Strengths

**Findings/analysis results:** The following strengths were identified and analyzed.

- 1. Gold performance acknowledgement award for student attendance.**
- 2. High Progress Title I School**
- 3. Campus attendance rate at our campus is 98%.**
- 4. Teacher-Student ratio is at or below district average.**
- 5. Availability of state compensatory funds for at-risk students. (7.1.7)**

## Demographics Needs

Summary of needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following demographic areas of improvement would be addressed:

Increase attendance of at-risk students.

1. Increase attendance rates through student motivational activities such as perfect attendance awards and prize drawings. Teachers will be prepared to monitor attendance and know which action steps to take when students are not meeting attendance goal.
2. Decrease at-risk percentages by implementing RTI with Tier II and TIER III students, providing more academic support through an extended day tutorial program; improve English proficiency by providing research-based Bilingual strategies. Implement tutorials and remediation strategies



in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement.(1.1.3)

3. Identify and differentiate instruction needed for LEP, at-risk, and economically disadvantaged students. IEP's will be reviewed by classroom teachers and facilitator to individualize instruction. Teachers will monitor academic performance through daily assessments, grades, attendance, and comprehensive unit assessments. (7.1.1)(7.1.6)(7.1.7)(7.1.10)(1.1.3)

# Student Academic Achievement

## Student Academic Achievement Summary

### Procedures for student achievement:

Student achievement data was analyzed by administration, classroom teachers, and the SBDM Committee. Student needs were identified in all populations including special education, English language learners, migrant, and ELL's. Goals were set in order to improve student performance in reading, math, writing, and science scores.

### 3<sup>rd</sup>-5<sup>th</sup> Grade All Students STAAR 2013-2018 Summary

#### STAAR Data

	2013	2014	2015	2016	2017	2018
3rd grade Reading	94%	87%	78%	68%	62%	80%
4th grade Reading	75%	77%	78%	69%	60%	49%
5th grade Reading	91%	87%	72%	88%	70%	81%
Canales				75%	64%	70%
3rd grade Math	98%	93%	80%	89%	77%	86%
4th grade Math	81%	79%	84%	75%	63%	58%
5th grade Math	71%	79%	78%	90%	88%	92%
Canales					76%	79%
4th grade Writing	78%	89%	79%	57%	64%	41%
5th grade Science	72%	72%	66%	83%	50%	78%

When comparing 2017 to 2018 campus data, there was a 28% increase in Science, and an overall increase of 3% in Math. We also had a 23% decrease in

Writing. When analysing data by grade level, there was a 5% decrease in 4th grade Math but an increase of 9% in 3rd and an increase of 4% in 5th grade. In Reading, 4th grade decrease by 11%, but we had an 18% increase in 3<sup>rd</sup> and a 11% increase in 5<sup>th</sup> grade Reading.

### **Performance variation between all student groups: See Attached : Domain III**

The trends identified when all students performance was compared by sub-populations our LEP students tend to score significantly lower than all other sub-populations. Not all GT students met the Approaches level. Monitoring needs to be continued on GT students to ensure increase in progress. A small increase was made in 2018 in our Special Education students. 2017 data indicated that 0% of our special education students met the Approaches level.

### **Student Academic Achievement Strengths**

**Findings/analysis results:** The following strengths identified after all findings were analyzed by the SBDM Committee.

1. High attendance rate due to parent liaison visits. (6.1.5)
2. Improvement in Math in grades 3rd and 5th (1.1.1)
3. Gains in 5th grade Science and 3rd and 5th grade Reading (1.1.1)
4. Improvement in Reading in grades 3rd & 5th (1.1.1)
5. Better monitor & consistency of RTIs

### **Student Achievement Needs:**

Findings/analysis results: The following areas of improvement were identified after all findings were analyzed by the SBDM Committee.

1. Increase student test scores in Reading, Writing, Math, and Science for all sub-populations by providing the necessary materials, resources, and professional development. **(1.1.1)(7.1.11)(1.1.4)(7.1.10)**
2. Students need to improve on English proficiency adequately.
3. Increase number of students in RTI (targeted intensive support). **(1.1.2)**
4. Increase planning/reflection time for teachers to target weaknesses. **(1.1.3)**
5. Provide awards & celebration for students. **(6.1.5)**
6. Increase student fluency and Writing skills in all grade levels.
7. Prepare Pre Kinder 4 & Kinder students for our district's KINDER READY Initiative.

8. Provide our students and teachers with more technology and professional development.(7.1.7)(7.1.6)(7.1.1)
9. Provide students with a safe learning environment and a positive atmosphere.(1.1.6)(7.1.10)

Summary of needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following student achievement areas of improvement would be addressed:

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Our 4th grade students regressed on all subject areas of STAAR. Only 49% reached approaches level for reading, 58% reached approaches level for Math, and 41% reached approaches for Writing. **Root Cause:** We need to fully implement Dr. K Reading strategies for Reading and Writing in all grades 2nd-5th.

## School Processes & Programs

### School Processes & Programs Summary

#### Procedures for recruitment and retention:

J. T. Canales Elementary SBDM Committee met and developed as well as administered a campus need survey based on information provided by faculty, staff, parents & students.

**Data sources reviewed:** The following sources provided valuable data for staff quality, recruitment and retention in regards to the identification of needs:

1. teacher certification/qualification data
2. paraprofessional and other staff qualifications
3. staff effectiveness in relation to student achievement
4. TTESS, SLO's, ESSA
5. walkthroughs
6. staff mobility/stability
7. special program qualifications, e.g., bilingual, special education, GT, etc.
8. professional development data

#### Procedures for school organization:

J. T. Canales Elementary SBDM Committee met and developed as well as administered a campus need survey based on information provided by faculty, staff, parents and students.

**Data sources reviewed:** The following sources provided valuable data for school context and organization in regards to the identification of needs:

1. school structure or make-up, e.g. teaming (5<sup>th</sup> grade)
2. decision making process
3. master schedule
4. Campus Organizational landscape (**5.3.3**)
5. leadership: formal and informal
6. support structures: mentor teachers

7. duty rosters
8. schedule for support services, e.g., counseling, library, etc. **(5.3.4)**
9. school map and physical environment **(9.3.3)**
10. program support services, e.g. extracurricular activities, after school programs, etc. **(9.3.3)(1.4.1)(1.4.4)**
11. communication: formal and informal

### **Procedures for curriculum and instruction.**

J.T. Canales SBDM Committee met and developed as well as administered a campus need survey based on information provided by faculty, staff, parents & students.

**Data sources reviewed:** The following sources provided valuable data for curriculum, instruction and assessment in regards to the identification of needs:

1. Standards-based curriculum resources and materials scope and sequence; pacing guides; and/or Instructional Focus Documents (IFD)
2. technology including hardware/software and printers ink, etc. **(8.1.1)**
3. instructional design/delivery; high-yield strategies
4. lesson study/delivery processes
5. collaborative horizontal and vertical team alignment processes
6. student-specific/differentiated strategies and processes
7. district benchmark assessments
8. STAAR assessment

### **School Processes & Programs Strengths**

**Findings/analysis results:** The following strengths were identified after all careful analysis by the SBDM Committee.

#### **Recruitment and retention strengths**

- **100% of teachers have a standard teaching certificate.**
- **100% of classroom teachers are bilingually certified.**
- **100% of teachers are GT certified and maintain 6 hours of GT ongoing training on a yearly basis.**

**Staff Quality, Recruitment, and Retention Needs** Findings/analysis results: The following areas of concern were identified after all careful analysis by the SBDM Committee. Areas needing improvement Increase science instruction in the classroom and the science lab. Improve reading instruction through the use of fluency passages. Increase the participation in Accelerated Reader. Increase student motivational activities to promote reading.

**Summary of needs:** After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following staff quality, recruitment and retention areas of improvement would be addressed: 1. To improve the quality of instruction, Canales Elementary staff will be provided with opportunities for professional development as well as use of district specialist in reading and science(1.1.1) 2. Accelerated Reader will be promoted in the classroom, library, and computer lab. Incentives will be given to top readers on a six weeks basis.

**Findings/analysis results:** The following strengths were identified after careful analysis by the SBDM Committee.

### **School context and organization strengths**

- 1. extracurricular activities (1.4.1)**
- 2. support services provided (5.3.4)**
- 3. counseling support (5.3.4)**
- 4. nurse support (9.3.4)**

### **School Organization Needs**

Areas needing improvement

School building upgrades are needed. **(5.3.3)**

Improve school teaching structure. **(5.3.3.)**

On-going training for counseling/staff.

SBDM grade level participation to include 2/3 teachers.

Morning and afternoon duties

Summary of needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following school context and organization areas of improvement would be addressed:

**Findings/analysis results:** The following strengths were identified after all findings were analyzed by the SBDM Committee.

### **Curriculum, instruction and assessment strengths**

- 1. vocabulary development (1.1.1)**

2. **weekly grade level meetings**
3. **vertical/horizontal alignment (1.1.1)**
4. **Learning A-Z Lab, Dr. K Lab, Prodigy Lab, Science Lab (8.1.1)**

### **Curriculum and Instruction Needs**

Findings/analysis results: The following areas of improvement were identified after all findings were analyzed by the SBDM Committee.

Areas needing improvement

1. Bilingual instruction/LPAC meetings are held every Monday by the LPAC Committee to determine student placement.
2. Improve classroom management skills for all teachers.
3. Teachers will attend professional development to improve writing scores.
4. Integrate social studies and reading instruction. **(1.1.1)**
5. Provide more effective delivery of instruction through the use of student activities, computers, and hands on materials for reading and science instruction to help improve advanced scores.
6. All teachers will be provided supplemental instructional resources to support best practices in classroom management and/or areas of improvement.
  - media center for printing
  - duplicating paper
  - classroom computers **(8.1.1)**
  - document cameras/projectors, **(8.1.1)**
  - teacher resources to effectively implement district curriculum.
  - miscellaneous supplemental materials such as flags for social studies presentations/ceremonies.
  - Address ELARS, SLARS/TEKS/ELPS/STAAR through the use of State Mandated Curriculum Integrated throughout.
7. Resources for teachers and students to use in the classroom and library.
  - Reference books in science, reading, math & writing
  - teacher edition and student workbooks in science, reading, math & writing (Measuring Up, Kamico, Mentoring Minds, Forde-Ferrier, Math GPS, Buckle down Texas, STAAR Master, Curriculum Associates) **(1.1.1)**
  - School supplies provided as needed for migrant students.
8. Research based materials to meet the diverse needs of the campus student population will be provided for all teachers.

bilingual  
 G.T.  
 at-risk  
 special ed.  
 migrant  
 dyslexia/504  
 regular ed.  
 ELLS

9. Extended day classes to improve scores for at-risk population students, bilingual students and commended scores. **(1.1.1)**



supplemental workbooks  
extra duty pay/LPAC stipends

10. J.T. Canales Elementary will implement professional development-vertical/horizontal planning & consultants to monitor progress and improve instruction. **(1.1.1)**

Summary of needs: After thorough review of multiple data sources, the SBDM Committee assessed program effectiveness and determined that through the collaboration of various campus resources and community entities the following curriculum, instruction and assessment areas of improvement would be addressed:

# Perceptions

## Perceptions Summary

### **Procedures for school culture, climate, values, and beliefs.**

In order to promote a positive climate and solicit campus community feedback; staff, students, and parents participated in a campus survey. The input the campus administrators receive from surveys or student, parent and staff meetings is used to enhance our curriculum and promote collaborative effort from all community members. The principal attends parent meetings at the parent center regularly to get feedback on all student and parent activities/functions that occur at the campus.

The parent center is a comfortable setting for parents. They are generally offered refreshments after each gathering. Teachers and parents are encouraged to voice their opinions and take part in the decision making.

**Data sources reviewed:** The following sources provided valuable data for school culture and climate in regards to the identification of needs:

- surveys
- questionnaires
- focus groups
- feedback data
- classroom and walkthrough data
- parent conferences
- grade level meetings
- faculty/staff meetings

## Perceptions Strengths

**Findings/analysis results:** The following strengths were identified after all findings were analyzed by the SBDM Committee

### **School culture, climate, values, and beliefs strengths**

- 1. Principal maintains an open door policy towards all certified and classified personnel.**
- 2. Teacher-parent conferences are scheduled on a regular basis.**
- 3. Teachers maintain a parent telephone log in order to increase teacher-parent communication. (6.1.3)**
- 4. Parent meetings are scheduled on a weekly basis. (6.1.2)**
- 5. Parental involvement is promoted throughout the school year.(6.1.1)**

### **School Culture and Climate Needs**

Findings/analysis results: The following areas of improvement were identified after all findings were analyzed by the SBDM Committee.

Areas needing improvement

1. Canales Elementary, will work to create more opportunities for vertical and horizontal alignment to foster collaboration and collegiality among gradelevel teachers. (7.1.7)(1.1.1)
2. Meetings held weekly for lead teachers to discuss instructional tools, strategies and progress.(7.1.7)
3. Increase communication among and between the grade levels to ensure alignment of instruction. (7.1.1)(7.1.2)
4. Require weekly lead teacher meetings with grade level to discuss instructional goals, strategies and progress.(7.1.7)

# Comprehensive Needs Assessment Data Documentation

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

## Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

## Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Federal Report Card Data
- PBMAS 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 Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Observation Survey results

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group

- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

### **Student Data: Behavior and Other Indicators**

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Student surveys and/or other feedback
- Class size averages by grade and subject
- School safety data

### **Employee Data**

- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback
- Parent Involvement 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
- Study of best practices
- Action research results

# Goals

**Goal 1: Canales students are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).**

**Performance Objective 1:** Canales student performance for all students, all grades, all subjects will exceed 2018 STAAR percent Approaches Grade Level and STAAR Masters Grade Level performance in reading, writing, mathematics, science and social studies by 5 percentage points.

**Evaluation Data Source(s) 1:** STAAR performance reports, failure report.


**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June

<p>1) Provide instructional resources, general supplies, and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs.</p> <p>ELAR PD Language Enrichment Learning A-Z Math PD Envision Pearson Math Coding Initiative programs PEG Writing Writing Portfolios (including digital portfolios) Write for Success TLI Cognitive Routines/Strategies Inclusion (co-teach) Model Dyslexia Lab Texas Gateways Adaptive Curriculum EduSmart Tango Software Text Structures K-12 Summit LION AR &amp; Benchmark Education Science &amp; Technology PD Library resources Population: All student groups Time line: July</p> <p>S.A. #1, #6,&amp; #8</p>	<p>2.4</p>	<p>Administration, Lead Teachers, SBDM, Data Team</p>	<p>Formative Results: Campus Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), EOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, BOY/MOY/EOY data analysis meetings, 3-12, Fluency checks noted in elementary report cards</p> <p>Summative Impact: STAAR and TPRI/TJL Data, TELPAS and TERRA NOVA/Supera TMSFA +Canales will show a 5 point increase in the number of students meeting the 2019 passing standard on the district-developed assessments and the State assessments.</p>				
<p>Funding Sources: 162 State Compensatory - 8705.00, 199 Local funds - 4560.00, 211 Title I-A - 29040.00, 263 Title III-A Bilingual - 7159.00, 163 State Bilingual - 6384.00</p>							
<p>2) Monitor the implementation of the 3 Tier Response to Intervention Model in PK-12 classrooms for math, reading, and behavior with additional training provided to campus Trainer of Trainers on required documentation and interventions based on identified needs.</p> <p>Populations: All students and teachers for these students in core content areas. Time line: July 2018 to June 2019 S.A. #3</p>	<p>2.6</p>	<p>Principals, Assistant Principals and Deans</p>	<p>Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports</p> <p>Summative Impact: Improved STAAR scores, TPRI/TJL/CPM data, TELPAS, Tier 2 and 3 changes to lower tiers +Decrease the number of students identified for Tier 2 and 3 supports from the first semester to the second semester.</p>				



<p>3) Analyze campus data to determine specific instructional intervention needs that will drive planning for tutorials, Saturday Academies, conferences, workshops, curriculum framework revisions, and maintenance meetings that address those state standards where the students demonstrated the lowest achievement levels. Populations: All sub-population students and teachers for these students in core content areas, and Special Education. Time line: July 2018 to June 2019 S.A. #1</p>	<p>2.4, 2.6</p>	<p>Principals/Deans &amp; Campus Lead Teachers</p>	<p>Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks</p> <p>Summative: STAAR scores, EOC scores, TPRI/Tejas LEE, EOY, T-TESS data, PDS Transcripts, EOY CIRCLE-PM and OWL results +The district will have a 5 percentage point increase in the number of students who attain Approach Grade Level and Master Grade Level performance.</p>				
<p>Funding Sources: 162 State Compensatory - 57082.00</p>							
<p>4) Certified teachers and para-professionals will supplement allotted campus positions so that the needs of low performing students may be met through individualized small group instruction. Population: PK-3 - 12th Grade Students Time line: July 2018 to June 2019 S.A.#1, #2, #6, &amp; #7</p>	<p>2.5</p>	<p>Principals &amp; Deans of Instruction</p>	<p>Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Walk-Throughs</p> <p>Summative impact: +T-TESS summative evaluation data +Job Description/ Evaluations +5% Improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, TERRA NOVA Test Results</p>				
<p>Funding Sources: 211 Title I-A - 241963.00</p>							
<p>5) Class-size reduction teachers will address student academic needs through small group instruction in an effort to increase student academic achievement. (Title IIA) *Stipends for teachers will be provided in an effort to retain high-quality teachers in high-need schools. (Title IA &amp; Title II-A) Population: 5th grade Time line: August 2018 to June 2019 S.A. #1, #2, &amp; #6</p>		<p>Principals &amp; Deans of Instruction</p>	<p>Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations</p> <p>Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results</p>				

<p>6) Canales will continue to have a College and Career Awareness Culture.</p> <ul style="list-style-type: none"> <li>-Career Day</li> <li>-College Thursdays</li> <li>-Principal for a Day</li> <li>-5th grade-selection of courses</li> <li>-5th grade visit to Faulk</li> </ul> <p>Population: All students Time line: July 2018-May 2019</p>	2.5	Principal, Assistant Principal, Dean of Instruction, & Counselors,	<p>Formative: Parent and Community participation.</p> <p>Summative: Course selection, Sign in sheets of Career Fairs. Have a Career Fair for the lower grades again.</p>				
<p>7) Administration will purchase awards and trophies for students with honor recognition at the end of each six-weeks period and at the end of the year to encourage students to strive for academic recognition. Populations: AR, LEP, Non LEP, 504/ Dys, GT , Sp. Ed., TI, Mig Time line: August 2018-May 2019 S.A.#5</p>		Principal Assistant Principal Dean of Instruction EE-5th Grade Teachers & Counselors	<p>Formative: Walk Throughs, Benchmarks, Report Cards, Honor Roll Lists Summative: Failure Report TPRI/Tejas Lee, State Assessment Test Results</p>				
							

**Goal 1:** Canales students are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 2:** Canales early childhood performance will increase by 5 percentage points over end-of-year 2018 results

**Evaluation Data Source(s) 2:** TPRI, Tejas Lee, OWL, CPALS, LION and CIRCLE PM

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Canales will support Early Childhood Education in order to increase early literacy and student school readiness the following options for high quality 3 year old programs will be in place:                      Title I Half Day (AM or PM) OR Full day sessions for students who qualify under low SES criteria                      BISD/NINOS Head Start Collaborative for students who qualify under the Free Lunch federal criteria</p> <p>Population: PK-3-year-old students as of Sept. 1st                      Time line: July 2018 - June 2019</p>	2.4	TI-A Three-Year-Old Program Staff,  Federal Programs Supervisors, Principals, Deans of Instruction NINOS Head Start Staff	Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Personnel Requisitions, Monthly Payroll analysis, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results +Improvement on CIRCLE-PM BOY to EOY improvement by 10% Note: CLI Engage state platform will track the C-PM data				
<p>2) Provide instructional resources and computer assisted instruction that reinforces implementation of the BISD curriculum and initiatives including (but not limited to) professional development based on identified needs for early childhood.                      Language Enrichment (Niehaus)                      HEB Read3                      Learning A-Z                      Hatch                      Balanced Literacy Model                      TLI Cognitive Routines/Strategies                      Inclusion (co-teach) Model                      Tango Software                      Population: All student groups                      Time line: July</p>	2.6	Administrators, Teachers, Principals, Deans	Formative Results: District Benchmark data (Fall and Spring), BISD Instructional Feedback Form data (walkthrough data), SOY, BOY and MOY district and state assessments, PDS Session Evaluations, Benchmark Scores, CAI Progress Monitoring Report, BOY/MOY/EOY data analysis meetings, PK-2, Fluency checks noted in elementary report cards Summative Impact: TPRI/TJL/CPALS Data, TELPAS and TERRA NOVA/Supera +The district will show a 5 point increase on summative performance assessments				

<p>3) Support and supplement Early Childhood Education and Pre-K programs in order to increase early literacy and student school readiness with a 22:1 student:teacher ratio with a paraprofessional for PK3-4 classrooms with support teachers for small group instruction as needed. The Pre-K Program will provide foundation learning experiences in order to better prepare at-risk students academically.</p> <p>Population: PK-3 and 4-year-old students as of Sept. 1st Time line: July 2018 - June 2019</p>		<p>Principal, Dean, &amp; NINOS Head Start Staff</p>	<p>Formative: Teacher Observations, BOY and MOY C-PM Test results, PK OWL Student Screening Assessments, PDS Evaluations, Head Start Campus Visits, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results</p>				
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= Accomplished



= Continue/Modify



= No Progress





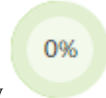

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**Goal 1:** Canales students are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 3:** 80% of migrant students will be on grade level within 2 years and 70% will be at Approaches Grade Level for all STAAR assessments.

**Evaluation Data Source(s) 3:** PBMAS Report, STAAR Assessments for Migrant students, Migrant Program participation reports

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>1) All migrant students will receive grade appropriate school supplies on an as needed basis in order to provide them with the necessary tools to complete their classroom and homework assignments; thus extending them the same opportunity for meeting the academic challenges of all students. All migrant students will receive supplemental supports services before other migrant students. will have an opportunity to attend a Learning Academy. All migrant students will receive a summer reading pack so that they may continue sharpening their reading skill during the summer months. Population: All Migrant Students Timeline: August 2018-June 2019 S.A. #1</p>		Principal, Assistant Principal, Dean of Instruction, Classroom Teachers, Migrant Teacher	<p>Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports.</p> <p>Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased</p>				
Funding Sources: 212 Title I-C (Migrant) - 630.00							
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**Goal 1:** Canales students are prepared for the future, are college/career ready, and are responsible, independent citizens. (Board Goal #1 and TEA Ch. 4 Objectives 2, 4, 5, 7, and 11).

**Performance Objective 4:** Increase number of students in co-curricular and extra-curricular advancing in Math, Science, Social Studies, ELA, Fine Arts by 5% over 2017-2018 participation.

**Evaluation Data Source(s) 4:** Regional and state competition participation numbers

**Summative Evaluation 4:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Canales Teachers will be provided with training and materials to promote participation in Robotic Competition, Brainsville, Destination Imagination, Spelling Bee, Chess, Stock Market, Coding, Science Fair, and UIL. Population: Grades 3-5 teachers and students (especially GT students) Time line: July 2018 - June 2019  S.A. #1, #5, #8</p>		Science Fair Coordinators	<p>Formative Results:  Summative Impact: +Increase number of campus entries.</p>				
Funding Sources: 199 Local funds - 7000.00							
<p>2) Canales teachers will be provided with professional development and materials to promote the participation in Brownsville Kids Voting activities. Population: Grades K-5 teachers Time line: August 2018 - May 2019</p>		Administrators Kids Voting Campus Representative	<p>Formative Results: Training agendas and flyers Maintain campus participation in Brownsville Kids Voting at the district level.</p>				
<p>3) Increase enrollment in fine arts programs by conducting recruitment concerts and visits. -Music Programs -Dance Team -Ballroom -Art Contests -Field trips Population: all K-5 students and teachers Time line: August 2018 to May 2019  S.A. #1, #2, #5, #6, #7</p>		Administrators, Music Teacher, Dance Team Instructors, & Ballroom Instructor.	<p>Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year</p>				
Funding Sources: 199 Local funds - 3000.00							

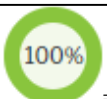

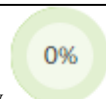

<p>4) To increase the number of athletes participation , so that leadership skills, sport skills, higher-order thinking skills, strengthening and conditions skills, and sportsmanship skills can be mastered by the student in athletics.</p> <p>-Track Team -Flag Football Team Population: All Student athletes Time line: August 2018 to September 2018 CNA pg. 14 S.A. # 2, #5, #9</p>		<p>Administrators Coach</p>	<p>Formative Results: P.E. teacher/Coach class rosters and team rosters. Summative Impact: increased participation from previous year.</p>				
<p>Funding Sources: 199 Local funds - 50.00</p>							
<p>5) Engage and Celebrate cultural differences and its impact on the history of our country. Such as Charro Days, Hispanic Heritage Month history of Texas and U.S, and African American History Month, among others.</p> <p>Target population- all students Time line: Through out the school year.</p>		<p>Principal, Assistant Principal, Dean of Instruction, Teachers, Librarian, Counselor, TST.</p>	<p>Evidence of implementation: observation, lesson plans, bulletin boards, walk throughs, lesson plans, student and teacher participation.</p> <p>Evidence of impact: grades, student reports, journals, projects, school participation, discussion</p>				
<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 2: Campus Administration, Parents, and Community will ensure equity in availability of appropriate, well maintained, energy efficient facilities for a safe and orderly learning environment for all students. (Board Goal 2)**

**Performance Objective 1:** Canales facilities will implement energy savings plans; maintain and upgrade current facilities to provide a healthy and positive learning environment by scheduling renovation/upgrade/improvement of at least 20% of instructional facilities annually over the next 5 years. (Board Goal 2)

**Evaluation Data Source(s) 1:** New Energy Plan adopted by district, updated Five-year facilities renovation plan

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Canales will purposely promote energy savings activities on the campus to support implementation of the district's energy savings plan. Population: students and staff Time line: July 2018 - June 2019		Administrators Safety Committee	Complete implementation of the district energy savings plan will result in decreased energy usage compared to prior year. Formative:  Summative: Annual comparison of energy usage				
2) Create and implement a systematic approach to the renovation/ upgrade/ improvement of facilities to include prioritizing based on safety and needs of the district. Staff will develop green areas/ landscaped areas to help beautify facilities with the support of community, parents and students. Population: Students, parents, and teachers Time line: July 2018 - June 2019 Need: Board approved goal priority		Administration Safety Committee	Survey results from campus will indicate prioritization of the renovation plans. Formative: Survey Summative: Evaluation/analysis of survey data				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							



**Goal 3: Canales will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)**

**Performance Objective 1:** Canales will ensure effective and efficient use of 100% of available budgeted funds to be used to meet the needs of all students.

**Evaluation Data Source(s) 1:** Fiscal reports for campus, internal and external audit reports and FIRST ratings.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Canales will support programs and campuses in the effective and efficient use of 100% of available budgeted funds based on the needs assessments. Population: BISD Stakeholders Time line: July 2018- June 2019		Administrators & SBDM	Campus Administration, SBDM Committees Funding reports will indicate all funds were expended based on prioritized needs. Formative: monthly expenditure reports compared CIP Summative: end of year expenditure reports				

**Goal 3:** Canales will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 2:** Canales will commit to a balanced budget which includes improved compensation for 100% of teachers.

**Evaluation Data Source(s) 2:** Compensation plan including improved funding for teachers.

**Summative Evaluation 2:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Give priority to teachers to participate in Education cohorts, establish Master Teacher Leaders, and provide incentives. Population: high poverty/ high minority/ low performing campuses students Time line: July 2018- June 2019		Administration	Compensation plan will reflect incentives available for teachers. Formative: draft of revised compensation plan Summative: approved revised compensation plan				

**Goal 3:** Canales will ensure effective and efficient use of all available funds in implementing a balanced budget which includes improved compensation for teachers and plans to recruit, retain and support highly qualified personnel. (Board Goal 3) (TEA Ch. 4, Obj. 6)

**Performance Objective 3:** Canales will create and provide faculty and staff recognitions and activities to improve campus morale/climate and support retention of teachers and principals.

**Evaluation Data Source(s) 3:** Campus needs assessment surveys, district/campus climate surveys

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 6 CSF 7</p> <p>1) Canales will support campus SBDM committees in creating and participating in employee incentives and recognitions to improve employee campus morale and climate. Such as but not limited to: -Back to School Week -Teacher Appreciation Week -Shout-Outs! - District and Campus Website -Newspaper -Campus Social Media Population: all BISD faculty and staff Time line: July 2018 to June 2019 S.A. #5</p>		Administration & SBDM	<p>Formative result: Campus CNA survey and district/campus climate survey data related to support and retention Summative impact: PEIMS and TAPR report showing increased years of experience and decreased turn over rates</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							

**Goal 4: Canales will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)**

**Performance Objective 1:** Canales will provide the BISD Public Information Office with features articles, recognition of students, co-/extra-curricular activities, and parent/community events.

**Evaluation Data Source(s) 1:** Media records with Public Information Office, enrollment data

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Canales will designate a PIO contact to provide features articles, current and prior students/ parents/ staff recognitions, co-/extra-curricular activities, and parent/community events.</p> <ul style="list-style-type: none"> <li>-Website</li> <li>-Face Book</li> <li>-Remind 101</li> <li>-Class Dojo</li> <li>-Class/Campus Newsletters</li> <li>-Brownsville Herald Student of the Week</li> <li>-Brownsville Herald Teacher of the Week</li> <li>-Campus Shout Outs</li> </ul> <p>Population: BISD Stakeholders Time line: July 2018 - June 2019</p>		Administration & SBDM Committee	<p>Regular features in media showcasing current accomplishments of faculty, staff, students, and alumni and major events.</p> <p>Formative: Submissions of information for articles and showcases</p> <p>Summative: annual compilation of articles and presentation/ showcases</p>				
<p><b>Critical Success Factors</b> CSF 5 CSF 6 CSF 7</p> <p>2) Canales will promote the history and origins along with current accomplishments of events through the website and media venues.</p> <p>Canales will update websites at least monthly including showcasing student and community activities.</p> <p>Population: All campus Time line: December 2017- June 2018</p>		PIO District Administration Campus Administration Weekly news articles will indicate a new campus each week	<p>Formative: schedule of weekly articles Summative: Comparison of all campuses that were presented in weekly articles.</p>				

 = Accomplished    = Continue/Modify    = No Progress    = Discontinue

**Goal 4:** Canales will work closely and collaboratively with the BISD Public Information Office to expand public relations/marketing campaigns to further expand student enrollment/recruitment/ and retention efforts. (Board Goal 4)

**Performance Objective 2:** Canales will continue the District of Innovation for the purpose of adjusting the school calendar to begin earlier in August to support opportunities for more learning time prior to assessments.

**Evaluation Data Source(s) 2:** School calendar showing earlier start date.


**Summative Evaluation 2:**

**Goal 5: Canales will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)**

**Performance Objective 1:** Discipline referrals will decrease by 5%.

**Evaluation Data Source(s) 1:** PEIMS discipline report data, Review360 report data, Pupil Services, Police and Security Services, Guidance and Counseling Services and Special Services departmental data.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Canales will implement our Student Code of Conduct and RtI behavior interventions. Counselor (Academic and At-Risk) will monitor behavior and grades every progress period. Canales will use the district database software programs to document and monitor RtI plans. Population: All Students Time line: August 2018 - June 2019 S.A. #3		Principal, Assistant Principal, RTI Coordinator, Dean of Instruction, Counselors	Formative Results: RTI documentation, Review 360 reports, Counselor meeting logs, Summative Impact: +eSchool discipline report data Decrease the number of repeated referrals implementing RtI behavior interventions for students.				
							

**Goal 5:** Canales will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 2:** Disciplinary placements for In school suspension (ISS) and Out of school suspensions (OSS) will decrease by 5% for 2018-2019 and will not be disproportionate for any population.

**Evaluation Data Source(s) 2:** ISS/OSS reports for district and campus disaggregated by special served populations including ESL, Special Education, At-Risk and economically disadvantaged, Review360 or eSchool behavior RtI plans and monitoring reports, plans for addressing Bullying, Teen Violence, and others.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
1) Canales will provide all new teachers training and refreshers for all faculty on the use of district software at the beginning of the school year to document discipline and how to prepare and monitor behavior RtI plans. Provide training and support to classroom teachers and campus administration in discipline management and safe environments. Population: all teachers Time line: August 2018 to March 2019 S.A. # 3		Principal, Assistant Principal, Dean of Instruction, RTI Coordinator, & RTI Behavior Specialist.	Formative Results: eSchool discipline reports and RtI plans Summative Impact: Reduced number/ percentage of population of students referrals to ISS and/or OSS compared to previous school year.				

<p>2) Campus Officers and Counselors, and community/non-profit organizations, will address current safety-related trends and conflict resolution through presentations with students, parents, campus faculty and staff on:</p> <ul style="list-style-type: none"> <li>-Gang Awareness, -Bullying/harassment,</li> <li>-Dating Violence,</li> <li>-Unwanted physical/verbal aggression,</li> <li>-Sexual Harassment,</li> <li>-Guardian Internet Safety,</li> <li>-Drug, Alcohol and Tobacco Awareness,</li> <li>-Gun Safety,</li> <li>-Teen Community -Emergency Response Team (CERT),</li> <li>-Truancy,</li> <li>-Emergency Operations Plan (EOP)-Safety Procedures</li> <li>-Signs of Child Abuse</li> <li>- ADHD in the Classroom</li> <li>-Anger Management in the Classroom</li> <li>-Resiliency/Developmental assets</li> </ul> <p>Population: All Students and parents/guardians Time line: August 2018 to June 2019</p>		<p>Principal, Assistant Principal, Safety Committee, Counselors, &amp; Dean of Instruction.</p>	<p>Formative Results: copies of Presentations, Sign-In sheets and Agendas</p> <p>Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year</p>				
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= Accomplished



= Continue/Modify



= No Progress



= Discontinue



**Goal 5:** Canales will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)

**Performance Objective 3:** Refine and implement all safety plans across the district to ensure students are safe in the event of a crisis.

**Evaluation Data Source(s) 3:** Updated safety plan checklist, published district safety plans, Unsafe Schools PEIMS report.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) Campus will develop and maintain an Emergency Operations Plan.                      -Plan will be multi-hazard in nature.                      -Will be reviewed and updated annually by the campus safety and security committee.                      -The following drills will be practiced accordingly: lock-down drills (3 times per year), shelter-in-place, reverse evacuation, drop &amp; cover, evacuation.</p> <p>Population: all students                      Time line: August 2018 to June 2019</p>		Principal, Assistant Principal, Dean of Instruction, and Campus Security.	Campuses will conduct lock down and fire drills at least twice per semester.				
<p>2) Campus based law enforcement: Security officer(s) will be placed and assigned throughout the year.</p> <p>Campus will have an identification security system.                      -All faculty must obtain and display an identification card while on school grounds.                      -Visitors must present an identification at sign-in and escorted at all times.</p> <p>Target population- administration, campus staff and faculty, counselors, safety and BISD police.</p> <p>Time line- July 2018- June 2019</p>		Principal, Assistant Principal, Dean of Instruction, Faculty & Staff, Administration and BISD Police & Security.	Evidence of implementation and impact: after action reviews, sign-in sheets, evaluations, audits.				

<p>3) The campus will provide a safe learning environment for all students.  a. maintenance of buildings  b. landscaping  c. repairs</p> <p>Target population- students, faculty &amp; staff, and parents.</p> <p>Time line- July 2018- June 2019</p> <p>S.A. # 9</p>	Principal, Assistant Principal, Dean of Instruction, Faculty & Staff, Custodial Team	Evidence of implementation and impact: after action reviews, evaluations				
Funding Sources: 199 Local funds - 3550.00						
<p>4) Campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed.</p> <p>Target population- PreK-K 3-5th grade students who are at-risk.</p> <p>Time line- July 2018- June 2019</p> <p>S.A. #5</p>	Principal; Assistant Principal; Dean of Instruction; Counselors.	Evidence of implementation and impact: Student sign in sheets, parent communication, counselor logs				
Funding Sources: 199 Local funds - 1294.00						

 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**Goal 6: Campus Administration, Parents, and Community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children. (TEA Ch. 4, Obj. 1)**

**Performance Objective 1:** There will be a 10% increase of parents involved in campus parental involvement activities from 2017-2018 to 2018-2019.

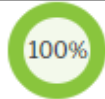
**Evaluation Data Source(s) 1:** Completed Title I-A Parental Involvement Compliance Checklist, Campus CNA and Title I Parent Survey, Parent Meeting Attendance Rates

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) Conduct the following annual Title I-A required activities:                      *Develop and disseminate a Parent and Family Engagement Policy that delineates how parents will be actively involved at the district/ campus level                      *Develop and disseminate a School-Parent-Student Compact indicating each group's responsibility in order to ensure student achievement, specifically in the content areas.                      *Conduct Title I-A Meeting to inform parents of the services provided through Title I funds                      *Conduct Title I-A Parent Survey to evaluate the effectiveness of the District Parent and Family Engagement Program                      Population: Parents                      Time line: August 2018-June 2019</p>	3.1, 3.2	Principal, Assistant Principal, Dean of Instruction, Parent and Family Engagement Liaison.	<p>Formative results:                      Completed Parental Involvement Policies, Campuses S-P-S Compacts                      Campus Visitation Reports, Campus Websites, Fliers, Meeting Agendas                      Summative Impact:                      100% Completed Title I-A Parental Involvement Compliance Checklist                      100% Signed S-P-S Compact                      Training Session Evaluations</p>				

<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>2) Ensure representation of community and parent involvement in the decision-making process. Complete and disseminate Parental Involvement Policy. Parents will participate in the review and/or revision of the following to ensure program requirements are met: *Parent and Family Engagement Policy School-Parent-Student Compact *SBDM *LPAC District Improvement Plan Population: Parents Time line: August 2018-June 2019</p>	<p>3.1, 3.2</p>	<p>Principal, Assistant Principal, Dean of Instruction, Parent and Family Engagement Liaison.</p>	<p>Formative results: Parent Rep. Sign-in Sheets, Completed Parental Involvement Policies, Campuses S-P-S Compacts, DIP, Calendars, Meeting Agendas Summative impact: +Training Session Evaluations, LPAC and SBDM Meeting minutes reflecting input from parents and community members</p>				
<p align="center"><b>Critical Success Factors</b> CSF 5</p> <p>3) Provide ample Parent Education opportunities through parent conferences, district support group meetings and parent training sessions at each campus Parent Center as well as the Special Services Family Center and the Transition designee to disseminate information, services and/or referrals to agencies that address the needs and concerns in the following areas: -Campus Improvement Plan -Parent Orientation -HAC -Early Childhood Literacy Strategies -Effective teaching strategies -Special Populations (Bilingual, Dyslexia, G.T., Migrant, Special Education) College Readiness -Drop-out and Violence Prevention -Health and Wellness Education -Community agencies and organizations Building Capacity: -Technology -Student/Teacher/Parent Code of Conduct -Attendance &amp; Truancy -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. Population: Parents Time line: August 2018-June 2019</p>	<p>3.1</p>	<p>Principal, Assistant Principal, Dean of Instruction, Parent and Family Engagement Liaison.</p>	<p>Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				

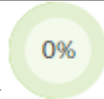
<p><b>Critical Success Factors</b> CSF 5</p> <p>4) Early Childhood Family Engagement plan will be implemented at all elementary campuses. It will be linked to the BISD web page and disseminated by Parent Liaisons and Pre-kindergarten teachers. Population: all Pre-kindergarten faculty, staff and parents Time line: July 2018 to June 2019</p>		<p>Principal, Assistant Principal, Dean of Instruction, Pre K teachers, Parent and Family Engagement Liaison.</p>	<p>Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation Summative impact: improved implementation and engagement of parents with Pre-K program</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>5) Parent home visit/conference with parent at student's 3rd absence (each six weeks report) in order to increase student participation and fewer absences occur during the six weeks. Will include money to pay for parent liaison's mileage. Target population- parent liaison, parents, teachers, and administration Time line- Every progress report and/or report card, or as needed on individual basis. July 2018- June 2019</p>		<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Attendance Clerk.</p>	<p>Formative: parent liaison log, attendance sheets. Summative: six weeks attendance reports, parent conferences.</p>				



= Accomplished



= Continue/Modify



= No Progress



= Discontinue

**Goal 7: Educators will keep current with the development of creative and innovative techniques in instruction and administration using those techniques as appropriate to improve student learning. (TEA Ch. 4 Obj. 9)**

**Performance Objective 1:** Academic related professional development will improve teacher effectiveness in providing student centered instruction to meet the needs of all students, including those receiving special education, dyslexia, second language and At-Risk supports to improve academic performance and engagement as evidenced by classroom observations.

**Evaluation Data Source(s) 1:** Professional development system (PDS) session attendance and evaluation reports, Feedback/Walkthrough report data, T-TESS evaluation

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 3 CSF 7</p> <p>1) Provide teachers/campus administration with professional development opportunities to enhance implementation of instructional strategies including: Response to Intervention (RtI), sheltered instruction (SIOP), differentiated instruction, common instructional framework (CIF), reading comprehension cognitive strategy routines, Texas Literacy Initiative protocols including oral language skills that increase listening/ speaking and reading/ writing proficiency in all content areas.</p> <p>Population: All teachers teaching core content and special education, dyslexia, and other academic areas</p> <p>Time line: July 2017 to June 2018</p> <p>S.A. # 1,#2, #3, #4, #6, #7, #8</p>		Principal, Assistant Principal, Dean of Instruction, RTI Coordinator, Dyslexia & Special Education Teachers.	<p>Formative Results: Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings.</p> <p>Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level on STAAR.</p>				
Funding Sources: 224 Federal Special Ed. - 87317.91							

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>2) Strengthen the efficiency and effectiveness of the Gifted and Talented Program through the required Core and On-going training as well as specific professional development sessions on differentiated curriculum and assessment relative to the annual goals of the program. Populations: All G/T sub-population students and teachers for these students in core content areas and Special Education Time line: July 2018 to June 2019</p>		Principal, Assistant Principal, Dean of Instruction, GT teachers, D.I. and Brainsville Sponsors.	Formative Results: Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR scores.				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>3) Support participation of faculty and staff attendance at district and/or regional literacy conferences in order to target areas for improvement and provide turn-around training for explicit instruction, lesson design, classroom organization and delivery overviews of the information during district staff development days. Campus personnel will attend opportunities at the national, state, regional and in-district conferences to engage in research-based professional development opportunities that will support effective transformational reform strategies, best practices and student learning.  Population: All grade level teachers Time line: July 2018 to June 2019</p>		Principal, Assistant Principal, & Dean of Instruction.	Formative: Classroom grades, campus benchmark scores, teacher observations, student progress reports, Lesson plans, Curriculum Feedback/ walk-through reports, PDS Session Evaluations Summative: T-TESS or Job Description/ Evaluation summative reports +5% improvement on State Assessments including STAAR, TPRI/Tejas Lee, CIRCLE-PM, and TERRA NOVA Test Results				
<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>4) PK-3 teachers and Para-Professionals will receive Research-Based Professional Development, CIRCLE training, Activities to Transition students from Pre-School to Public School; Frameworks aligned to the PK Guidelines; Positive Beginnings for Classroom Management, etc. Population: PK-3 to 4 faculty and staff Time line: August 2018 to June 2019</p>		Principal, Assistant Principal, & Dean of Instruction.	Formative Results: Teacher Observations, PDS Evaluations, Head Start Campus Visits, Professional Leaves, Purchase Orders, Walk-Throughs, Lesson Plans Summative Impact: Improved T-TESS evaluations and walkthrough reports, increased participation in PK-3 and 4 professional development activities.				

<p align="center"><b>Critical Success Factors</b> CSF 7</p> <p>5) Fine arts students and teachers will be provided professional development training annually. Population: all K-12 students and teachers Time line: August 2018 - June 2019</p>		Principal, Assistant Principal, & Dean of Instruction.	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions				
<p>6) Provide At-Risk students with a high quality after school program and tutorials to increase achievement in TPRI//Tejas Lee, C-Palls, Benchmarks, TELPAS, and STAAR in grades Pre3-5th grade. Population: All students Time line: July 2018 through June 2019</p>		Principal, Assistant Principal, & Dean of Instruction.	Formative Results: Attendance sheets, Lesson plans, and Walkthroughs.  Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /C-Palls , TELPAS, & Benchmark data.				
<p>7) The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty &amp; staff opportunities for instructional support in order to train and retrain highly qualified personnel to help provide a high quality education to all students at J.T. Canales</p> <p>Target Population- AR, MI, LEP, T1 Time line- July 2018-June 2019</p> <p>S.A. # 1, #2, #3,#4,#5, #6, #7, &amp; #8.</p>		Principal; Administrator for State Compensatory Education, Dean of Instruction, & Assistant Principal.	Formative: professional development agendas & objectives, ERO attendance report, walk-throughs, ERO Session Evaluations, lesson plans, campus mini-marks and benchmark scores, and student progress reports.  Summative: STAAR				
Funding Sources: 199 Local funds - 2799.00							
<p>8) The Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Targeted population - dyslexia students and at-risk students. Time line: 2018-2019 school year.</p>		Principal; Assistant Principal; Dean of Instruction; Dyslexia Teacher, Administrator for State Compensatory Education	Formative: Student progress reports, attendance reports, conference log  Summative: Increase student academic performance on STAAR				
<p>9) The LPAC team will contact other campuses, parents, and the bilingual department to obtain information on bilingual students. Using LPAC minutes, the bilingual clerk will code students. Bilingual clerk will also spend 80% of her time in the classroom setting and 20% working on LPAC files.</p> <p>Target Population: LEP students Time line: July 2018- June 2019 S.A. # 1, #2, #3, &amp; #6</p>		Principal Assistant Principal Dean of Instruction Bilingual Department	Formative: Bilingual students will be monitored through out the year to ensure student achievement in both their native language and as English language learners. Progress and report cards, classroom assessments, Campus Benchmarks, and District Benchmark will be used to demonstrate success.  Summative: STAAR				
Funding Sources: 163 State Bilingual - 25627.00							



<p>10) Campus teachers, instructional aides, Dean of Instruction, and substitutes will assist at-risk students with core academic activities in order to improve student performance. Population: AR, MI, T1 Time line- August 2017-June 2018 S.A. # 1, #2, #3, #4, #5, #6, #7, &amp; #8</p>		<p>Principal, Assistant Principal, Dean of Instruction, Teachers Administrator for State Compensatory Education</p>	<p>Formative: student work, student progress reports, report cards, district benchmarks, campus assessments, weekly classrooms tests, classroom observations, CIRCLE PM (BOY &amp; MOY)  Summative CIRCLE PM (EOY), STAAR, TPRI/Tejas Lee, and reduced retention rate.</p>				
<p>Funding Sources: 199 Local funds - 50.00, 162 State Compensatory - 218389.00</p>							
<p>11) The special education teacher will provide small group instruction and hands-on activities to our special education population. Special education teacher will attend necessary professional development.  Target population- Special Education students Time line- December 2017 &amp; May 2018 S.A. #1, #2, #4, #6, #7, &amp; #8</p>		<p>Principal, Assistant Principal, Dean of Instruction, Records Clerk, Special Education Teacher Special Education Teacher Aide</p>	<p>Formative: eSchool Plus rosters, Retention rate  Summative: 10% increase in STAAR scores</p>				
<p>Funding Sources: 166 State Special Ed. - 89513.00</p>							
<p>12) The office staff, specifically the data entry clerk, are aware of the policy stating that all students shall be enrolled immediately, even if lacking documentation normally required for enrollment, such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. As informed by the PEIMS Supervisor, the data entry clerk will be working to correct discrepancies with the special program coding of certain students. She will be working from a list given to her by the PEIMS supervisor.  Target population- all at-risk students. Implementation time line- August 2017-June 2018 school year.</p>		<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Data Entry Clerk</p>	<p>Formative: enrollment binder, updates E-school, special program report.  Summative: Attendance Rate, Retention Rate, and STAAR</p>				
<p>13) Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, Child Nutrition, Head Start, and other supplemental programs.  Population: AR, TI Time line: July 2018-June 2018</p>		<p>Campus Administration; Youth Connection Projector Coordinator</p>	<p>Formative: student progress reports, benchmark scores, ERO Session Evaluation Report  Summative: STAAR, Attendance Rate, Retention Rate</p>				

 = Accomplished     = Continue/Modify     = No Progress     = Discontinue

**Goal 8: Technology will be implemented and used to increase the effectiveness of student learning, instructional management, staff development, and administration. (TEA Ch. 4 Obj. 10)**

**Performance Objective 1:** Canales will show a 5% increase in all four key areas of the Star Chart: 1. Teaching and Learning 2. Educator Preparation and Development 3. Leadership, Administration and Instructional Support 4. Infrastructure for Technology

**Evaluation Data Source(s) 1:** EOY Student grades, electronic portfolios, Star-Chart Survey Results, T-TESS, Professional Development System Summary Reports, Fixed Assets inventory Expenditure reports

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1</p> <p>1) Canales will increase the accessibility for all students, teachers, and administration in technology based instruction across all subject areas by providing new software, such as Office 365, and hardware at the campuses for computer/ technology enhanced instruction. The students will also develop projects that foster creativity, innovation, communication, collaboration, information fluency and digital citizenship in all content areas. Population: All Students, teachers, and administration Time line: August 2018- June 2019</p> <p>S.A. # 1, #2, #7, &amp; #8</p>		Principal, Assistant Principal, Dean of Instruction, TST, Technology Lab Teacher, and Classroom teachers.	<p>Formative Results:</p> <ol style="list-style-type: none"> <li>1. Benchmarks</li> <li>2. Classroom projects</li> <li>3. Student competitions</li> <li>4. Improved connectivity of wired and wireless devices.</li> </ol> <p>Summative Impact:</p> <ol style="list-style-type: none"> <li>1. +Test scores</li> <li>2. +End of Year grades</li> <li>3. +Star-Chart Surveys</li> <li>4. +Benchmarks</li> </ol>				
Funding Sources: 162 State Compensatory - 5700.00, 199 Local funds - 4400.00, 263 Title III-A Bilingual - 224.00							
<p><b>Critical Success Factors</b> CSF 7</p> <p>2) Canales will allow the Technology Support Teacher (TST) adequate time daily to support their campus in the integration of technology into instruction. Population: Campus faculty Time line: August 2018 - June 2019</p>		Principal, Assistant Principal, Dean of Instruction, and TST	<p>Formative Results:</p> <ol style="list-style-type: none"> <li>1. TST reported schedules</li> <li>2. Application Management reports</li> <li>3. Walk-throughs</li> <li>4. Software usage reports</li> </ol> <p>Summative Impact:</p> <ol style="list-style-type: none"> <li>1. +EOY TST reported schedules</li> <li>2. +EOY Application Management reports</li> <li>3. +Payroll report</li> </ol>				

<p>3) Canales will provide the necessary funding to implement the District's Three Year Technology Plan. Population: all campus faculty and students Time line: July 2018 to May 2019</p>		<p>Principal, Assistant Principal, Dean of Instruction, classroom teachers, and TST.</p>	<p>Formative Results:  1. Annual operating budget for technology  2. Purchase requests for technology equipment  3. Walk-throughs  Summative Impact:  1. +Fixed Assets campus inventory  2. +Star-chart Survey  3. +Increased teacher and student technology usage</p>				
<p><b>Critical Success Factors</b>  CSF 7  4) Model and Support the integration of instructional technology in the delivery of instruction for reinforcement, differentiation, assessment, and meeting the accessibility / modifications needs of students. Specific settings include but are not limited to:  Computer labs Interactive tablets Sensors/Interface Technology Interactive whiteboards Document cameras Student response systems Graphing calculators  Population: all students grades PK-12 Time line: July 2018 through June 2019</p>		<p>Principal, Assistant Principal, Dean of Instruction, classroom teachers, and TST.</p>	<p>Formative Results: Workshop agendas and sign-ins, PDS Session Evaluations, BISD Instructional Feedback Form  100% of walkthroughs will indicate application of the skills acquired during the professional development.  Summative Impact: Improved STAAR scores, TPRI/Tejas Lee /CIRCLEPM data, and TELPAS,</p>				
<p><b>Critical Success Factors</b>  CSF 7  5) Teachers will participate in a minimum of 12 hours of technology professional development annually to better prepare and assist with the integration of technology into the subject areas. Training and support will be provided for all teachers and students on Netiquette training, the prevention of Cyber Bullying and the integration of technology in the classroom.  Population: All Students and teaching faculty  Time line: August 2018 to June 2019  Need: District policy</p>		<p>Principal, Assistant Principal, Dean of Instruction, &amp; Technology Lab Teacher.</p>	<p>Formative Results:  1. Professional Development System evaluations  2. Administrative walkthroughs  3. Certificates of completion of training  Summative Impact:  1. +T-TESS evaluations  2. +Application Management Reports  3. +Star-Chart Surveys  4. +Campus Technology Training records from PDS</p>				





 = Accomplished
 = Continue/Modify
 = No Progress
 = Discontinue

**Goal 9: Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)**

**Performance Objective 1:** Increase the overall campus target of 97.5% for attendance and improve At-Risk Student Attendance Rate by 10% over prior year attendance.

**Evaluation Data Source(s) 1:** Campus attendance rates, At-Risk Student Attendance.

**Summative Evaluation 1:**





Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p>1) To better support student achievement and improve student attendance, campus Parent liaisons will be proactive by monitoring student attendance through daily, weekly and six weeks attendance reports. Parents of students with excessive absences as per district policy will be issued warning notices, no credit letters, and/or court notifications as needed.</p> <p>Population: all BISD students PK to 12th grade Time line: September 2018 to May 2019</p>		Principal, Assistant Principal, Dean of Instruction, Parent Liaison, & office personnel.	<p>Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters</p> <p>Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates</p>				
<p>2) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence.</p> <p>Campus Incentives at the end of every 6 weeks.</p> <p>Population: all Student with absenteeism Time line: 2018 Fall Semester and 2019 Spring Semester</p>		Principal, Assistant Principal, Dean of Instruction, Classroom teachers, Parent Liaison, & office personnel.	<p>Formative Results: Published list of campuses receiving incentives found on BISD website, &amp; Brownsville Herald</p> <p>Awarding of available donated funds after each semester to successful campuses.</p> <p>Summative Impact: +PEIMS District Attendance Percentage Rates</p>				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  = Accomplished         </div> <div style="text-align: center;">  = Continue/Modify         </div> <div style="text-align: center;">  = No Progress         </div> <div style="text-align: center;">  = Discontinue         </div> </div>							

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 2:** Canales will develop prevention and intervention strategies that increase At-Risk student achievement on STAAR by 10%.

**Evaluation Data Source(s) 2:** STAAR reports disaggregated for At-Risk students.

**Summative Evaluation 2:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 5</p> <p>1) A food pantry and clothes closet may be implemented at campuses to provide identified at-risk, homeless, and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to improve at-risk student achievement, attendance, graduation rate, completion rate, and decrease the retention rate and dropout rate. Population: Elementary, At-risk Students Time line: July 2018 - June 2019 (As needed)</p>		Principal, Assistant Principal, Dean of Instruction, Counselors, and Nurse.	<p>Formative Results: Pantry and Clothes Closet Inventory, Pantry and Clothes Closet Distribution Log, Progress Monitoring Assessment Scores, Student Progress Reports Summative Impact: +Decreased At-risk Retention Rates</p>				
<p style="text-align: center;">  = Accomplished                = Continue/Modify                = No Progress                = Discontinue         </p>							



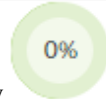

**Goal 9:** Through enhanced dropout prevention efforts, all students will remain in school until they obtain a high school diploma. (TEA Ch. 4 Obj. 3)

**Performance Objective 3:** Implement a sustainable coordinated school health system that provides wellness tools and resources which promote the long-term development through student attendance and success of the whole student.

**Evaluation Data Source(s) 3:** Nurse time and effort reports show students immediate health concerns are addressed along with improved report card grades and increased student attendance rates. PAPA, CATCH, and SHAC meetings and reports.

**Summative Evaluation 3:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>1) To promote physically and emotionally healthy students, the district will utilize the -CATCH (Coordinated Approach to Child Health) program, and -SHAC (School Health Advisory Committee) to address areas including Prevention of Dating Violence and sexual abuse of children. -Fitness Now Program -School Health Index Population: All students Time line: July 2018 to June 2019</p>		Principal, Assistant Principal, Dean of Instruction, P.E. Coach, and Nurse.	<p>Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas</p> <p>Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation</p>				
<p><b>Critical Success Factors</b> CSF 1 CSF 5</p> <p>2) Assistance in the planning and execution of the overall health program at the campus level, in an effort to improve overall student health which increases student attendance and academic performance, will be carried out by Health Services (nurses). Population: Campus Nurses Time line: August 2018 - June 2019</p>		Principal, Assistant Principal, Dean of Instruction, P.E. Coach, and Nurse.	<p>Formative Results: Monthly reports</p> <p>Summative Impact: +Nurse time and effort reports will clearly show that the students immediate health concerns are being addressed and will result in improved student attendance and grades.</p>				

<p>3) Develop curriculum objectives in health and physical education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmental appropriate, and designed and implemented and evaluated to enable students to develop the motor, self management, and other skills, attitudes and confidence necessary to participate in physical activity throughout life.</p> <p>Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the health and physical education curriculum programs.</p> <p>Target population- PreK3-5th grade students.</p> <p>Time line- 2018-2019 school year.</p> <p>S.A. #9</p>		<p>Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides, Curriculum and Instruction Department.</p>	<p>Evidence of implementation: updated curriculum frameworks, staff development, observations, agendas, and lesson plans.</p> <p>Evidence of impact: student classroom assessment, documentation on observations.</p>				
<p>Funding Sources: 199 Local funds - 1400.00</p>							
<p>4) Our nurse will fully implement the nursing process in the school setting (timely and accurate nursing assessment, intervention that is appropriate , evaluation and referral for our students, their families, and our colleagues)</p> <p>Our nurse will contribute diligently to a safe and healthy school environment for all through- infection control,accident prevention and, health promotion/education.</p> <p>Target Population- All students and nurse Time line- 2018-2019 school year</p> <p>S.A. #9</p>		<p>Principal; Assistant Principal; Dean of Instruction; Nurses;</p>	<p>Evidence of Impact and Implementation: Nurse logs, observation &amp; documentation, Parent conferences reports.</p>				
<p>Funding Sources: 199 Local funds - 250.00</p>							
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = No Progress    = Discontinue </p>							



# State Compensatory

## Budget for Canales Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-101-Y-00 000-Y	6118 Extra Duty Stipend - Locally Defined	\$13,220.00
162-11-6118-00-101-Y-24 SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$11,762.00
162-11-6118-00-101-Y-30-ASP-Y	6118 Extra Duty Stipend - Locally Defined	\$32,100.00
<b>6100 Subtotal:</b>		<b>\$57,082.00</b>
<b>6200 Professional and Contracted Services</b>		
162-11-6299-62-101-Y-30-000-Y	6299 Miscellaneous Contracted Services	\$2,500.00
<b>6200 Subtotal:</b>		<b>\$2,500.00</b>
<b>6300 Supplies and Services</b>		
162-11-6396-00-101-Y-30-000-Y	6396 Supplies and Materials - Locally Defined	\$1,000.00
162-11-6399-00-101-	6399 General Supplies	\$1,000.00
162-11-6399-00-101-Y-30-000-Y	6399 General Supplies	\$4,700.00
162-11-6399-16-101-Y-30-000-Y	6399 General Supplies	\$1,000.00
<b>6300 Subtotal:</b>		<b>\$7,700.00</b>
<b>6600 Capital Outlay Accounts</b>		
162-11-6649-62-101-Y-30-000-Y	6649 Capital Assets - Locally Defined	\$3,200.00
<b>6600 Subtotal:</b>		<b>\$3,200.00</b>

**Personnel for Canales Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Dr. Sandra Trevino	Dean of Instruction		1.0
Martha Saenz	Pre Kinder Teacher		.50
Minerva Ramirez	Dyslexia Teacher		1.0
Yolanda Rangel	Pre Kinder Teacher		.50

# Title I Schoolwide Elements

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

### 1.1: Comprehensive Needs Assessment

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (p. 23-35) (1) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on findings of the survey, the committee decided to concentrate on improving the passing rate of all students and student groups including migrant, bilingual, at-risk, dyslexia, GT, title I, and special education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the commended performance level in all content areas. In addition, our goal is to increase the ELL AMAOS progress by 50% and meet AMAOS attainment in all grade levels.

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

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

Campus Improvement Plan developed with appropriate stakeholders by attending SBDM meetings, parent meetings, and other school events. Campus analyzes End of the Year Surveys and makes recommendations for the following school year.

### 2.2: Regular monitoring and revision

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the TPRI/TEJAS LEE, TELPAS, LION, CPALLS, OWL, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.

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

Campus Improvement Plan will be reviewed with SBDM Committee, Parent Meetings, and Website. Parents will be notified that a copy will also be available in our campus library in both English and Spanish.

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

The school will coordinate and integrate federal, state, and local programs and services to maximize the effectiveness of these resources

Several of the strategies being implemented are jointly funded with special services and Title I Funds, e.g., after school tutorial programs. Professional

Development activities are also paid for from Title I, parts A and C (migrant students), and local funds. Title I funds along with state compensatory funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, migrant funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant and PFS students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. PFS students will receive additional academic and non-academic supplemental support in the form of supplies, clothing, and shoes. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically.

Bilingual funds are used to provide supplemental services to help ensure that children who are limited English proficient attain English language proficiency and develop high levels of academic attainment. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically.

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The campus will also continue to provide the state mandated State Compensatory Education Program through campus as well as District funded initiatives. State compensatory funds will be utilized to fund personnel, purchase supplies and the implementation of the tutorial program.

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically.

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

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the district's and region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. All our classroom teachers have access to additional technology, therefore, they will be provided with additional training in the use of smartboards, classroom performance systems, and ELMOS for classroom instruction via our computer technical support teacher. They will be trained not only on the technology software but on how to integrate technology into their daily lessons. Teachers will also receive in depth training on Classroom Management Strategies in order to reduce office referrals and maximize instructional time. They will receive refresher trainings on our district's Review 360 RTI behavior program. This will help our campus establish and maintain a well uniformed disciple plan.

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

Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance . All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically.

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

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

Title I, Part A funds will be used to partially finance strategies to increase parental involvement at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the district's parental involvement center. Parent training on how to help their students be successful at home, learning English, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parents will also receive training on assisting their children with academic assignments, tutorial participation, assessment information, drop out, college readiness, and nutrition. Parents have participated in campus surveys and have provided feedback in the campus environment and the student dress code.

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

A 2nd Pre Kindergarten for 3 year olds will begin August 2018 to assist in the transition into the educational setting. Canales will open doors to NINOS Headstart.

An orientation for preschool children from head start to assist with the transition to J.T. Canales Elementary will be held annually in the Spring **and** for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school.

## Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armando Sanchez	Nurse		.40
Josephina Cardenas	Pre Kinder Aide		1.0
Maria Elena Mendoza	Parent Liaison		1.0
Susana Garza	Pre Kinder Aide		1.0
Teresa Pena	Dyslexia Aide		1.0
Yolanda Lopez	Pre Kinder 3 Aide		1.0

## 2018-2019 Site Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Edward Ude	Principal
Meeting Facilitator	Sandra Trevino	Facilitator
Non-classroom Professional	Stephen Shull	Assistant Principal
Classroom Teacher	Graciela Uhles	Special Populations
Classroom Teacher	Rosa Mar	1st grade teacher
Classroom Teacher	Carmen Garcia	2nd grade teacher
Classroom Teacher	Angeles Gallardo	3rd grade teacher
Classroom Teacher	Liza Parker	4th grade teacher
Classroom Teacher	Elsa Gonzalez	5th grade teacher
Classroom Teacher	Martha Saenz	Pre-K4 teacher
Classroom Teacher	Irma Ruiz	Pre-K3 teacher
Classroom Teacher	Villarreal Adriana	Kinder teacher
Classroom Teacher	Nelda Lopez	ELA teacher-2nd
Classroom Teacher	Jose Jimenez	P.E. teacher
District-level Professional	Arturo Gracia	Special Programs Coordinator
Business Representative	Jonathan Witerski	Dentist
Community Representative	Louis Henggeler	Educator
Parent	Juana Botello	Parent
Parent	Tracy Ontiveros	Parent
Community Representative	Karina Montelongo	Aguas Montelongo
Business Representative	Dave Valdez	Hermes Manager



# LPAC

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Maria Falcon	3rd grade teacher
Classroom Teacher	Diara Barron	3rd grade teacher
Classroom Teacher	Diana Vera	2nd grade teacher

# Campus Funding Summary

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	199-11-6396-00-101-Y11-000-Y	\$400.00
1	1	1	GENERAL Supplies	199-11-6399-00-101-Y-11-000-Y	\$1,350.00
1	1	1	Printing Media Center	199-11-6399-16-101-Y-000-Y	\$1,100.00
1	1	1	Staff Development (substitutes)	199-13-6112-18-101-Y-99-000-Y	\$100.00
1	1	1	Employee Out of District	199-13-6411-23-101-Y-99-000-Y	\$410.00
1	1	1	In-District Administration	199-2364-11-00-101-Y-99-000-Y	\$300.00
1	1	1	Out-of- District Administration	199-2364-11-23-101-Y-99-000-Y	\$900.00
1	4	1	Student Travel, meals, entrance fees	199-11-6412-00-101-Y-11-000-Y	\$5,000.00
1	4	1	Food & Refreshments	199-11-6499-53-101-Y-11-000-Y	\$2,000.00
1	4	3	Bus Field Trips	199-11-6494-00-101-Y-11-000-Y	\$3,000.00
1	4	4	PE Overtime	199-11-61-21-51-101-Y-11-000-Y	\$50.00
5	3	3	Extra Duty- Custodial	199-51-6121-47-101-Y-99-000-Y	\$50.00
5	3	3	Janitorial supplies	199-51-6315-00-101-Y-99-000-Y	\$1,800.00
5	3	3	Custodial Equipment less than \$500	199-51-6319-11-101-Y-99-000-Y	\$700.00
5	3	3	Custodial General Supplies	199-51-6399-00-101-Y-99-000-Y	\$1,000.00
5	3	4	Counselor General Supplies	199-3163-99-00-101-Y-99-000-Y	\$500.00
5	3	4	Counselor In-District Travel	199-3164-11-23-101-Y-99-000-Y	\$794.00
7	1	7	Curriculum (supplies)	199-13-6399-00-101-Y-99-000-Y	\$1,000.00
7	1	7	Food for PD	199-1364-99-53-101-Y-99-000-Y	\$1,000.00
7	1	7	Administration Supplies	199-2363-99-00-101-Y-99-000-Y	\$799.00
7	1	10	Extra Duty Para	199-2361-21-08-101-Y-99-000-Y	\$50.00
8	1	1	Technology less than \$500	199-11-6399-62-101-Y-11-000-Y	\$900.00
8	1	1	Computer supplies less than \$500	199-12-6399-62-101-Y-99-000-Y	\$100.00
8	1	1	Administration Computer Supplies	199-23-6399-65-101-Y-99-000-Y	\$900.00

8	1	1	Administration	199-2363-49-65-101-Y-99-000-Y	\$2,500.00
9	3	3	P.E. Supplies	199-11-6399-51-101-Y-11-000-Y	\$1,400.00
9	3	4	Nurse-General Supplies	199-33-6399-00-101-Y-99-000-Y	\$250.00
<b>Sub-Total</b>					\$28,353.00
<b>Budgeted Fund Source Amount</b>					\$28,353.00
<b>+/- Difference</b>					\$0

**162 State Compensatory**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Copy Paper	162-11-6396-00-101-Y-30-000-Y	\$1,000.00
1	1	1	General Supplies	162-11-6399-00-101-Y-30-000-Y	\$4,700.00
1	1	1	General Supplies (16)	162-11-6399-16-101-Y-30-0000-Y	\$1,000.00
1	1	1	General Supplies	162-13-6399-00-101-Y-30-000-Y	\$2,005.00
1	1	3	SSI Tutorials	162-11-6118-00-101-Y-24-SSI-Y	\$11,762.00
1	1	3	Tutorials	162-11-6118-00-101-Y-30-000-Y	\$13,220.00
1	1	3	Extended Day	162-11-6118-00-101-Y-30-ASP-Y	\$32,100.00
7	1	10	State Comp. Personnel	162-11-6119-00-101-Y-30-054	\$218,389.00
8	1	1	Software	162-11-6299-62-101-Y-30-000-Y	\$2,500.00
8	1	1	Capital Assets-Other-L	162-11-6649-62-101-Y-30-000-Y	\$3,200.00
<b>Sub-Total</b>					\$289,876.00
<b>Budgeted Fund Source Amount</b>					\$289,876.00
<b>+/- Difference</b>					\$0

**163 State Bilingual**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	163-11-6399-00-101-Y-25-000-Y	\$6,384.00
7	1	9	Bilingual Personnel and Stipends	162-11-6129-06-101-Y-25-000-Y	\$25,627.00
<b>Sub-Total</b>					\$32,011.00
<b>Budgeted Fund Source Amount</b>					\$32,011.00
<b>+/- Difference</b>					\$0

<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	11	SPED personnel	166-11-6119-00-101-Y-23-000-Y	\$86,358.00
7	1	11	Copy Paper	166-11-6393-00-101-Y-23-0P4-Y	\$375.00
7	1	11	General Supplies	166-11-6399-00-101-Y23-0P4-Y	\$380.00
7	1	11	General Supplies	166-11-6399-62-101-Y-23-0P4-Y	\$400.00
7	1	11	Substitutes	166-11-6112-18-101-Y-23-0P5-Y	\$500.00
7	1	11	166-13-6411-23-101-Y-23-0P5-Y		\$500.00
7	1	11	Professional Services	166-31-6219-00-101-Y-23-0N7-Y	\$1,000.00
<b>Sub-Total</b>					\$89,513.00
<b>Budgeted Fund Source Amount</b>					\$89,513.00
<b>+/- Difference</b>					\$0
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Extra Duty Pay -Certified	211-11-6118-00-101-Y-24-ASP-Y	\$29,040.00
1	1	4	Personnel	211-11-6129-06-101-Y30-054-Y	\$241,963.00
<b>Sub-Total</b>					\$271,003.00
<b>Budgeted Fund Source Amount</b>					\$271,003.00
<b>+/- Difference</b>					\$0
<b>212 Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	1	General Supplies	212-11-6399-00-101-Y-24-0F2-Y	\$630.00
<b>Sub-Total</b>					\$630.00
<b>Budgeted Fund Source Amount</b>					\$630.00
<b>+/- Difference</b>					\$0
<b>224 Federal Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	1	SPED Staff	224-11-6119-00-101-Y-23-000-Y	\$87,317.91

					<b>Sub-Total</b>	\$87,317.91
					<b>Budgeted Fund Source Amount</b>	\$87,317.91
					<b>+/- Difference</b>	<b>\$0</b>
<b>263 Title III-A Bilingual</b>						
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>		<b>Amount</b>
1	1	1	General Supplies	263-11-6399-00-101-25-000-Y		\$7,159.00
8	1	1	Bilingual -Software	263-11-6395-62-101-Y-25-031-8		\$224.00
					<b>Sub-Total</b>	\$7,383.00
					<b>Budgeted Fund Source Amount</b>	\$7,383.00
					<b>+/- Difference</b>	<b>\$0</b>
					<b>Grand Total</b>	<b>\$806,086.91</b>

# Addendums



**Texas Education Agency  
2018 STAAR Performance Data Table  
CANALES EL (031901101) - BROWNSVILLE ISD**

All Subjects	All Students			African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current) Monitored	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	
	% at Approaches GL Standard or Above	% at Meets GL Standard or Above	% at Masters GL Standard														
<b>Percent of Tests</b>																	
% at Approaches GL Standard or Above	73%			-	-	-	-	-	-	-	73%	60%					73%
% at Meets GL Standard or Above	40%			-	-	-	-	-	-	-	40%	22%					41%
% at Masters GL Standard	17%			-	-	-	-	-	-	-	17%	7%					18%
<b>Number of Tests</b>																	
# at Approaches GL Standard or Above	403			-	-	-	-	-	-	-	403	143					366
# at Meets GL Standard or Above	218			-	-	-	-	-	-	-	218	52					203
# at Masters GL Standard	93			-	-	-	-	-	-	-	93	17					90
Total Tests	549			-	-	-	-	-	-	-	549	239					499
<b>ELA/Reading</b>																	
<b>Percent of Tests</b>																	
% at Approaches GL Standard or Above	74%			-	-	-	-	-	-	-	74%	56%					74%
% at Meets GL Standard or Above	38%			-	-	-	-	-	-	-	38%	16%					39%
% at Masters GL Standard	17%			-	-	-	-	-	-	-	17%	9%					17%
<b>Number of Tests</b>																	
# at Approaches GL Standard or Above	149			-	-	-	-	-	-	-	149	48					137
# at Meets GL Standard or Above	76			-	-	-	-	-	-	-	76	14					71
# at Masters GL Standard	34			-	-	-	-	-	-	-	34	8					32
Total Tests	201			-	-	-	-	-	-	-	201	85					184
<b>Mathematics</b>																	
<b>Percent of Tests</b>																	
% at Approaches GL Standard or Above	80%			-	-	-	-	-	-	-	80%	71%					80%
% at Meets GL Standard or Above	47%			-	-	-	-	-	-	-	47%	33%					48%
% at Masters GL Standard	21%			-	-	-	-	-	-	-	21%	9%					22%
<b>Number of Tests</b>																	
# at Approaches GL Standard or Above	172			-	-	-	-	-	-	-	172	68					157
# at Meets GL Standard or Above	101			-	-	-	-	-	-	-	101	32					94
# at Masters GL Standard	45			-	-	-	-	-	-	-	45	9					44
Total Tests	215			-	-	-	-	-	-	-	215	96					197



**Texas Education Agency  
2018 Closing the Gaps Status Table  
CANALES EL (031901101) - BROWNSVILLE ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Evaluated	Percent of Evaluated Indicators Met	Weight Score	
<b>Academic Achievement Status</b>																			
ELA/Reading Target	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%					
Target Met	N		Y						Y	Y			N						
Mathematics Target	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%					
Target Met	Y		Y						Y	Y			Y						
<b>Total Indicators</b>															8	10	80%	30.0%	24.0
<b>Growth Status</b>																			
ELA/Reading Target	66	62	65	69	67	77	67	68	64	64	59	65	66	67					
Target Met	Y		Y						Y	Y			Y						
Mathematics Target	71	67	69	74	71	86	74	73	68	68	61	70	71	70					
Target Met	N		N						N	N			N						
<b>Total Indicators</b>															5	10	50%	50.0%	25.0
<b>Graduation Rate Status</b>																			
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a					
Target Met																			
<b>Total Indicators</b>																			
<b>English Language Proficiency Status</b>																			
ELP Target										42%									
Target Met										Y									
<b>Total Indicators</b>															1	1	100%	10.0%	10.0
<b>Student Success Status</b>																			
STAAR Component Target	47	36	41	58	46	73	48	55	38	37	23	43	48	45					
Target Met	N		Y						Y	Y	N		N	N					
<b>Total Indicators</b>															3	7	43%	10.0%	4.3
<b>School Quality Status</b>																			
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%					
Target Met																			
<b>Total Indicators</b>																			
<b>Total</b>																			<b>63</b>

+ Ever HS ELs are included in the Federal Graduation Rate

**Texas Education Agency  
2018 Closing the Gaps Data Table  
CANALES EL (031901101) - BROWNSVILLE ISD**

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)+	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled
<b>Academic Achievement (Percent at Meets Grade Level or Above)</b>														
ELA/Reading % at Meets GL Standard or Above	38%	-	38%	-	-	-	-	-	38%	32%	-	-	39%	29%
# at Meets GL Standard or Above	76	-	76	-	-	-	-	-	76	50	-	-	71	5
Total Tests (Adjusted)	201	-	201	-	-	-	-	-	201	155	-	-	184	17
Mathematics % at Meets GL Standard or Above	47%	-	47%	-	-	-	-	-	47%	43%	-	-	48%	39%