

Brownsville Independent School District

Canales Elementary

2019-2020 Campus Improvement Plan



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.

Table of Contents

Comprehensive Needs Assessment	5
Needs Assessment Overview	5
Demographics	7
Student Academic Achievement	9
School Processes & Programs	11
Perceptions	16
Priority Problem Statements	18
Comprehensive Needs Assessment Data Documentation	19
Goals	22
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).	22
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)	31
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)	32
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)	35
Goal 5: Canales will maintain a safe and disciplined environment conducive to student learning. (TEA Ch. 4, Obj. 8)	38
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)	43
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)	47
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)	52
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)	54
State Compensatory	59
Personnel for Canales Elementary:	59
Title I Schoolwide Elements	60
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	60
1.1: Comprehensive Needs Assessment	60
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	60

2.1: Campus Improvement Plan developed with appropriate stakeholders	60
2.2: Regular monitoring and revision	61
2.3: Available to parents and community in an understandable format and language	61
2.4: Opportunities for all children to meet State standards	62
2.5: Increased learning time and well-rounded education	62
2.6: Address needs of all students, particularly at-risk	62
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	63
3.1: Develop and distribute Parent and Family Engagement Policy	63
3.2: Offer flexible number of parent involvement meetings	63
Title I Personnel	64
2019-2020 Site Based Decision Making Committee	65
LPAC	66
District Funding Summary	67

Comprehensive Needs Assessment

Needs Assessment Overview

J.T. Canales Elementary School

2019-2020 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 820 and serves students in grades PK 3 through 5th 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 56 teachers, 4 campus administrators, 2 counselors, 5 professional support personnel, and 14 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, Choir, Drill Team, Ballroom Dancing, Cheerleaders, 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 820 and serves students in grades PK 3 through 5th 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 96.6% for all students and 96.6% for At-Risk students. The retention rate was 6.85% for all students and 6.85% for At-Risk students. Attendance committee consisting of the homeroom teacher, Data Entry Clerk, Parent Liaison, Assistant Principal and Principal will monitor attendance daily in order to improve attendance. Parent Liaison will conduct home visits as homeroom teacher provides a request for those students who are absent 3 or more consecutive days.

Over all curriculum and instruction will be closely monitored by the campus Dean of Instruction. Teachers and Aides will monitor academic performance through daily assessments, grades, attendance, and comprehensive unit assessments. Teachers will monitor the sub. populations and identify Tier II and Tier III students. Students in special programs will show progress in district and state exams by individualized instruction according to the segregation of data.

Demographics Strengths

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

1. **High Progress Title I School**
2. **Canales provided a Head Start Program in conjunction with BISD for low income 3 year olds.**
3. **Kinder Readiness Program available for 3 year old and 4 year olds.**
4. **Teacher-Student ratio is at or below district average.**
5. **Availability of state compensatory funds for at-risk students. (7.1.7)**
6. **Screening for Dyslexia and Special Ed. Referrals.**
7. **Strong Leadership Team to with Data Driven Strategies will train teachers in order to identify low and high performance areas through out the year.**
8. **After school Extended Day, Tutorial Program and Accelerated Instruction is available for all students including At-Risk Students.**
9. **Student population at Canales ES has increased to 820 in the fall of 2019 from 450 students in 2018.**
10. **HEB Read 3 Literacy Program for Parents.**

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)**
4. In order to close the gaps and increase assessment scores, there is a need to provide accelerated instruction and support for the special population students such as special education, dyslexia, 504, RTI and bilingual students with updated and research based instructional tools.

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.

3rd-5th 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 3rd and a 11% increase in 5th 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:

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 (5th 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 GT 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

1. Areas needing improvement
2. School building upgrades are needed. **(5.3.3)**
3. Improve school teaching structure. **(5.3.3.)**
4. On-going training for counseling/staff.
5. SBDM grade level participation to include 2/3 teachers.
6. 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) among others**
 - 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)

Priority Problem Statements

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Student Achievement Domain
- Student Progress Domain
- Closing the Gaps Domain
- Effective Schools Framework data
- Comprehensive, Targeted, and/or Additional Targeted Support Identification data
- Accountability Distinction Designations
- Federal Report Card Data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- 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
- Student failure and/or retention rates
- Observation Survey results
- Prekindergarten Self-Assessment Tool
- Texas approved Prekindergarten and Kindergarten assessment data
- Other Prekindergarten and Kindergarten assessment data
- State-developed online interim assessments
- Grades that measure student performance based on the TEKS

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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 and participation data
- Male / Female performance, progress, and participation data
- Special education/non-special education population including discipline, progress and participation data
- Migrant/non-migrant population including performance, progress, discipline, attendance and mobility data
- At-risk/non-at-risk population including performance, progress, discipline, attendance, and mobility data
- EL/non-EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, and gender data
- Section 504 data
- Homeless data
- Gifted and talented 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
- Class size averages by grade and subject
- School safety data
- Enrollment trends

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- State certified and high quality staff data
- 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
- TTESS data

Parent/Community Data

- Parent engagement rate

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Action research results
- Other additional data

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 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>TEA Priorities Build a foundation of reading and math Improve low-performing schools 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. 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 Prodigy AR & Benchmark Education Science & Technology PD Library resources Other Trainings Population: All student groups Time line: July S.A. #1, #6,& #8</p>	2.4, 2.4, 2.5, 2.6	Administration, Lead Teachers, SBDM, Data Team	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 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>Funding Sources: 162 State Compensatory - 49214.00, 199 Local funds - 0.00, 263 Title III-A Bilingual - 0.00, 163 State Bilingual - 0.00, 211 Title I-A - 9841.00</p>							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. Populations: All students and teachers for these students in core content areas. Time line: July 2019 to June 2020 S.A. #3	2.6	Principals, Assistant Principals and Deans	Formative Results: PDS session agendas and evaluations, RtI plan progress monitoring reports, Classroom observation reports 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>TEA Priorities Build a foundation of reading and math</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 2019 to June 2020 S.A. #1</p>	2.4, 2.6	Principals/Deans & Campus Lead Teachers	Formative: Training Calendars and agendas, Professional development evaluations, Classroom walkthrough data, campus six weeks assessments, Check-point Assessments, District Benchmarks, Revised frameworks 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.				
Funding Sources: 162 State Compensatory - 64723.00							
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 2019 to June 2020 S.A.#1, #2, #6, & #7	2.5	Principals & Deans of Instruction	Formative results: Teacher Observations, Lesson Plans, Student Classroom Grades and Progress Reports, CIRCLE-PM BOY, MOY Test Results, Walk-Throughs 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				
Funding Sources: 211 Title I-A - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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 & Title II-A) Population: 5th grade Time line: August 2019 to June 2020 S.A. #1, #2, & #6		Principals & Deans 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				
6) Canales will continue to have a College and Career Awareness Culture. -Career Day -College Thursdays -Principal for a Day -5th grade-selection of courses -5th grade visit to Faulk Population: All students Time line: July 2019-May 2020	2.5	Principal, Assistant Principal, Dean of Instruction, & Counselors,	Formative: Parent and Community participation. Summative: Course selection, Sign in sheets of Career Fairs. Have a Career Fair for the lower grades again.				
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 2019-May 2020 S.A.#5		Principal Assistant Principal Dean of Instruction EE-5th Grade Teachers & Counselors	Formative: Walk Throughs, Benchmarks, Report Cards, Honor Roll Lists Summative: Failure Report TPRI/Tejas Lee, State Assessment Test Results				
<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 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 2019 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 2019 - June 2020</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				


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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	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				
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. Population: PK-3 and 4-year-old students as of Sept. 1st Time line: July 2019 - June 2020		Principal, Dean, & 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, Walk-Throughs, Lesson Plans Summative: T-TESS, Job description and Evaluations, PDS Transcripts, EOY C-PM and OWL results				
							

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
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 2019-June 2020 S.A. #1		Principal, Assistant Principal, Dean of Instruction, Classroom Teachers, Migrant Teacher	Formative Results: Distribution forms, PFS Learning Academy Reports, Composite of Services Reports. Summative Impact: +Fewer PFS students are identified due to increased performance +On-time promotion and on-time graduation rates increased				
Funding Sources: 212 Title I-C (Migrant) - 0.00							
							


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 last year's 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
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 2019 - June 2020 S.A. #1, #5, #8		Science Fair Coordinators	Formative Results: Summative Impact: +Increase number of campus entries.				
	Funding Sources: 199 Local funds - 0.00						
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 2019 - May 2020		Administrators Kids Voting Campus Representative	Formative Results: Training agendas and flyers Maintain campus participation in Brownsville Kids Voting at the district level.				
	Funding Sources: 199 Local funds - 0.00						
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 2019 to May 2020 S.A. #1, #2, #5, #6, #7		Administrators, Music Teacher, Dance Team Instructors, & Ballroom Instructor.	Formative Results: PEIMS enrollment numbers, class rosters Summative Impact: improved enrollments from prior year				
	Funding Sources: 199 Local funds - 0.00						


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. -Track Team -Flag Football Team Population: All Student athletes Time line: August 2019 to September 2020 CNA pg. 14 S.A. # 2, #5, #9		Administrators Coach	Formative Results: P.E. teacher/Coach class rosters and team rosters. Summative Impact: increased participation from previous year.				
	Funding Sources: 199 Local funds - 0.00						
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. Target population- all students Time line: Through out the school year.		Principal, Assistant Principal, Dean of Instruction, Teachers, Librarian, Counselor, TST.	Evidence of implementation: observation, lesson plans, bulletin boards, walk throughs, lesson plans, student and teacher participation. Evidence of impact: grades, student reports, journals, projects, school participation, discussion				
							

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 2019 - June 2020		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. Will purchase custodial supplies to maintain a safe and clean environment. CNA - Perceptions Population: Students, parents, and teachers Time line: July 2019 - June 2020 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				
Funding Sources: 211 Title I-A - 199.00							
							

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 2019- June 2020		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 2019- June 2020		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
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 2019 to June 2020 S.A. #5		Administration & SBDM	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				
<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 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"> -Website -Face Book -Remind 101 -Class Dojo -Class/Campus Newsletters -Brownsville Herald Student of the Week -Brownsville Herald Teacher of the Week -Campus Shout Outs <p>Population: BISD Stakeholders Time line: July 2019 - June 2020</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>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 2019- June 2020</p>		PIO District Administration Campus Administration Weekly news articles will indicate a new campus each week	<p>Formative: schedule of weekly articles</p> <p>Summative: Comparison of all campuses that were presented in weekly articles.</p>				





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

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:


Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
TEA Priorities Build a foundation of reading and math 1) District approved adjusting the school calendar to begin earlier August.		Administration	Formative Review: Summative Review:				
<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">  <p>= Accomplished</p> </div> <div style="text-align: center;">  <p>= Continue/Modify</p> </div> <div style="text-align: center;">  <p>= No Progress</p> </div> <div style="text-align: center;">  <p>= Discontinue</p> </div> </div>							

Goal 5: 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 2019 - June 2020 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 2019 to March 2020 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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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: -Gang Awareness, -Bullying/harassment, -Dating Violence, -Unwanted physical/verbal aggression, -Sexual Harassment, -Guardian Internet Safety, -Drug, Alcohol and Tobacco Awareness, -Gun Safety, -Teen Community -Emergency Response Team (CERT), -Truancy, -Emergency Operations Plan (EOP)-Safety Procedures -Signs of Child Abuse - ADHD in the Classroom -Anger Management in the Classroom -Resiliency/Developmental assets Population: All Students and parents/guardians Time line: August 2019 to June 2020		Principal, Assistant Principal, Safety Committee, Counselors, & Dean of Instruction.	Formative Results: copies of Presentations, Sign-In sheets and Agendas Summative Impact: +Decrease in the number of students discipline incidents compared to prior school year				
	Funding Sources: 211 Title I-A - 0.00						
<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 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 & cover, evacuation.</p> <p>Population: all students Time line: August 2019 to June 2020</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. Time line- July 2019- June 2020</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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
3) The campus will provide a safe learning environment for all students. a. maintenance of buildings b. landscaping c. repairs Target population- students, faculty & staff, and parents. Time line- July 2019- June 2020 S.A. # 9		Principal, Assistant Principal, Dean of Instruction, Faculty & Staff, Custodial Team	Evidence of implementation and impact: after action reviews, evaluations				
Funding Sources: 199 Local funds - 199.00							
4) Campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed. Target population- PreK-K 3-5th grade students who are at-risk. Time line- July 2019- June 2020 S.P. & P #4		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 - 0.00, 211 Title I-A - 0.00							
<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 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
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 2019-June 2020	3.1, 3.2	Principal, Assistant Principal, Dean of Instruction, Parent and Family Engagement Liaison.	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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 2019-June 2020	3.1, 3.2	Principal, Assistant Principal, Dean of Instruction, Parent and Family Engagement Liaison.	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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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:</p> <ul style="list-style-type: none"> -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 <p>Building Capacity:</p> <ul style="list-style-type: none"> -Technology -Student/Teacher/Parent Code of Conduct -Attendance & Truancy -Special Education processes, procedures as well as services, procedural safeguards and Transition to post-secondary life. <p>Population: Parents Time line: August 2019-June 2020 P #4</p>	3.1	Principal, Assistant Principal, Dean of Instruction, Parent and Family Engagement Liaison.	<p>Formative results: Parent Trainer Monthly Calendar, Special Services Monthly Calendar, Public Service Providers Lists, Fliers, Agendas, Sign-in Sheets, Meeting Minutes</p> <p>Summative impact: +Training Session Evaluations, Increased Parent Attendance, decreased Special Services Dept. parental concerns by campus using the Family Center Screening Tool</p>				
Funding Sources: 211 Title I-A - 1679.00							
<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.</p> <p>Population: all Pre-kindergarten faculty, staff and parents Time line: July 2019 to June 2020</p>		Principal, Assistant Principal, Dean of Instruction, Pre K teachers, Parent and Family Engagement Liaison.	<p>Formative results: parent meeting agendas, sign-ins and minutes and campus plan documentation</p> <p>Summative impact: improved implementation and engagement of parents with Pre-K program</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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. S.A. #1 July 2019- June 2020		Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Attendance Clerk.	Formative: parent liaison log, attendance sheets. Summative: six weeks attendance reports, parent conferences.				
Funding Sources: 211 Title I-A - 400.00							
							

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
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. Population: All teachers teaching core content and special education, dyslexia, and other academic areas Time line: July 2019 to June 2020 S.A. # 1,#2, #3, #4, #6, #7, #8		Principal, Assistant Principal, Dean of Instruction, RTI Coordinator, Dyslexia & Special Education Teachers.	Formative Results: Instructional Feedback Form District Monitoring Instrument data will indicate X percentage point increase in Domain 2 proficient and higher ratings. Summative Impact: The district will have a 5 point increase in the number of students who reach Approaches Grade Level on STAAR .				
Funding Sources: 224 Federal Special Ed. - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019 to June 2020</p>		Principal, Assistant Principal, Dean of Instruction, GT teachers, D.I. and Brainsville Sponsors.	<p>Formative Results: Class rosters, Lead teacher classroom observations, Training agendas and evaluations Summative Impact: Improved STAAR scores.</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 2019 to June 2020</p>		Principal, Assistant Principal, & Dean of Instruction.	<p>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>				
<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 2019 to June 2020</p>		Principal, Assistant Principal, & Dean of Instruction.	<p>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>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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		Principal, Assistant Principal, & Dean of Instruction.	Formative Results: Sign in sheets, PDS evaluations, student performance ratings Summative Results: Increased EOY performance recognitions				
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 2019 through June 2020		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.				
7) The Dean of Instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty & 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 Target Population- AR, MI, LEP, T1 Time line- July 2018-June 2019 S.A. # 1, #2, #3,#4,#5, #6, #7, & #8.		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 - 0.00							
8) The Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents. Targeted population - dyslexia students and at-risk students. Time line: 2019-2020 school year.		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				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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 2019- June 2020 S.A. # 1, #2, #3, & #6</p>		Principal Assistant Principal Dean of Instruction Bilingual Department	<p>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.</p> <p>Summative: STAAR</p>				
Funding Sources: 163 State Bilingual - 0.00							
<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 2019-June 2020 S.A. # 1, #2, #3, #4, #5, #6, #7, & #8</p>		Principal, Assistant Principal, Dean of Instruction, Teachers Administrator for State Compensatory Education	<p>Formative: student work, student progress reports, report cards, district benchmarks, campus assessments, weekly classrooms tests, classroom observations, CIRCLE PM (BOY & MOY)</p> <p>Summative CIRCLE PM (EOY), STAAR, TPRI/Tejas Lee, and reduced retention rate.</p>				
Funding Sources: 199 Local funds - 0.00, 162 State Compensatory - 0.00							
<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 2019 & May 2020 S.A. #1, #2, #4, , #6, #7, & #8</p>		Principal, Assistant Principal, Dean of Instruction, Records Clerk, Special Education Teacher Special Education Teacher Aide	<p>Formative: eSchool Plus rosters, Retention rate</p> <p>Summative: 10% increase in STAAR scores</p>				
Funding Sources: 166 State Special Ed. - 0.00							

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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.</p> <p>Target population- all at-risk students. Implementation time line- August 2019-June 2020 school year.</p>		Principal; Assistant Principal; Dean of Instruction; Teachers; Data Entry Clerk	<p>Formative: enrollment binder, updates E-school, special program report.</p> <p>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.</p> <p>Population: AR, TI Time line: July 2019-June 2020</p>		Campus Administration; Youth Connection Projector Coordinator	<p>Formative: student progress reports, benchmark scores, ERO Session Evaluation Report</p> <p>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>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 2019- June 2020 S.A. # 1, #2, #7, & #8</p>		Principal, Assistant Principal, Dean of Instruction, TST, Technology Lab Teacher, and Classroom teachers.	<p>Formative Results: 1. Benchmarks 2. Classroom projects 3. Student competitions 4. Improved connectivity of wired and wireless devices. Summative Impact: 1. +Test scores 2. +End of Year grades 3. +Star-Chart Surveys 4. +Benchmarks</p>				
Funding Sources: 162 State Compensatory - 2474.00, 199 Local funds - 0.00, 263 Title III-A Bilingual - 0.00, 211 Title I-A - 0.00							
<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 2019 - June 2020</p>		Principal, Assistant Principal, Dean of Instruction, and TST.	<p>Formative Results: 1. TST reported schedules 2. Application Management reports 3. Walk-throughs 4. Software usage reports Summative Impact: 1. +EOY TST reported schedules 2. +EOY Application Management reports 3. +Payroll report</p>				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
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 2019 to May 2020		Principal, Assistant Principal, Dean of Instruction, classroom teachers, and TST.	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				
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 2019 through June 2020		Principal, Assistant Principal, Dean of Instruction, classroom teachers, and TST.	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,				
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 2019 to June 2020 Need: District policy		Principal, Assistant Principal, Dean of Instruction, & Technology Lab Teacher.	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				
							

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
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. Population: all BISD students PK to 12th grade Time line: September 2019 to May 2020		Principal, Assistant Principal, Dean of Instruction, Parent Liaison, & office personnel.	Formative Results: School Messenger Notification System Reports, eSchool Attendance Reports, District Attendance Monitoring forms, Truancy Court Sworn Affidavits filed, No Credit Letters Summative Impact: +PEIMS Districts and Campus Attendance Percentage Rates				
2) To reduce student absenteeism, campus staff will be proactive by monitoring students attendance and after the 3rd student absence. Campus Incentives at the end of every 6 weeks. Population: all Student with absenteeism Time line: 2019 Fall Semester and 2020 Spring Semester		Principal, Assistant Principal, Dean of Instruction, Classroom teachers, Parent Liaison, & office personnel.	Formative Results: Published list of campuses receiving incentives found on BISD website, & Brownsville Herald Awarding of available donated funds after each semester to successful campuses. Summative Impact: +PEIMS District Attendance Percentage Rates				



= 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 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
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 2019 - June 2020 (As needed)		Principal, Assistant Principal, Dean of Instruction, Counselors, and Nurse.	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				
							

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
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		Principal, Assistant Principal, Dean of Instruction, P.E. Coach, and Nurse.	Formative Results: Classroom observation, Professional development evaluations, Sign-in sheets, Workshop agendas Summative Impact: Fitness Gram results increase CATCH Binder end of year evaluation				
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		Principal, Assistant Principal, Dean of Instruction, P.E. Coach, and Nurse.	Formative Results: Monthly reports 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.				

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Nov	Feb	Apr	June
<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.</p> <p>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 - 0.00</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</p> <p>Time line- 2019-2020 school year</p> <p>S.P. & P #9</p>		<p>Principal; Assistant Principal; Dean of Instruction; Nurses;</p>	<p>Evidence of Impact and Implementation: Nurse logs, observation & documentation, Parent conferences reports.</p>				
<p>Funding Sources: 199 Local funds - 200.00, 211 Title I-A - 10.00</p>							

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

State Compensatory

Personnel for Canales Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cynthia Cardenas	Dean of Instruction		1
Graciela Uhles	Support Teacherq		1
Minerva Ramirez	Dyslexia Teacher		1
Norma Velasquez	Pe-Kinder Teacher		1
Yolanda Rangel	Pre-Kinder Teacher		.5

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

1.1: Comprehensive Needs Assessment

A Comprehensive Needs Assessment was conducted, analyzed and discussed of the entire school and the findings by district administration, campus administration, teachers and other stakeholders. the sources used include:

- State Exams and District Exams
- Failure Reports
- EOY, BOY and and Campus exams
- Data Analysis Reports from District Checkpoints
- RTI Listing
- Attendance Reports

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.1: Campus Improvement Plan developed with appropriate stakeholders

The following Stakeholders addressed the needs of the CIP:

Myrta I. Garza, Principal

Stephen Shull, Assistant Principal

Dr. Sandra Trevino, Assistant Principal

Cynthia Cardenas, Dean of Instruction

Pk-5th Grade Lead Teachers

Campus Counselors

Parent Lourdes Padilla

Parent Ricardo Leal

Business Representative Ruben Cardenas

Special Program Personnel

Curriculum and Instruction Personnel

Community Member Humberto Gaspar

All members developed addressed the following campus goals:

Research Based Instruction and high quality education will be provided

College Readiness Instruction to be provided

Improve quality teaching with 21st century educational strategies

Target all student population groups not meeting academic goals

Provide Coaching and Professional Development opportunities for teachers not meeting state, district and campus expectations

2.2: Regular monitoring and revision

The CNA/CIP will be monitored and updated monthly by SBDM and Grade Level Lead Teachers in order to provide on-going consistent feedback and updates.

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

The CIP will be posted on the Campus Website.

This document will be provided to parents and presented during parent meetings as it will be provided in English and Spanish.

All stakeholders and members will be provided with a copy as discussions and updates will take place through out the year.

2.4: Opportunities for all children to meet State standards

The following will be provided and to all students in order to Meet State Standards:

- Expansion Early Childhood instruction which includes the Head Start Program, 3 year old program and 4 year old program in order to target early literacy and readiness.
- Critical Literacy Instruction using Research Based Curriculum including Heggerty, in order to master literacy skills and increase Lexile scores.
- Provide Bilingual Instruction and support to Language Learning students to assist with language development.
- Provide new math strategies to all students including special population students so that basic math skills are learned and State Standards are met through proper implementation of the new district adopted curriculum Sharon Wells.

2.5: Increased learning time and well-rounded education

Students are offered a well rounded education as the master schedule is completed by the start of the school year with elective classes such as art, music, library, computers and PE are effectively incorporated into each students' schedule. The campus Dean of instruction monitors that Tier II and Tier III students are given additional support and differentiated instruction. Schedules for sub pops. such as Special Ed., Dyslexia, RTI , GT and 504 students are effectively scheduled so that students may be mainstreamed as much as possible with regular students. At the end of the day Tutoring, Accelerated Instruction and Extra Curricular Activities are provided to all students in order to shape well rounded students.

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

All students, particularly at-risk student needs are served with the following:

- At-Risk after school tutorial
- Accelerated Instruction
- TIER II and TIER III instruction
- Progress Monitoring
- RTI Interventions
- Special Ed. Accommodations following each students' Individualized Educational Plan (IEP)

- Technology Software such as Rosetta Stone in order to provide support to limited English speaking students

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

Effective parent communication takes place in order for parents to be part of their child's education through different means such as flyers, email, Home Access Center (HAC), phone messenger, home visits, mail and parental involvement program. Opportunities for family engagement are offered through Meet the Teacher (at the beginning of the year), Open House (twice a year), Awards Assemblies, School Festivals (twice a year), weekly parent meetings (once a week) and open communication between Staff Members and Parents.

3.2: Offer flexible number of parent involvement meetings

Meetings include the following:

- Weekly meetings with various campus topics presented to parents in English and Spanish.
- The H3 Parent Presentation
- Parent Assessment Meetings presented by campus Administrators in order to inform parents on State Exams.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Ana Davila	Pre-Kinder Aide	Federal	1
Armando Sanchez	Nurse	Federal	.5
Aurora Castillo	3 Yr. Old Program Teacher	Federal	1
Irma Ruiz	3 Yr. old Program Teacher	Federal	1
Josephina Cardenas	3 Yr. Old Aide	Federal	1
Maria Mendoza	Parent Liaison	Federal	1
Shalimar Garay	3 Yr. Old Program Teacher	Federal	.5

2019-2020 Site Based Decision Making Committee

Committee Role	Name	Position
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	Agua Montelongo
Business Representative	Dave Valdez	Hermes Manager

LPAC

Committee Role	Name	Position
Classroom Teacher	Maria Falcon	3rd grade teacher
Classroom Teacher	Daira Barron	3rd grade teacher
Classroom Teacher	Diana Vera	2nd grade teacher

District 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	\$0.00
1	1	1	GENERAL Supplies	199-11-6399-00-101-Y-11-000-Y	\$0.00
1	1	1	Printing Media Center	199-11-6399-16-101-Y-000-Y	\$0.00
1	1	1	Staff Development (substitutes)	199-13-6112-18-101-Y-99-000-Y	\$0.00
1	1	1	Employee Out of District	199-13-6411-23-101-Y-99-000-Y	\$0.00
1	1	1	In-District Administration	199-2364-11-00-101-Y-99-000-Y	\$0.00
1	1	1	Out-of- District Administration	199-2364-11-23-101-Y-99-000-Y	\$0.00
1	4	1	Student Travel, meals, entrance fees	199-11-6412-00-101-Y-11-000-Y	\$0.00
1	4	1	Food & Refreshments	199-11-6499-53-101-Y-11-000-Y	\$0.00
1	4	3	Bus Field Trips	199-11-6494-00-101-Y-11-000-Y	\$0.00
1	4	4	PE Overtime	199-11-61-21-51-101-Y-11-000-Y	\$0.00
5	3	3	Extra Duty- Custodial	199-51-6121-47-101-Y-99-000-Y	\$0.00
5	3	3	Janitorial supplies	199-51-6315-00-101-Y-99-000-Y	\$0.00
5	3	3	Custodial Equipment less than \$500	199-51-6319-11-101-Y-99-000-Y	\$0.00
5	3	3	Custodial General Supplies	211-51-6315-00-101-Y-30-0F2-9	\$199.00
5	3	4	Counselor Activities	199-3163-99-00-101-Y-99-000-Y	\$0.00
5	3	4	Counselor In-District Travel	199-3164-11-23-101-Y-99-000-Y	\$0.00
7	1	7	Curriculum (supplies)	199-13-6399-00-101-Y-99-000-Y	\$0.00
7	1	7	Food for PD	199-1364-99-53-101-Y-99-000-Y	\$0.00
7	1	7	Administration Supplies	199-2363-99-00-101-Y-99-000-Y	\$0.00
7	1	10	Extra Duty Para	199-2361-21-08-101-Y-99-000-Y	\$0.00

199 Local funds					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Technology less than \$500	199-11-6399-62-101-Y-11-000-Y	\$0.00
8	1	1	Computer supplies less than \$500	199-12-6399-62-101-Y-99-000-Y	\$0.00
8	1	1	Administration Computer Supplies	199-23-6399-65-101-Y-99-000-Y	\$0.00
8	1	1	Administration	199-2363-49-65-101-Y-99-000-Y	\$0.00
9	3	3	P.E. Supplies	199-11-6399-51-101-Y-11-000-Y	\$0.00
9	3	4	Nurse-General Supplies 19-20	211-33-6399-00-101-Y-30-0F2-9	\$200.00
Sub-Total					\$399.00
Budgeted Fund Source Amount					\$40,870.00
+/- Difference					\$40,471.00
162 State Compensatory					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies 19-20	162-11-6399-00-101-Y-30-000-Y	\$40,496.00
1	1	1	General Supplies (16) 19-20	162-11-6399-16-101-Y-30-0000-Y	\$1,000.00
1	1	1	General Supplies 19-20	162-13-6399-65-101-Y-30-000-Y	\$7,718.00
1	1	3	SSI Tutorials 19-20	162-11-6118-00-101-Y-24-SSI-Y	\$9,403.00
1	1	3	Tutorials	162-11-6118-00-101-Y-30-000-Y	\$0.00
1	1	3	Extended Day 19-20	162-11-6118-00-101-Y-30-000-Y	\$55,320.00
7	1	10	State Comp. Personnel	162-11-6119-00-101-Y-30-054	\$0.00
8	1	1	Software 19-20	162-11-6299-62-101-Y-30-000-Y	\$2,474.00
8	1	1	Capital Assets-Other-L	162-11-6649-62-101-Y-30-000-Y	\$0.00
Sub-Total					\$116,411.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$-116,401.00

166 State Special Ed.					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
7	1	11	SPED personnel	166-11-6119-00-101-Y-23-000-Y	\$0.00
7	1	11	Copy Paper	166-11-6393-00-101-Y-23-0P4-Y	\$0.00
7	1	11	General Supplies	166-11-6399-00-101-Y23-0P4-Y	\$0.00
7	1	11	General Supplies	166-11-6399-62-101-Y-23-0P4-Y	\$0.00
7	1	11	Substitutes	166-11-6112-18-101-Y-23-0P5-Y	\$0.00
7	1	11	166-13-6411-23-101-Y-23-0P5-Y		\$0.00
7	1	11	Professional Services	166-31-6219-00-101-Y-23-0N7-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$16,664.00
+/- Difference					\$16,664.00
211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Staff	211-11-6119-00-101-Y-24-PFS-Y	\$0.00
1	1	1	General Supplies	211-11-6399-00-150-Y-24-0F2-Y	\$0.00
1	1	1	Copy Paper 19-20	162-11-6396-00-101-Y-30-000	\$1,026.00
1	1	1	Salary Wages for Substitutes 19-20	211-13-6112-18-101-Y-30-AYP-Y	\$8,815.00
1	1	4	Personnel	211-11-6129-06-101-Y30-054-Y	\$0.00
1	1	4	Certified	211-11-6118-00-101-Y-24-ASP-Y	\$0.00
1	1	4	Classified	211-11-6121-00-101-Y-24-ASP	\$0.00
2	1	2	Custodial Supplies 19-20	211-51-6315-00-101-Y-30-0F2-9	\$199.00
5	2	2	Guidance & Counseling	211-31-6399-00-101-Y-30-0F2-Y	\$0.00
5	3	4	Counseling Supplies	211-3163-99-00-101-Y-30-0F2--Y	\$0.00
6	1	3	Food & Refreshments 19-20	211-61-6499-53-101-Y-30-0F2-9	\$679.00
6	1	3	Supplies 19-20	211-61-6399-00-101-Y-30-0F2-Y	\$1,000.00
6	1	5	Home Visit Milage 19-20	211-61-6411-00-101-Y-30-0F2-9	\$400.00

211 Title I-A					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
8	1	1	Computer Equipment	211-23-6398-62-101-Y-24-0F2-Y	\$0.00
8	1	1	Computer Supplies	211-11-6398-62-101-Y-24-0F2-Y	\$0.00
8	1	1	Computer Software	211-11-6395-62-101-Y-30-0F2-Y	\$0.00
8	1	1	Computers for Instruction	211-11-6398-62-101-Y-30-0F2-Y	\$0.00
9	3	4	Nurse Supplies 19-20	211-33-6399-00-101-Y-30-0F2-9	\$10.00
Sub-Total					\$12,129.00
Budgeted Fund Source Amount					\$55,603.00
+/- Difference					\$43,474.00
212 Title I-C (Migrant)					
Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	3	1	General Supplies	212-11-6399-00-101-Y-24-0F2-Y	\$0.00
Sub-Total					\$0.00
Budgeted Fund Source Amount					\$10.00
+/- Difference					\$10.00
Grand Total					\$128,939.00