

Brownsville Independent School District

Canales Elementary

2015-2016 Campus Improvement Plan

Accountability Rating: Met Standard

Distinction Designations:

- Academic Achievement in Reading/English Language Arts
- Academic Achievement in Science
- Top 25% Closing Performance Gaps



Mission Statement

Mission Statement

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

Vision

Vision Statement

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

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Comprehensive Needs Assessment

Needs Assessment Overview

J.T. Canales Elementary School

2014-2015 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 639 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 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 42 teachers, 3 campus administrators, 1.5 counselors, 4 professional support personnel, and 10 educational aides. The ethnicity of the Canales Elementary School staff is diverse with 98% Hispanic and 2% Caucasian. The teaching staff is also 19% male and 81% female.

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

1. J.T.Canales will provide all students with a quality tutorial program to improve overall Reading, Math, Writing, and Science skills in order to minimize retentions and increase STAAR scores.

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

Canales Elementary will also be the hosting school to the Extended Day Enrichment 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 Enrichment to improve critical thinking, math, grammar, usage, and penmanship to compose meaningful texts designed to improve reading, math, and writing grades and STAAR scores.
 - Provide all students with the opportunity to attend Academies and Tutorial Classes that will enhance our students' background knowledge and will increase the understanding of science, reading, math, and writing.

Demographics

Demographics Summary

The student population at Canales Elementary School is approximately 639 and serves students in grades PK 3 through 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 97.6% for all students and 97.6% for At-Risk students. The retention rate was 6.85% for all students and 6.85% for At-Risk students.

Demographics Strengths

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

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

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.
- Identify and differentiate instruction as needed for at-risk students. (4.2.6)
- Raise LEP, at-risk, economically disadvantaged (sup-pops) assessment scores. (8.1.2)(3.1.6)

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. **Activity (4.1.2)**
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 ESL strategies. **Activity (3.1.1)**. Implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement.
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. **Activity (3.1.10) (4.2.6) (3.1.8)**

To best support campus efforts and meet the identified needs at the district and campus level; activities, resources(1.2.1)(1.3.1)(3.1.3), and implementation timelines related to demographics are set forth in all sections of the 2014-2015 Campus Improvement Plan.

Student Achievement

Student 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.

Data sources reviewed: The following sources provided valuable data for student achievement in regards to the identification of needs:

- a. AEIS report
- b. AYP report
- c. STAAR summary report-group performance
- d. Eduphoria! Aware reports
- e. TELPAS and AMAOS reports
- f. Stanford and SELP reports
- g. promotion/retention rates
- h. TPRJ and Tejas Lee (kinder-3rd grade)
- i. district/campus benchmarks
- j. student work
- k. CPALLS- pre-K

3rd-5th Grade All Students STAAR 2015 Summary (Met Standard)

3rd Grade Reading: 78%

4th Grade Reading: 78%

5th Grade Reading: 72%

3rd Grade Math: 80%

4th Grade Math: 84%

5th Grade Math: 78%

4th Grade Writing: 79%

5th Grade Science: 66%

3rd-5th Grade All Students STAAR 2014 Summary (Met Standard)

3rd Grade Reading: 87%

4th Grade Reading: 77%

5th Grade Reading: 87%

3rd Grade Math: 93%

4th Grade Math: 79%

5th Grade Math: 79%

4th Grade Writing: 89%

5th Grade Science: 72%

3rd-5th Grade All Students STAAR 2013 Summary (Met Standard)

3rd Grade Reading: 94%

4th Grade Reading: 75%

5th Grade Reading: 91%

3rd Grade Math: 98%

4th Grade Math: 81%

5th Grade Math: 71%

4th Grade Writing: 78%

5th Grade Science: 72%

The trends identified when student performance scores were compared over a period of two years demonstrate that percentage in both Science and Math increased from 2013 to 2014. There was a decrease in Math scores in all grade levels. An increase in 4th grade Reading, but a decrease in 3rd and 5th grade Reading.

Performance variation between all student groups: (Met Standard)

Reading:

At-Risk: 74%

Economic Disadvantage: 82%

Hispanic: 82%

White: N/A

Female: 88%

Male: 82%

Gifted & Talented: 100%

LEP: 75%

Migrant: 40% (Only 3rd) No info. Provided for 4th & 5th

Special Education: 12%

Math:

At-Risk: 82%

Economic Disadvantage: 89%

Hispanic: 89%

White: N/A

Female: 90%

Male: 86%

Gifted & Talented: 100%

LEP: 88%

Migrant: 80% (Only 3rd) No info. Provided for 4th & 5th

Special Education: 60 % (Only 5th) No info. Provided for 3rd & 4th

Science:

At-Risk: 67%

Economic Disadvantage: 66%

Hispanic: 66%

White: N/A

Female: 77%

Male: 69%

Gifted & Talented: 100%

LEP: 51%

Migrant: No info. Provided

Special Education: 0 %

Writing:

At-Risk: 88%

Economic Advantage: 78%

Hispanic: 79%

White: N/A

Female: 93%

Male: 88%

Gifted & Talented: 100%

LEP: 71%

Migrant: No info. Provided

Special Education: 33%

Performance variation between all student groups: (Met Standard)

Reading:

Canales Elementary
Generated by Plan4Learning.com

At-Risk: 74%

Economic Disadvantage: 90%

Hispanic: 90%

White: N/A

Female: 88%

Male: 82%

Gifted & Talented: 100%

LEP: 79%

Migrant: 40% (Only 3rd) No info. Provided for 4th & 5th

Special Education: No info. Provided

Math:

At-Risk: 82%

Economic Disadvantage: 89%

Hispanic: 89%

White: N/A

Female: 90%

Male: 86%

Gifted & Talented: 100%

LEP: 88%

Migrant: 8% (Only 3rd) No info. Provided for 4th & 5th

Special Education: 60% (Only 5th) No info. Provided for 3rd & 4th

Science:

At-Risk: 67%

Economic Disadvantage: 71%

Hispanic: 71%

White: N/A

Female: 77%

Male: 69%

Gifted & Talented: 95%

LEP: 48%

Migrant: No info. Provided

Special Education: 80%

Writing:

At-Risk: 88%

Economic Disadvantage: 90%

Hispanic: 90%

White: N/A

Female: 93%

Male: 88%

Gifted & Talented: 100%

LEP: 84%

Migrant: No info. Provided

Special Education: No info. Provided

The trends identified when all students performance was compared by subpopulations our LEP students tend to score significantly lower than all other subpopulations. Little to no information is reported on Migrant and Special Education students due to the low number of students tested in that subpopulation. All of our students are Hispanic and as expected GT student tend to meet the state standard. Monitoring needs to be continued on GT students to ensure increase in progress

Student Achievement Strengths

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

- High attendance rate due to parent liaison visits. (4.1.1) (4.1.3)
- Improvement in math.
- Provide supplemental support for migrant students. (8.1.2)
- Gains- science, reading.

Student Achievement Needs

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

- Increase student test scores in reading and science for all subpopulations. (Strategy 3.1.3)(1.3.1)
- Students need to improve on English proficiency adequately. (1.3.1)
- Increase number of students in RTI (targeted intensive support).
- Increase planning/reflection time for teachers to target weaknesses. (5.1.2)
- Provide awards for students. (4.1.2)

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:

1. Campus data has indicated that students need improvement in reading; therefore, the campus will address the need by doing the following:

- Meet weekly with the district reading and science specialists to discuss curriculum, instruction and academic progress as needed. - Strategy (3.1.14) (3.1.4) (1.3.1)
 - Utilize and purchase supplemental STAAR instructional supplies and materials to further monitor progress in reading, math, writing, and science. Provide supplemental supplies and materials for all migrant students. Strategy (8.1.1) (8.1.2)(1.2.1)(1.3.1)
 - Provide a variety of reading materials available to students through various sources such as the library and library aide. Strategy (1.3.3)
2. Students shall be grouped accordingly and groups will be changed as the need arises. (8.1.14)
 3. Teachers will meet on a weekly basis during their planning time to plan for classroom instruction. (3.1.4) (3.1.9)
 4. Campus must ensure proper implementation of the district early transitional bilingual program.
 5. Provide awards, ribbons, trophies to students who excel. (4.1.2)
 6. Provide data analysis using all data (CPALLS/TPRI/Tejas LEE/Aprenda/TELPAS/STAAR reading/teacher observations along with progress monitoring data) must take place at least once each six weeks and instructional plans and professional development (PD) goals must be determined and updated. (8.1.13)
 7. PD in the components of SBRR instruction abound so implementation of the information received through professional development must be monitored and teachers must receive support that they need to improve instruction. A focus on this by the campus instructional facilitator and the TLI specialist is of utmost importance. (4.2.5)
 8. Special ed/regular ed.co-planning every six weeks to ensure that needs of our special populations are being met. (1.3.8)
 9. Tutorials for 3rd-5th grade students will be conducted in order to improve reading and science skills. Custodial supplies will be purchased to address the needs of the students. The 21st Century Community Learning Centers (CCLC) serves as a supplementary program that can enhance state or local reform efforts to improve student academic achievement and support overall student development. (3.1.1) (8.1.14)
 10. Visit homes to ensure improvement in attendance rates. (3.1.7)

11. Purchase instructional supplemental support for all students including migrant students. (8.1.2) (8.1.1)(3.1.3)

12. Provide College and Career Awareness Activities for all students. (4.2.1) (4.2.3) (4.2.4)

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to

student achievement are set forth in core-area, at-risk, and migrant education sections of the 2014-2015 Campus Improvement Plan.

School Culture and Climate

School Culture and Climate Summary

Procedures for school culture and climate:

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. (3.1.8) (8.1.12)

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

School Culture and Climate Strengths

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

School culture and climate strengths

- Principal maintains an open door policy towards all certified and classified personnel.
- Teacher-parent conferences are scheduled on a regular basis.
- Teachers maintain a parent telephone log in order to increase teacher-parent communication. (4.1.4)
- Parent meetings are scheduled on a weekly basis. (3.1.8)(7.1.2)

- **Parental involvement is promoted throughout the school year.**

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

- **Increase communication among and between the grade levels to ensure alignment of instruction. (3.1.4) (1.3.8)**
- **Require weekly lead teacher meetings with grade level to discuss instructional goals, strategies and progress.**
- **Provide opportunities to celebrate cultural differences. (1.5.2) (1.4.5)**

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 culture and climate areas of improvement would be addressed:

1. Canales Elementary, will work to create more opportunities for vertical and horizontal alignment to foster collaboration and collegiality among grade level teachers.
2. Meetings held weekly for lead teachers to discuss instructional tools, strategies and progress.

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to school culture and climate are set forth in all sections of the 2014-2015 Campus Improvement Plan.

Staff Quantity, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

Procedures for staff quality, 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:

- teacher certification/qualification data
- paraprofessional and other staff qualifications
- staff effectiveness in relation to student achievement
- PDAS
- walkthroughs
- staff mobility/stability
- special program qualifications, e.g., bilingual, special education, GT, etc.
- professional development data

Staff Quality, Recruitment, and Retention Strengths

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

Staff quality, recruitment and retention strengths

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

Staff Quality, Recruitment, and Retention Needs

Findings/analysis results: The following areas of concern were identified after all careful analysis by the SBDM Committee.

Areas needing improvement

- **Increase science instruction in the classroom and the science lab. (1.1.1)**
- **Improve reading instruction through the use of fluency passages. (1.3.5)**
- **Increase the participation in Accelerated Reader. (1.3.3)**
- **Increase student motivational activities to promote reading. (4.1.2)**

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. **(1.3.2)(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.

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to staff quality, recruitment and retention are set forth in all sections of the 2014-2015 Campus Improvement Plan.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Procedures for curriculum, instruction and assessment:

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: (1.4.3)

- Standards-based curriculum resources and materials scope and sequence; pacing guides; and/or Instructional Focus Documents (IFD) (2.1.2)
- echnology including hardware/software and printers ink, etc.
- instructional design/delivery; high-yield strategies
- lesson study/delivery processes
- collaborative horizontal and vertical team alignment processes (3.1.4)
- student-specific/differentiated strategies and processes
- district benchmark assessments
- STAAR assessment

Curriculum, Instruction, and Assessment Strengths

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

Curriculum, instruction and assessment strengths

- vocabulary development (1.3.3) (3.1.4)
- weekly grade level meetings (1.3.8)
- vertical/horizontal alignment (1.3.8)(1.1.4)
- Living with Science lab for 2nd-4th grade
- science lab for 5th grade.
- Think Through Math for 3rd-5th grade

Curriculum, Instruction, and Assessment Needs

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

Areas needing improvement

- Improve scores in reading, math, science and writing. (1.3.6) (1.1.1)
 - Bilingual instruction/LPAC meetings are held every Monday by the LPAC Committee to determine student placement.
 - Improve classroom management skills for all teachers.
 - Increase number of computers in classrooms.
 - Teachers will attend professional development to improve writing scores. (1.3.6)
 - Integrate social studies and reading instruction. (2.1.4) (1.4.1) (1.4.5) (1.4.6)
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:
 2. 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. (9.1.1)
 3. 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
 - document cameras/projectors,
 - teacher resources to effectively implement district curriculum.(2.1.3)
 - 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.
 4. 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) (1.2.1)
 - School supplies provided as needed for migrant students. (8.1.2)
 5. Research based materials to meet the diverse needs of the campus student population will be provided for all teachers. (4.1.5)

- bilingual
- G.T. (6.1.1)
- at-risk
- special ed.
- migrant
- dyslexia/504
- regular ed.
- ELLS

6. 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

7. J.T. Canales Elementary will implement professional development-vertical/horizontal planning & consultants to monitor progress and improve instruction. (1.1.4)

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to curriculum, instruction and assessment are set forth in all sections of the 2014-2015 Campus Improvement Plan.

Family and Community Involvement

Family and Community Involvement Summary

Procedures for family and community involvement:

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 family and community involvement in regards to the identification of needs:

- parent volunteers
- parent surveys
- parent liaison
- parent trainings

Family and Community Involvement Strengths

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

Family and community involvements strengths

- progress reports
- volunteer drive (7.1.6)
- meetings held in parents' native language (7.1.2)
- open house
- campus committee (i.e, SBDM, LPAC)
- use of parent center
- positive welcoming environment (7.1.2)

Family and Community Involvement Needs

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

Areas needing improvement (3.1.8)

- Will provide parent training in ESL instruction.
- More parents need access to HAC.
- Parenting awareness/training. (7.1.1) (5.1.7) (7.1.2)
- Provide clothing for migrant students to increase attendance.

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 family and community areas of improvement would be addressed:

1. Through parental involvement activities, Canales Elementary parents will learn computer skills and English as a second language to improve familial support for students as well as solicited trainings such as STAAR and TPRI interpretation. (7.1.1)
2. At beginning of school year, campus will host an eSchool Plus Awareness /recruitment night to increase parental participation in monitoring student grades/progress.
3. Parent meeting by grade level (small group) to discuss campus/student disciplinary issues and needs.
4. Offer training for parents in the area of reading fluency so that they can monitor their own child's success.(7.1.1)
5. Parenting awareness of daily school activities will be offered at the campus in order to develop an understanding of the student expectations. (7.1.2)
6. Migrant funds will be utilized for the purchase of student supplies including clothing and other essential items in order to provide students with necessities to promote academic success. (8.1.2)

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to family and community involvement are set forth in the parent and community section of the 2014-2015 Campus Improvement Plan.

School Context and Organization

School Context and Organization Summary

Procedures for school context and 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: **(5.1.4)** **(1.5.7)**

- school structure or make-up, e.g. teaming (5th grade)
- decision making process
- master schedule
- supervision of structure
- leadership: formal and informal **(6.1.4)**
- support structures: mentor teachers
- duty rosters
- schedule for support services, e.g., counseling, library, etc. **(5.1.8)** **(5.1.9)**
- school map and physical environment
- program support services, e.g. extracurricular activities, after school programs, etc. **(5.1.9)** **(4.2.2)**
- communication: formal and informal

School Context and Organization Strengths

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

School context and organization strengths

- extracurricular activities **(6.1.3)**
- support services provided **(6.1.2)**
- counseling support **(5.1.3)**
- nurse support **(5.1.1)**

School Context and Organization Needs

Areas needing improvement

- School building upgrades are needed. (1.5.1)
- Improve school teaching structure.
- On-going training for counseling/staff.
- SBDM grade level participation to include 2/3 teachers.
- Morning and afternoon duties.

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

1. J.T. Canales Elementary is in need of a cafeteria/auditorium, new lower grade wing, parking lot and covered walkways.
2. School teaching structure will be improved by implementing a team teaching concept in 5th grade to improve student achievement.
3. SBDM subcommittees will meet on a monthly basis to ensure consistency and implementation of Campus Improvement Plan.
4. Counselors/teachers/staff will receive training to address student academic needs in the areas of reading, math, writing, science, social studies. The staff will attend curriculum trainings, bilingual training and RTI trainings.

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to school context and organization are set forth in all sections of the 2014-2015 Campus Improvement Plan.

Technology

Technology Summary

CNA procedures for technology:

J. T. Canales Elementary SBDM Committee met and developed a campus need survey based on information provided by faculty, staff, parents & students. The technology committee met several times and looked at the STAAR Chart, Fixed Assets Report, the results of the staff/student/parent technology survey of needs along with the current hardware and software being utilized across grade level at the campus. A grid was designed to outline the expectation per grade level and a plan was devised to ensure the proper implementation for the following year. A review of the professional development opportunities was made and dates of last training attended by teachers were noted in order to compare with teacher survey results.

Data sources reviewed: The following sources provided valuable data for technology in regards to the identification of needs: **(1.4.3) (9.1.7)**

- STAAR chart
- technology hardware and software
- fixed assets report
- staff/parent/student survey on technology needs
- technology plan
- technology professional development opportunities

Technology Strengths

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

Technology strengths

- All classrooms have document cameras. **(9.1.5)**
- full time TST
- Computer access for student in all classrooms.
- Use of website and eSchool Plus among administration and parents to view students' progress.

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

Areas of improvement

- Provide training in the use of Smartboards. (1.4.2)
- Living with Science lab participation will be increased. (9.1.7)
- Increased accessibility to computers for all students, teachers, and administrators.
- Teachers need to attend more professional development on different programs to be utilized by teachers/students. (1.4.2)
- New software needed to create STAAR aligned tests and formative assessments.
- Increase integration of technology into classroom instruction. (1.3.7)

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 technology areas of improvement would be addressed: (9.1.7)

1. District training on a monthly basis for the use of Smartboards to implement interactive learning.(9.1.1)
2. Living with Science lab weekly participation at the designated computer lab will be monitored by teachers and administration to improve science STAAR scores.
3. Computers will provide accessibility to instructional programs that would increase student interaction and engagement in the learning process and will allow administrators and staff accessibility to the newest available resources. The level of technology integration into classroom instruction by teachers and students will be increased. (9.1.6)
4. New software that is in line with current reading, math, and science TEKS will be purchased. (9.1.1)
5. Professional development will be offered by the TST for students and teachers to ensure proper integration of technology in the classroom. Teachers will be encouraged to seek professional development outside of contract hours offered by the technology department. (9.1.2)
6. Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis. (9.1.3)

To best support campus efforts and meet identified needs at the district and campus level; activities, resources, and implementation timelines related to technology are set forth in all sections of the 2014-2015 Campus Improvement Plan.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

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

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress
- Performance Index Framework Data: Index 3 - Closing Performance Gaps
- Performance Index Framework Data: Index 4 - Postsecondary Readiness
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- 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
- Progress of prior year STAAR failers
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups

- Nurture of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- Migrant population, including performance, discipline, attendance and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- 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
- Violence and/or violence prevention records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Staff surveys and/or other feedback
- Highly qualified 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
- Teacher STaR Chart Technology Data
- PDAS and/or T-TESS

Parent/Community Data

- Parent surveys and/or other feedback
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data




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

- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices
- Action research results
- Other additional data

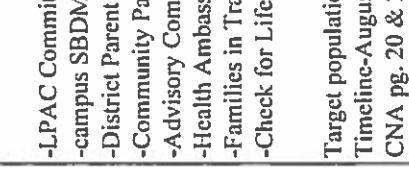
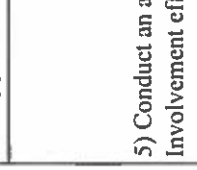
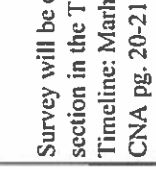
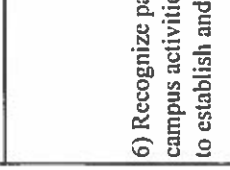

Goal 6: Board of Trustees, in collaboration with district office, administration, parents, and community will provide required support and resources for the attainment of educational excellence and equity. Parents will be full partners with educators in the education of their children.








Performance Objective 1: There will be a 10% increase of parents involved in campus parental involvement activities during the school year.

Summative Evaluation: Comparing last year's data with this year's data. Ex. surveys, enrollment, and participation, among other forms of data.

Strategy Description	Title 1	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews		
				Nov	Jan	Apr/June
<p>State System Safeguard Strategies</p> <p>Critical Success Factors</p> <p>CSF 1 CSF 3 CSF 5 CSF 6</p> <p>1) Parents will participate in the following trainings offered at the campus in order to develop an understanding of the student expectations.</p> <ul style="list-style-type: none"> -parent orientation sessions for PK/Kinder & head start -transition of preschool children -HAC -technology awareness -ESL classes -5th grade students transition into middle school -early childhood reading strategies -effective teaching strategies -health education- families in training -special population (bilingual, dyslexia, -G.T., migrant, special education -drop out and violence prevention-New Horizons -community agencies/organizations <p>Timeline August 2015-June 2016 school year</p> <p>CNA pg. 21</p>	1, 4, 6, 7, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison Nurse Counselor Technology Teacher.	<p>Formative: parental involvement, parental awareness, community head start (Citrus Head Start) visit and presentation, and parent center presentation fliers.</p> <p>Summative: sign-in sheets, evaluations, EOY survey, pre-school students (Citrus Head Start) visit Pre-Kind and Kinder classrooms, STAAR results.</p>			
Funding Sources: No Funds Required						

<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>2) Provide presentations to the parents on the following policies and programs in an effort to encourage parental participation and awareness. Refreshments will be provided.</p> <ul style="list-style-type: none"> -various district and community departments/programs/agencies -reading fluency -parent/teacher conferences -parental involvement policy -Campus Improvement Plan -school-parent-student compact -Student Code of Conduct -Title I Part A Program Policy -truancy/attendance -gang/drug/alcohol/tobacco awareness -bullying/fighting/name calling -internet safety -gun safety -suicide prevention and choking game -dropout prevention -Title I annual meeting <p>Timeline- September 2015-May 2016 school year</p> <p>CNA pg. 16 & 24</p>	<p>1, 4, 6, 7, 9 Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Nurse; Counselor.</p>	<p>Formative: parent participation and awareness</p> <p>Summative: Agendas, sign-in sheets, evaluations, student code of conduct and school-parent-student compact acknowledgement forms.</p>	<p>Funding Sources: Title I-A - \$706.00, Title I-A - \$0.00</p>
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>3) Complete and disseminate our Parental Involvement Policy and our School-Parent-Student Compacts so as to delineate how parents will be actively involved at the district/campus level with the intention to increase participation and to ensure each group's responsibility to ensure student achievement.</p> <p>Target population-parents and community for the entire school year.</p> <p>Timeline- December 2015 & May 2016</p> <p>CNA pg. 21</p>	<p>1, 4, 6, 7, 9 Principal; Assistant Principal; Dean of Instruction; Parent Liaison.</p>	<p>Formative: campus policy, fliers, sign in sheets, agenda, S-P-S Compact.</p> <p>Summative: session evaluation, Title I parental involvement compliance checklist, attendance rate, STAAR results.</p>	<p>Funding Sources: No Funds Required</p>

<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p>	<p>1, 4, 6, 7, 8, 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison.</p>	<p>Formative: parent and community involvement and participation.</p> <p>Summative: sign-in sheets, agendas, pictures, participation.</p>	
<p>4) As part of the district guidelines, campus shall encourage parent participation in the following committees so that they can be aware of the campus initiatives.</p> <ul style="list-style-type: none"> -LPAC Committee -campus SBDM Committee -District Parent Advisory Committee -Community Parental Involvement Advisory Committee -Health Ambassador -Families in Training Program (FIT) -Check for Life Rally <p>Target population - parents and all community stakeholders. Timeline-August 2015-June 2016 CNA pg. 20 & 21</p>	<p>Funding Sources: No Funds Required</p>			
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7</p>	<p>1, 4, 6, 7</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Counselors.</p>	<p>Formative: community awareness, classroom presentations.</p> <p>Summative: surveys, Title I Parental Involvement compliance checklist.</p>	
<p>5) Conduct an annual parent survey to evaluate the effectiveness of Parental Involvement efforts.</p> <p>Survey will be conducted in Spring 2015 and administration will ensure that the section in the Title I parental involvement compliance binder is completed. Timeline: March & April 2016 CNA pg. 20-21</p>	<p>Funding Sources: No Funds Required</p>			
<p>State System Safeguard Strategies Critical Success Factors CSF 1 CSF 5 CSF 6</p>	<p>1, 4, 6, 7, 9</p>	<p>Administration Teachers Parent Liaison Nurse Counselor</p>	<p>Formative: contact log, sign-in sheet, volunteer listing, adopt-a-school business listing.</p> <p>Summative: end of year survey, agendas, sign-in sheets, evaluations.</p>	
<p>6) Recognize parent volunteers and businesses for supporting a variety of campus activities in order to increase participation and use of the parent center to establish and promote cooperation among home, school, and community.</p> <p>Target population- parents and businesses, community Timeline- December 2015 & May 2016 school year CNA pg. 20-21</p>	<p>Funding Sources: No Funds Required</p>			

<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5</p> <p>7) 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.</p> <p>Target population- parent liaison, parents, teachers, and administration</p> <p>Timeline- Every progress report and/or report card, or as needed on individual basis. September 2015- June 2016</p> <p>CNA pg. 14</p>	<p>1, 2, 4, 6 Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Attendance Clerk.</p>	<p>Formative: parent liaison log, attendance sheets.</p> <p>Summative: six weeks attendance reports, parent conferences.</p>	 	
<p>Funding Sources: Title I-A - \$684.00, Title I-A - \$16126.88</p>		<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>		