

# Brownsville Independent School District

## Canales Elementary

### 2014-2015 Campus Improvement Plan

**Accountability Rating: Met Standard**

**Distinction Designations:**

Academic Achievement in Reading/English Language Arts

Top 25% Student Progress

Top 25% Closing Performance Gaps

Postsecondary Readiness



# 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

#### Campus Narrative

Canales Elementary School is located in Brownsville, Texas. Canales Elementary School is one of thirty-six 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 additions comprised of 20 classrooms was completed in the 2009-2010 school year.

The student population at Canales Elementary School is approximately 600 and serves students in grades PK through 5<sup>th</sup> Grade. According to the PEIMS Data Review of our campus profile, 99.2% of the student population is Hispanic and 94.3% are identified as Economically Disadvantaged. Many of our students are first generation Mexican immigrants, 62.3% are classified as Limited English Proficient and a majority is 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, 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 40.9 teachers, 3 campus administrators, 1 Literacy Coach, 1.5 counselors, 6.9 professional support personnel, 17 non-classroom staff, and 10.8 educational aides. The ethnicity of the Canales Elementary School staff is diverse with 95.1 % Hispanic, 4.9% Caucasian, and 0% African American. The teaching staff is 12.2% male and 87.8% female.

J. T. Canales Elementary School's most recent campus initiatives include the following:

1. J.T. Canales developed a Living with Science Lab for 1<sup>st</sup> through 5<sup>th</sup> Grade levels to promote and enhance Science instruction and promote college readiness standards.
2. 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. Additional academic enrichment will be provided by the 21<sup>st</sup> century program which will also support students in the improvement of Math, Reading, Science and Social Studies skills.
3. J.T. Canales will promote technology-based instruction by implementing the Think Thru Math and Istation district initiative also integrating the program into the regular classrooms.
4.
  1. J.T. Canales will implement the Texas Literacy Initiative to accomplish the following goals:
    - Increase the oral language and pre-literacy skills of participating preschool children.
    - Improve the performance of participating K-2 students on early reading assessments.
    - Increase the percentage of participating students who meet or exceed proficiency on the state English language arts assessments in grades 3 through 5.
    - Increase the use of data and data analysis to inform all decision making in participating districts, campuses, classrooms, and early learning settings.
    - Increase the implementation of effective literacy instruction through Literacy Lines.

Canales Elementary School promotes numerous student clubs and organizations. Students are encouraged to participate in extracurricular activities such as UIL, Science Fair, Band, Choir, Drill Team, Chess, Library Club, Running Club, Drum Line, and, Destination Imagination.

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:

- At least 90 % of all students and all student groups will pass the STAAR by the 2014 administration.
  - Provide all students with a quality tutorial program 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 Tutorial classes that will enhance our students' background knowledge and will increase the knowledge and understanding of Reading, Math, and Writing & Science.

# Demographics

## Demographics Summary

The student population at Canales Elementary School is approximately 600 and serves students in grades PK through 5<sup>th</sup> grade. According to the PEIMS data review of our campus profile, 99.2% of the student population is Hispanic and 94.3% are identified as economically disadvantaged. Many of our students are first generation Mexican immigrants, 62.3% are classified as Limited English Proficient and a majority is 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.

## Demographics Strengths

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

- **Gold performance acknowledgement award for student attendance.**
- **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.**
- **Raise LEP, at-risk, economically disadvantaged (sup-pops) assessment scores.**

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 8.2.



2. Decrease at-risk percentages by implementing RTI with tier II and III students, providing more academic support through an extended day tutorial program; improve English proficiency by providing research-based ESL strategies. Activity 7.1. 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 7.4.

To best support campus efforts and meet the identified needs at the district and campus level; activities, resources, 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. TPRI and Tejas Lee (kinder-3<sup>rd</sup> grade)
- i. district/campus benchmarks
- j. student work
- k. CPALLS- pre-K

## 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.**
- **Improvement in math.**
- **Provide supplemental materials for migrant students.**
- **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.**
- **Students need to improve on English proficiency adequately.**
- **Increase number of students in RTI (targeted intensive support).**
- **Increase planning/reflection time for teachers to target weaknesses.**
- **Provide awards for students.**

**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.- Activity 1.16
  - Utilize and purchase supplemental STAAR instructional supplies and materials to further monitor progress in reading, math, writing, and science. Activity: 1.7, 2.4, 2.5 2.6. Provide supplemental supplies and materials for all migrant students. Activity 13.2, 13.3.
  - Provide a variety of reading materials available to students through various sources such as the library and library aide. Activity: 1.7, 1.10.
2. Students shall be grouped accordingly and groups will be changed as the need arises.
3. Teachers will meet on a weekly basis during their planning time to plan for classroom instruction. Activity 1.2.
4. Campus must ensure proper implementation of the district early transitional bilingual program.
5. Provide awards, ribbons, trophies to students who excel. Activity 8.2.

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.
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.
8. Special ed/regular ed.**co-planning** every six weeks to ensure that needs of our special populations are being met.
9. Tutorials for 3<sup>rd</sup>-5<sup>th</sup> 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 21<sup>st</sup> 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. Activity 10.7
10. Visit homes to ensure improvement in attendance rates. Activity: 8.1.
11. Purchase instructional supplemental support for migrant students. Activity 13.1.

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. Activity 11.4.

**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.**
- **Parent meetings are scheduled on a weekly basis.**

- **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.**
- **Require weekly lead teacher meetings with grade level to discuss instructional goals, strategies and progress.**

**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 collegility 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 Quality, 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.**
- **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. Activity 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:

- Standards-based curriculum resources and materials scope and sequence; pacing guides; and/or Instructional Focus Documents (IFD)
- 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
- 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**
- **weekly grade level meetings**
- **vertical/horizontal alignment**
- **Living with Science lab for 2<sup>nd</sup>-4<sup>th</sup> grade**
- **science lab for 5<sup>th</sup> grade.**
- **Think Through Math for 3<sup>rd</sup>-5<sup>th</sup> 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.**
- **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.**
- **Integrate social studies and reading instruction.**

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. Activity 1.7.
3. All teachers will be provided supplemental instructional resources to support best practices in classroom management and/or areas of improvement. Activity 1.9.

- media center for printing, Activity 1.4
- duplicating paper
- classroom computers
- document cameras/projectors, Activity 12.6, 12.7
- teacher resources to effectively implement district curriculum.
- miscellaneous supplemental materials such as flags for social studies presentations/ceremonies, Activity 4.7 Address ELARS, SLARS/TEKS/ELPS/STAAR through the use of State Mandated Curriculum Integrated throughout. Activity 1.2

1. **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) 1.7, 2.5, 1.12
- School supplies provided as needed for migrant students. Activity 13.2

1. **5.** 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

1. **6.** Extended day classes to improve scores for at-risk population students, bilingual students and commended scores. Activity 1.12.

- supplemental workbooks
- extra duty pay/LPAC stipends

1. **7.** J.T. Canales Elementary will implement professional development-vertical/horizontal planning & consultants to monitor progress and improve instruction. Activity 2.7.

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

### 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

- **Will provide parent training in ESL instruction.**
- **More parents need access to HAC.**
- **Parenting awareness/training.**
- **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. Activity 11.4.
2. At beginning of school year, campus will host an eSchool Plus Awareness /recruitment night to increase parental participation in monitoring student grades/progress. Activity 11.1
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. Activity 11.5.
5. Parenting awareness of daily school activities will be offered at the campus in order to develop an understanding of the student expectations. Activity 11.4.
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. 13.3

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:

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

## School Context and Organization Needs

### Areas needing improvement

- **School building upgrades are needed.**
- **Improve school teaching structure.**
- **On-going training for counseling/staff.**
- **SBDM grade level participation to include 2/3 teachers. CIP p. 44 Activity 1.2**
- **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 5<sup>th</sup> 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 as well as administered 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:

- 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.**
- **full time TST**
- **Computer access for student in all classrooms.**
- **Use of website and eSchool Plus among administration and parents to view students' progress.**



## Technology Needs

**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.**
- **Living with Science lab participation will be increased.**
- **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.**
- **New software needed to create STAAR aligned tests and formative assessments.**
- **Increase integration of technology into classroom instruction.**

**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:

1. District training on a monthly basis for the use of Smartboards to implement interactive learning. Activity 12.12
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. Activity 12.4, 12.11, 12.12
4. New software that is in line with current reading, math, and science TEKS will be purchased. Activity 12.11.
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. Activity 12.13.
6. Teachers will integrate the use of computers and will require a technology project from the students on a 6 weeks basis. Activity 12.11.

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 failures
- 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), Grades 5 and 8, data
- SSI: Istation Indicators of Progress (ISIP) reading assessment data (Grades 3-8)
- SSI: Think Through Math assessment data (Grades 3-8)
- 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

- Number 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 data

### **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






# Goals

**Goal 1: Canales students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.**

**Performance Objective 1:** A minimum of 90% of all our students (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) tested will demonstrate mastery on the science STAAR. A minimum of 20% of our students tested will demonstrate advanced academic performance on the above mentioned STAAR state exam.

**Summative Evaluation:** Comparing last year's data with this year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Devote, support and implement a strong science enrichment program to support Science Fair with a strong scientific method approach and hands on activities for all grade levels.</p> <p>AU/ CSF 5a,b,c and 6c</p> <p>Devote a minimum of 60 minutes a day to standards-based, inquiry-centered science instruction in grades K-5 and implement a science project as part of the cumulative project.</p> <p>AU/ CSF 1b and 6c</p>	1, 3, 6, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Science Lab Teacher.	<p>Evidence of implementation: walkthroughs, daily schedules, progress and report cards.</p> <p>Evidence of impact: weekly lesson plans and science fair project participation, student participation data.</p>				
Funding Sources: State Compensatory - \$8800.00, Title III-A - \$4400.00, State Compensatory - \$56821.00							
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>2) A strong technological component will be utilized to deliver science lessons through Living with Science lab and United Streaming videos to reinforce science concepts.</p> <p>Target people- teachers Timeline- once every 6 weeks.</p>	1, 2, 3, 4, 5, 9	Principal; Assistant Principal; Dean of Instruction; K-5 Teachers; Science Specialist.	<p>Evidence of implementation: sign-in sheets, United Streaming.</p> <p>Evidence of impact: teacher technology and science awareness.</p>				
Funding Sources: No Funds Required							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>3) All grade levels will strongly support the development of science terminology through the use of vocabulary and cycle charts developed by each grade level so that students' can connect vocabulary and cycles as they progress from grade level to grade level.</p> <p>All grade levels will integrate science with reading to expose students to other expository texts and daily vocabulary.</p> <p>Individual student notebooks/journals that reflect students work samples and understanding of concepts taught to ensure the students' acquisition of science STAAR categories, including vocabulary and scientific method.</p> <p>Timeline- August 2014-June 2015 UA/CSF 1a,b,c</p>	1, 3, 4, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; State Comp.; Paraprofessionals.	<p>Evidence of implementation: six weekly progress reports, science notebooks and journals, science word walls, word banks, reflective journals and discussions, observations.</p> <p>Evidence of impact: student participation data, completed science notebooks to be picked up randomly every six weeks by administration mastery of TEKS/STAAR categories.</p>				
Funding Sources: No Funds Required							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) PK3-5th grade classroom teachers will receive training as well as supplies for science instruction in order to expose students to hands-on activities and provide resources to enhance learning.</p> <p>Teachers and staff will be required to attend professional development sessions to improve instructional programs.</p> <p>Target population- all teachers and all students, administration and staff</p> <p>Timeline- August 2014- June 2015</p>	1, 3, 4, 5, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers, Specialist.	<p>Evidence of implementation: walkthroughs, weekly grades, progress reports, sign-in sheets</p> <p>Evidence of impact: campus benchmark data, STAAR science results.</p>				
Funding Sources: No Funds Required							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p>5) Campus progress will be monitored carefully to improve ensure success.</p> <p>Target population- teachers, students, and staff.</p> <p>Timeline- as needed.</p>	1, 2, 4, 5, 8	Principal; Assistant Principal; Dean of Instruction; Teachers.	Evidence of implementation and impact: STAAR results, benchmark and test scores.				
Funding Sources: No Funds Required							
<p style="text-align: center;">  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 1:** Canales students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.


**Performance Objective 2:** A minimum of 90% of all our students (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) tested will demonstrate mastery on the STAAR mathematics test. A minimum of 25% will obtain advanced academic performance on mathematics STAAR.

**Summative Evaluation:** Comparing last year's data with this year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>1) Students will develop conceptual understanding of customary/metric units of measurement, through the appropriate use of mathematical tools and hand-on activities in math and science. Students will make math connections by gathering, organizing data, as well as predicting outcomes on a daily basis.</p> <p>Math vocabulary: update and maintain the list of mathematics vocabulary per grade level. Problem of the day: students will use problem solving language and strategies within and outside math on a daily basis.</p> <p>Target population- all students PreK3-5th grade. Timeline- August 2014-June 2015</p>	1, 3, 4, 8, 9	Principal; Assistant Principal; Dean of Instruction; Math Teachers; Math Specialist.	<p>Evidence of implementation: observations, oral questioning, and weekly/teacher made tests, list of mathematics terms, lesson plans, word walls, student-centered activities with real life experiences, class presentations with visuals.</p> <p>Evidence of impact: unit assessment, teacher-made tests and benchmarks, STAAR results.</p>				
Funding Sources: Title I-A - \$11000.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 6 CSF 7</p> <p>2) Implement effective intervention strategies for at-risk students diagnosed as performing below established proficiency levels and provide a high quality after-school tutorial programs in order to responds in a timely manner and improve math grades, benchmarks and STAAR/AYP scores.</p>	1, 3, 4, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers, Paraprofessionals.	<p>Evidence of implementation: walk-through observations, six weeks grades, progress reports, lesson plans, after school tutorials &amp; Saturday academies.</p> <p>Evidence of impact: Stanford 10, STAAR results, CPALLS (EOY), progress &amp; report cards, unit assessments, tutorial rosters, and STAAR scores.</p>				
<p>Implement an integrated challenging standard-based, inquiry-centered math curriculum as demonstrated through: -Envision (K-5th ) -CIRCLE Program (PK) to ensure mastery level on benchmarks, and increase commended percentage on STAAR scores Target population- teachers and at-risk students Timeline- August 2014-June 2015</p> <p align="center">Funding Sources: No Funds Required</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>3) Provide staff development in the areas of technology and effective hands on strategies to improve the quality of math instruction through Envision, integration of math and science, and maintain math prerequisite skills so students can master TEKS.</p>	1, 3, 4, 5, 6	Principal; Assistant Principal; Dean of Instruction; Math Teachers; Math Specialist.	<p>Evidence of implementation: observations, lesson plans with student-centered activities and technology applications, unit assessment results, benchmarks, BOY, MOY, progress monitoring, grades.</p> <p>Evidence of Impact: ERO transcripts, ERO evaluations, STAAR test results,AEIS report, SELP, SSLP, TPRI, Tejas Lee, TARP.</p>				
<p>Teachers and staff will be required to attend professional development sessions to improve instructional programs.</p> <p>Target population- all Prek3-5th grade teachers.</p> <p>Timeline- August 2014-June 2015</p> <p>CNA-p. 5 &amp; 15</p> <p align="center">Funding Sources: Title I-A - \$500.00</p>							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) Campus progress will be monitored carefully to improve ensure success.</p>	1, 4, 8	Principal; Assistant Principal; Dean of Instruction; Teachers.	<p>Evidence of implementation and impact: benchmark score , data meetings, revise and editing CIP.</p>				
<p>Target population-administration and all teachers.</p> <p align="center">Funding Sources: No Funds Required</p>							



 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue

**Goal 1:** Canales students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

**Performance Objective 3:** A minimum of 90% of all our students (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) tested will demonstrate mastery on the STAAR reading and language arts tests. A minimum of 25% of our students tested will demonstrate advanced academic performance on STAAR reading and writing tests.

**Summative Evaluation:** Comparing last year's data with last year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Provide language arts professional development to new and existing teachers in order to enhance effective language arts strategies for all student populations through the use of the:</p> <p>-CIRCLE- Pre-K TLI Grant -Martha Morales Training -class centers/differentiated instruction -LA textbook adoption -RTI -CCRS</p> <p>Teachers will participate in language arts curriculum professional development to increase advanced levels. -English Language Proficiency Standards (ELPS)</p> <p>Target population- all teachers. Timeline- August 2014- June 2015-once every 6 weeks or as often as needed.</p>	1, 4, 5, 10	Principal; Assistant Principal; Dean of Instruction; Teachers, Language Arts Team Members, TLI Specialist, Bilingual Dept.	<p>Evidence of implementation: observations for implementation, student samples, walkthroughs, TLI classroom visits, lesson plans, teacher share.</p> <p>Evidence of impact: evaluations, sign in sheets, TPRI/Tejas Lee, TELPAS, SAT 10, Aprenda, and STAAR results, co-planning forms.</p>				
Funding Sources: Title I-A - \$7000.00							






<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 7</p> <p>2) Provide language arts professional development for elementary ELA teachers in order to implement a comprehensive instructional program for English Language Learners.</p> <p>TELPAS</p> <ul style="list-style-type: none"> <li>- ELPS</li> <li>-BISD Curriculum Framework</li> <li>-sheltered instruction</li> <li>-Esperanza (grades Pre-K through 2nd)</li> <li>-Empowering Writers Workshop</li> <li>-language enrichment I &amp; II</li> <li>-State of Texas Assessments of Academic Readiness (STAAR)</li> <li>-Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK</li> <li>-Ensenando la lectura-PK-2nd</li> <li>-vocabulary development</li> <li>-fluency &amp; accuracy</li> <li>-sequencing &amp; pacing</li> <li>writing across the curriculum</li> <li>-comprehension strategies</li> <li>-effective research-based teaching practices</li> <li>-classroom management (Review 360)</li> <li>-Response to Intervention (RTI)</li> </ul>	<p>1, 4, 5, 10</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers, Special Education teachers, Dyslexia teachers, Language Arts Specialist, Administrators for Curriculum &amp; Instruction, TLI Specialist.</p>	<p>Evidence of implementation: classroom observations, benchmark testing, fluency monitoring, TLI classroom visits.</p> <p>Evidence of impact: STAAR, TELPAS, TPRI/Tejas Lee, Stanford 10, Aprenda results.</p>				
<p>Funding Sources: Title I-A - \$500.00</p>							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Provide reading for enjoyment opportunities for all students to increase oral language skills and develop listening/speaking, reading/writing proficiency through the use of the following: -Accelerated Reader -scholastic news -sustained silent reading -read aloud -readers' theater -incentives (ribbons, books, trophies) -TELPAS -novels</p> <p>Provide opportunities for all students to participate in programs that develop and improve the levels of language usage including activities such as: -UIL/Destination Imagination -newspapers/kid speak -spelling bee -book writing/publishing -book studies</p> <p>Target Population-at-risk students Timeline- August 2014-June 2015</p>	1, 3, 4, 8	Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian; Library Aide.	<p>Evidence of implementation: observations for implementation, student samples, library rotation.</p> <p>Evidence of impact: book reports, reading logs, AR reports, incentives, TELPAS, SELP/SSLP, CPALLS, TPRI/Tejas, competition, student submission, and presentations.</p>				
<p>Funding Sources: Title I-A - \$1500.00, Title I-A - \$28660.00</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) Provide at-risk students with a high quality after school program to increase reading grades, TPRI/Tejas Lee, CPALLS, benchmarks, TELPAS, and STAAR/AYP Scores from PK grade through 5th grade.</p> <p>Target population- at-risk students Timeline- September 2014- May 2015</p>	1, 3, 4, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; TLI Specialist; Teachers.	<p>Evidence of implementation: reading grades, benchmark reports, lesson plans.</p> <p>Evidence of impact: student sign-in sheets, TELPAS, TPRI/Tejas Lee, CPALLS, STAAR reading/AYP scores/results</p>				
<p>Funding Sources: Title I-A - \$1000.00</p>							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) Reading comprehension and vocabulary development: The student will use a variety of strategies to comprehend selections read aloud and selections read independently, developing an extensive vocabulary to increase the number of commended level students.</p>	1, 3, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian; TLI Specialist; State Comp. Paraprofessionals; Campus Literacy Coach.	<p>Evidence of implementation: observations, oral questioning, oral review, weekly/selection tests, centers, vocabulary journals</p> <p>Evidence of impact: unit assessments, computer generated reports: benchmarks, TPRI/Tejas Lee, CPALLS.</p>				
<p>Reading/literary response/fluency: The students will read with fluency and respond to various texts at appropriate difficulty levels.</p> <p>AU/CSF 1a,b,c</p> <p>Reading texts structure/literary concepts: The student will analyze the characteristics of various types of texts to establish an understanding of the different genres in order to explain the author's purpose.</p> <p>Students will be part of guest readers to other grade levels and share discussions with students in order to promote fluency and comprehension.</p> <p>Target population- at-risk students Timeline- daily from August 2014- June 2015.</p> <p>Funding Sources: Title I-A - \$1000.00, Federal Bilingual - \$3000.00, Title I-A - \$1000.00</p>							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>6) Teachers will implement effective writing strategies to bring out the student's use of voice and increase the rating level in writing through the use of journals &amp; weekly submission of writing compositions. Student will make connections in the areas of reading and writing response to various texts in order to increase commended level.</p> <p>Cooperative learning: Students evaluate each other's writing and receives feedback on areas of deficiency.</p> <p>Writing/writing process: The students select and use writing processes for self-initiated and assigned writing assignments to perform well on the writing benchmarks or assessments.</p> <p>Provide all 4th grade students with accelerated instruction to improve grammar, usage, and essay writing skills to compose meaningful texts design to improve writing grades and STAAR scores.</p> <p>Target population- all students Timeline- August 2014- June 2015</p>	1, 3, 4, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; TLI Specialist; State Comp. Paraprofessionals; PreK 3-5th grade teacher.	<p>Evidence of implementation: journals, essays, compositions, lesson plans, finished writing samples, writing centers, revised &amp; edited compositions.</p> <p>Evidence of impact: writing samples, essays, books, reflections, compositions, writing portfolios, student rubrics, writing TELPAS, benchmarks.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>7) Integrate reading with other content areas through the use of technology in order to develop a strong connection across the curriculum and promote understanding.</p> <p>Target population- at-risk students Timeline- August 2014- June 2015</p>	1, 3, 4, 5, 9	Principal; Assistant Principal; Dean of Instruction; Teachers, TST.	<p>Evidence of implementation: walkthrough and observations</p> <p>Evidence of impact: teacher generated reports, lesson plans, PDAS.</p>				
<p>Funding Sources: No Funds Required</p>							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>8) Teachers will be required to attend weekly/biweekly grade level meetings to review /assess disaggregation of data and make decisions in regard to student assessment instruments.</p> <p>AU/ CSF 2 a,b,c -7b-3a,c</p> <p>Teachers and staff will be required to attend on-going professional development sessions and workshops to improve instructional programs and scores in all subjects. Campus progress will be monitored carefully to improve ensure success.</p> <p>Provide professional development through project share for Campus Based Literacy Team (CBLT) members on all modules of Texas State Literacy Plan in order to establish a working plan.</p> <p>Receive professional development in the area of Reading through attendance of selected teachers, and administrators at TX TLI Summer Institutes in order to target areas for improvement.</p> <p>Provide professional development in the area of reading through turn-around training by selected teachers, teacher specialists, and administrators, who attended TX TLI Summer Institute, in order to guide planning for student improvement.</p> <p>Target Population-all teachers Timeline- through out 2014-2015 school year.</p>	<p>1, 4, 5, 8, 10</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; CBLT members; Teacher Specialist ; Teacher-Language Arts; TLI Coach.</p>	<p>Evidence of implementation: reduce still developing/ needs improvement performance on Texas primary reading inventory (TPRI)/Tejas Lee (TJL) Beginning of Year (BOY)/Middle of Year (MOY)/Progress Monitoring (PM) tasks to below 15%, walkthroughs, lesson plans, TLI classroom visits, module evaluations.</p> <p>Evidence of impact: walkthrough observations, lesson plans, teacher observations summative: TPRI/ Tejas Lee, Stanford 10, STAAR results, PDAS.</p>				
<p>Funding Sources: No Funds Required, No Funds Required</p>							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>9) An additional teacher will be used for the purpose of class size reduction. Class size reduction strategy will be used to provide a high quality education for At-risk students.</p> <p>Target Population- At-risk/ SSI students</p> <p>Timeline- August 2014-2015</p> <p>CNA pg. 8, 13, 15,</p>	1, 5, 9	Principal; Assistant Principal; Dean of Instruction.	<p>Evidence of implementation: observations for implementation, student samples, walkthroughs, TLI classroom visits, lesson plans, teacher share.</p> <p>Evidence of impact: evaluations, sign in sheets, TPRI/Tejas Lee, TELPAS, SAT 10, Aprenda, and STAAR results, co-planning forms.</p>				
Funding Sources: Title II-A (TPTR) - \$59797.00							
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							








**Goal 1:** Canales students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.

**Performance Objective 4:** A minimum of 90% of all our students (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) tested will demonstrate mastery on the 8th and high school EOC social studies tests and will participate in learning activities that will enhance their awareness of all the social studies strands through participation of historical field trips, newspapers in education, and community events and speakers.

**Summative Evaluation:** Comparing last year's data with this year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b>  <b>Critical Success Factors</b>            CSF 2 CSF 4 CSF 7</p> <p>1) Provide and support with professional development in the implementation and revision of            -social studies            -PK-12 social studies curriculum            to ensure effective practices in the classroom.            Teachers and staff will be required to attend professional development sessions to improve instructional programs.</p> <p>Target population-social studies specialist, all teachers, administration.            Timeline-August 2014-2015 or as necessary (every 6 weeks).</p>	1, 3, 4, 5, 8, 9	BISD Frameworks Curriculum Specialist; Principal; Assistant Principal, Dean of Instruction; All teachers.	<p>Evidence of implementation:            sign in sheets, agendas, walk-throughs, lesson plans</p> <p>Evidence of impact: teacher made tests, unit assessments</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 7</p> <p>2) Provide support in the area of technology training in the areas of            research, PowerPoint, United Streaming, Web links.</p> <p>Target population- teachers and all students            Timeline- August 2014- June 2015 or as needed.</p>	1, 2, 3, 4, 5	Principal; Assistant Principal; Dean of Instruction; Teachers, TST.	<p>Evidence of implementation:            walk through, lesson plans.</p> <p>Evidence of impact:            unit assessment, teacher made tests.</p>				
Funding Sources: No Funds Required							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>3) Utilize data from instruction to target all students in order to ensure effective interventions and timely response.</p> <p>Target population- PreK3-5th grade students</p> <p>Timeline- 2014-2015 school year (as often as every 3 or 6 weeks)</p>	1, 2, 4, 8, 9	SS Curriculum Specialist, Dean of Instruction, Principal, Assistant Principal, Teachers.	<p>Evidence of implementation: walk through, lesson plans.</p> <p>Evidence of impact: unit assessment, teacher made tests.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>4) Kids Voting Day Engage the students in citizenship so that they can explain the use of voting as a method for group decision making and take part in campus voting.</p> <p>Target population- all students</p> <p>Timeline- October 2014</p>	1, 3, 9, 10	Principal, Assistant Principal, Dean of Instruction, Teachers, Teacher Aides, Librarian, Counselor, TST.	<p>Evidence of implementation: walk throughs, observations, lesson plans.</p> <p>Evidence of impact: ballots, student journals and in class discussions.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Engage and Celebrate cultural differences and its impact on the history of our country. Such as Hispanic Heritage Month history of Texas and U.S, and African American History Month, among others.</p> <p>Target population- all students</p> <p>Timeline-September 2014, February 2015, as needed throughout the school year.</p>	1, 3, 9	Principal, Assistant Principal, Dean of Instruction, Teachers, Librarian, Counselor, TST.	<p>Evidence of implementation: observation, lesson plans, bulletin boards, walk throughs, lesson plans, student and teacher participation.</p> <p>Evidence of impact: grades, student reports, journals, projects, school participation, discussions.</p>				
<p>Funding Sources: No Funds Required</p>							

<p><b>System Safeguard Strategies</b></p> <p>6) Ensure that students understand how historical figures and ordinary people helped shape the community, state, and nation. Students will identify the contributions and the location it occurred as well as participate in campus activities such as replacement and disposal of school flags.</p> <p>Target population- all students preK3-5th. Timeline- 2014-2015 school year.</p>	1, 3, 9	Principal, Assistant Principal, Dean of Instruction, Teachers, State Comp. Aides, Librarian, TST,	<p>Evidence of implementation: observation, lesson plans.</p> <p>Evidence of impact: writing logs, journals grades, projects, Palo Alto field trip student report, Community Service Nursing Home field trip.</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 1:** Canales students will receive educational opportunities that will produce well-rounded graduates who are prepared for the future, are college/career ready, and are responsible, independent citizens.






**Performance Objective 5:** Improve the overall wellness of the students, staff as well as community members by promoting healthy lifestyles and awareness.

**Summative Evaluation:** Comparing last year's data with this year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>1) Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure appropriate educational instruction and student safety.</p> <p>Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Programs K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by SHAC.</p> <p>Meet at the district level as needed with: Coordinated Approach to Child Health (CATCH) Champions: Physical Education Department Chairs Health Department Chairs</p>	1, 2, 5, 6, 10	Principal; Assistant Principal; Dean of Instruction; Food and Nutrition Services; Area Superintendents; Physical Education Teachers; Physical Education Aides; Curriculum and Instruction Department.	<p>Evidence of implementation: sign in sheets, agendas, safety evaluation, campus visitations.</p> <p>Evidence of impact: SHAC recommendation.</p>				
<p>Funding Sources: Local - \$300.00, Local - \$200.00</p>							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p>2) Provide students with moderate to vigorous activity each day in physical education for at least 30 minutes per day or 135 minutes a week. To include specific daily student learning objectives in health education that are observable and measurable.</p> <p>Provide information on the wellness/nutrition policy &amp; guidelines to parents, teachers, and students through parent meetings, teacher staff development, CATCH Teams. and classroom instruction to ensure compliance with respective policies and guidelines. Target population- PreK3-5th grade students.</p> <p>Timeline- August 2014-June 2015</p>	1, 3, 7, 9	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers; Physical Education Aides.	<p>Evidence of implementation: classroom observations, curriculum frameworks, PE student attendance records, updated district policy.</p> <p>Evidence of impact: school health index, physical fitness assessment, student participation, lesson plans.</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>3) Assess student fitness annually in 3rd -5th grade as part of the Fitness Now Program to promote fitness and enhance student physical activity.</p> <p>Target population- 3rd through 5th graders.</p> <p>Timeline- April 2015- May 2015</p>	1, 2, 9, 10	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers; Physical Education Aides.	<p>Evidence of implementation: student participation , updated district policy.</p> <p>Evidence of impact: TEA required report for fitness assessment results and student follow-up.</p>				
Funding Sources: Local - \$499.00							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>4) Develop curriculum objectives in health and physical education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmental appropriate, and designed and implemented and evaluated to enable students to develop the motor, self management, and other skills, attitudes and confidence necessary to participate in physical activity throughout life.</p> <p>Target population- PreK3-5th grade students.</p> <p>Timeline- 2014-2015 school year.</p>	1, 2, 9, 10	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides.	<p>Evidence of implementation: updated curriculum frameworks.</p> <p>Evidence of impact: student classroom assessment, physical fitness assessment.</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 7</p> <p>5) Use of an update scope and sequence bi-annually for health and physical education and monitor for implementation which also includes necessary improvements indicated by the school health assessment tool. Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool and comply with legislative updates as they pertain to physical education and health education.</p> <p>Target population- PreK3-5th grade students. Timeline- 2014-2015 school year.</p>	1, 2, 9, 10	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides, Nurse, CATCH Teams,	<p>Evidence of implementation: updated curriculum frameworks, CIP review, campus visitations.</p> <p>Evidence of impact: student classroom assessment, physical fitness assessment, documentation on CIP.</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) 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. Timeline- 2014-2015 school year.</p>	1, 2, 3, 4, 7, 9, 10	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides, Curriculum and Instruction Department.	<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>				
Funding Sources: No Funds Required							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>7) All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1.</p> <p>Target population- PreK3-5th grade students.</p> <p>Timeline- Fall 2014 and Spring 2015</p>	<p>1, 2, 5, 7, 8, 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; PE Teachers; Campus Safety Coordinator; District Safety Coordinator; PE Specialist, Health Lead Teacher; Campus Administration.</p>	<p>Evidence of implementation and impact: reviews of Campus Development Safety Action Plan</p>				
<p>Funding Sources: No Funds Required</p>							
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 2: The students in the public education system will demonstrate exemplary performance in instrumental music, choral music, visual arts, theater arts, and dance.**

**Performance Objective 1:** A minimum of 90% of our fine arts students will excel in all fine arts areas.

**Summative Evaluation:** Comparing last year's data with this year's data.(Student participation in afterschool and during school activities, extra curricular activities, etc).

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b>  <b>Critical Success Factors</b>            CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Provide fine arts opportunities for all students through student participation in the following:            -UIL music memory, UIL art, cheer Team/drill Team, drum corp, choir, reader's theater, Christmas play, Spring show, community service activities, musical group, ballroom, Easter play, piano lab, parades, among other activities.            Target population-all students preK-K 3-5th grade.            Timeline- August 2014-June 2015</p>	1, 3, 4, 5, 6, 9	Principal, Assistant Principal, Dean of Instruction, Music teacher, Special Events Coordinator, Sponsor Teachers.	<p>Evidence of implementation: improvement in student grades.</p> <p>Evidence of impact: improvement in state testing scores, observations, displays of student's work, participation.</p>				
Funding Sources: Local - \$4000.00, Local - \$640.00							
<p><b>System Safeguard Strategies</b>  <b>Critical Success Factors</b>            CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) PK 3-5th grade students will develop concepts about self, human relationships, and the environment using elements of drama and conventions of theater.</p> <p>Pre-K 3-5th grade students will imitate and synthesize life experiences in dramatic play.</p> <p>Pre-K 3-5th grade students will be expected to explain theater as a reflection of life in particular times, places, and cultures.</p> <p>Target population- PreK-K 3-5th grade students.            Timeline- August 2014-June 2015</p>	1, 3, 4, 5, 6, 9	Principal; Assistant Principal; Dean of Instruction; Teachers.	<p>Evidence of implementation: lesson plans, walk-throughs, writing samples.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards, reading tests.</p>				
Funding Sources: No Funds Required							



<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) PK-5th grade students will express ideas through original artwork using a variety of media with appropriate skill. PK-5th grade students will be expected to compare artworks from several national periods; identifying similarities and differences.</p> <p>Target population- all students Timeline- 2014-2015 school year</p>	1, 3, 4, 5, 6, 9	Principal; Assistant Principal; Dean of Instruction; Teachers.	<p>Evidence of implementation: lesson plans, walk-throughs, writing samples</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards, reading tests.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>4) PK3-5th grade students will gain an appreciation and understanding of art history and culture, as records of human achievement.</p> <p>PK3-5th grade students will describe and analyze musical sound and demonstrate musical artistry. Target population- all of Canales students. Timeline- August 2014-June 2015</p>	1, 3, 4, 5, 6, 9	Principal, Assistant Principal, Dean of Instruction, Music teacher, Selective Teachers.	<p>Evidence of implementation: lesson plans, walk-throughs, writing samples, music and choir concerts, student participation.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards, reading tests, student participation, concerts and show casing student's musical talents.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>5) Pre-K3-5th grade students will identify simply relationships between music and other subjects.</p> <p>Pre-K3-5th grade students are expected to distinguish between beat/rhythm, higher/lower, louder/softer, softer/slower, and same/different in musical performances.</p> <p>Pre-K3-5th grade students will use basic music terminology in describing musical sounds.</p> <p>Target population- all students Timeline- 2014-2015 School year.</p>	1, 3, 4, 5, 6, 9	Principal, Assistant Principal, Dean of Instruction, Music teacher, Selective Teachers.	<p>Evidence of implementation: lesson plans, walk-throughs, writing samples, music and choir concerts, student participation.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards, reading tests, student participation, concerts and show casing student's musical talents.</p>				
<p>Funding Sources: No Funds Required</p>							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Pre-K3-5th grade students will identify simply relationships between music and other subjects.</p> <p>Pre-K3-5th grade students are expected to distinguish between beat/rhythm, higher/lower, louder/softer, softer/slower, and same/different in musical performances.</p> <p>Pre-K3-5th grade students will use basic music terminology in describing musical sounds.</p> <p>Target population- all students Timeline- 2014-2015 school year.</p>	<p>1, 3, 4, 5, 6, 9</p>	<p>Principal, Assistant Principal, Dean of Instruction, Music teacher, Selective Teachers.</p>	<p>Evidence of implementation: lesson plans, walk-throughs, writing samples, music and choir concerts, student participation.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards, reading tests, student participation, concerts and show casing student's musical talents.</p>				
<p>Funding Sources: No Funds Required</p>							

 = Accomplished
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 3: Through enhanced dropout efforts, all students will remain in school until they obtain a high school diploma and/or pursue a post-secondary education.**

**Performance Objective 1:** At-risk students at Canales Elementary will attain a 90% passing rate on the STAAR.

**Summative Evaluation:** Comparing last year's data with this year's data.






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) Canales Elementary will implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement. at-risk, LEP, migrant, special ed., dyslexia, and economically disadvantage students are our targeted population.</p> <p>Timeline- September 2014- May 2015, 2-3 times per week, and as necessary (Saturday Academy). CNA pg. 8</p>	1, 2, 3, 9, 10	Principal; Assistant Principal; Dean of Instruction; Teachers; Parents.	<p>Evidence of implementation: tutorial sign-in sheets, student work, student progress reports, report cards, teacher observations, benchmarks, campus and weekly assessments. BOY, MOY, and EOY</p> <p>Evidence of impact: STAAR, TELPAS, TEJAS LEE, reduced retention rate.</p>				
<p>Funding Sources: Title I-A - \$9830.00, State Compensatory - \$13112.00, State Compensatory - \$25000.00, State Compensatory - \$11406.00</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>2) Campus instructional aides will assist at-risk students with core academic activities in order to improve student performance.</p> <p>Timeline- August 2014-June 2015 CNA pg. 8</p>	1, 2, 7, 9	Principal, Assistant Principal, Dean of Instruction, Teachers.	<p>Evidence of implementation: student work, student progress reports, report cards, district benchmarks, campus assessments, weekly classrooms tests, classroom observations, CPALLS, BOY, MOY.</p> <p>Evidence of impact: CPALLS, EOY, STAAR, TELPAS, reduced retention rate, report cards.</p>				
<p>Funding Sources: State Compensatory - \$50049.00, Title I-A - \$50325.00, Title III-A - \$58543.00</p>							

<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>3) A Highly qualified PK3/4 teachers will implement the PK program. Students will be provided full day instruction in order to build a strong academic foundation. Pre-Kindergarten for 3 year old students will begin to help ease the transition into the educational setting. Target population- students 3 and 4 years of age or older and early child teachers Timeline- August 2014-June 2015</p> <p>Target population at-risk students. CNA pg. 8</p>	1, 2, 7, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Bilingual Department.	Evidence of implementation: BOY, MOY.  Evidence of impact: CPALLS, EOY				
Funding Sources: State Compensatory - \$118664.00, Local - \$81285.00							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>4) The dean of instruction will conduct regular research-based professional development workshops on instructional strategies as well as provide faculty &amp; staff opportunities for instructional support in order to train and retrain highly qualified personnel to help provide a high quality education to all students at J.T. Canales (at-risk, special ed., migrant, GT, economically disadvantage, ELP, etc) Target Population- Dean of Instruction Timeline- August 2014-June 2015</p> <p>CNA pg. 8</p>	1, 2, 4, 10	Principal; Assistant Principal; Dean of Instruction.	Evidence of implementation: professional development agendas & objectives, ERO attendance report, weekly grade-level meetings, emails, walk-throughs, co-planning.  Evidence of impact: session evaluations, STAAR, TELPAS, AEIS report, AYP report, campus and district assessments, percent growth.				
Funding Sources: State Compensatory - \$58816.00							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>5) A Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Targeted population - dyslexia students and at-risk students. CNA pg. 8</p>	1, 2, 3, 6, 9, 10	Principal; Assistant Principal; Dean of Instruction; Teachers; Dyslexia Teacher, Program Administrator.	Evidence of implementation: progress reports, attendance reports, conference log.  Evidence of impact: increase student academic performance, STAAR, report cards.				
Funding Sources: State Compensatory - \$28038.00, Title I-A - \$30739.00							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>6) Bilingual Clerk 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: bilingual students Timeline: August 2014- June 2015.</p> <p>CNA p. 5 &amp; 15</p>	1	Principal Assistant Principal Dean of Instruction Bilingual Department	<p>Bilingual students will be monitored through out the year to ensure student achievement in both their native language and as English language learners.</p> <p>Progress and report cards, classroom assessments, Campus Benchmarks, and District Benchmark will be used to demonstrate success.</p>				
<p>Funding Sources: Title II-A (TPTR) - \$256.00</p>							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>7) Increase coordination with special education clerk &amp; home visitor to determine the whereabouts of non-returning students &amp; to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>Campuses will conduct home visits &amp; monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students.</p> <p>Target population- all students Timeline- December 2014 &amp; May 2015</p>	1, 2, 4, 9	Principal, Assistant Principal, Dean of Instruction, Records Clerk, Parent Liaison.	<p>Evidence of implementation: eSchool Plus rosters, home visitor log.</p> <p>Evidence of impact: 20% increase in STAAR scores.</p>				
<p>Funding Sources: Title I-A - \$684.00</p>							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>8) Classify (re-classify) at-risk students by criteria in order to provide appropriate intervention strategies.</p> <p>Timeline- Fall 2014 &amp; Spring 2015</p>	1, 5, 8, 9	Principal, Assistant Principal, Dean of Instruction, Teachers	<p>Evidence of implementation: tutorial sign-in sheets, student work, student progress reports, teacher observations.</p> <p>Evidence of impact: 10% decrease in student failure and retention rate.</p>				
<p>Funding Sources: No Funds Required</p>							

<p align="center"><b>System Safeguard Strategies</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 3 CSF 4</p> <p>9) Provide staff training for leadership, team building, social skills development, sensitivity, conflict resolution &amp; team building for extended day employees training on sheltered instructional strategies. Campus cohort groups for training:          -ESL teachers          -reading teachers          -science teachers          -social studies teachers          Training will enhance ability to understand and use curricula, assessment &amp; effective instructional strategies for LEP students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English proficiency. They will annually demonstrate &amp; obtain measurable progress on oral reading, and written English proficiency measures &amp; thereby meet adequate yearly progress (AYP) for LEP students.</p> <p>Target population- LEP &amp; at-risk</p>	1, 4, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Staff; Bilingual/ESL; Curriculum Specialist.	<p>Evidence of impact: teacher survey, classroom observations, student progress reports.</p> <p>Evidence of implementation: STAAR, reduce retention rate</p>				
Funding Sources: No Funds Required							
<p align="center"><b>System Safeguard Strategies</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4</p> <p>10) All teachers will meet during common planning periods to review STAAR, TELPAS, and other student performance data and documents to adjust curriculum &amp; instructional strategies in the four core areas to meet at-risk student needs.</p> <p>Faculty meeting held to review the importance of having language objectives; ELPS posted and cognates visible.</p> <p>Timeline- August 2014-June 2015 Target population-all students</p>	1, 3, 4, 8, 9	Principal, Assistant Principal, Dean of Instruction, Teachers, S.E. Teachers, LPAC Administrator, LPAC Committee Members, Chairperson.	<p>Evidence of implementation: professional development agendas &amp; objectives, ERO attendance report.</p> <p>Evidence of impact: session evaluations, STAAR, TELPAS, &amp; AEIS</p>				
Funding Sources: No Funds Required							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) 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 timeline- 2014-2015 school year.</p>	1, 2, 4, 9, 10	Principal; Assistant Principal; Dean of Instruction; Teachers; Data Entry Clerk.	<p>Evidence of implementation: enrollment binder, updates E-school, special program report.</p> <p>Evidence of impact: PEIMS enrollment reports</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>12) 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, IDEA, Child Nutrition, Head Start, and other supplemental programs.</p> <p>Target population- at-risk students Timeline- 2014-2015 school year.</p>	1, 2, 3, 4, 9, 10	Principal; Assistant Principal; Dean of Instruction; Teachers; Data Entry, Homeless Youth, Project Department.	<p>Evidence of implementation: campus benchmark results, BOY, MOY, EOY, progress monitoring test results walk-throughs lesson plans student work progress reports grades</p> <p>Evidence of implementation: state assessment results AEIS report CIP report cards TELPAS</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5</p> <p>13) Increase coordination with special education clerk &amp; home visitor to determine the whereabouts of non-returning students &amp; to ensure appropriate documentation is in place to recover and document non-returning students.</p> <p>Target population- at-risk population Timeline- August 2014-June 2015</p>	1, 4, 9, 10	Principal, Assistant Principal, Dean of Instruction, Records Clerk, Teachers.	<p>Evidence of implementation: eSchool Plus student roster with ESL, ELL, migrant indicators.</p> <p>Evidence of impact: 20% increase in STAAR scores</p>				
Funding Sources: No Funds Required							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b></p> <p>CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p>14) TLI specialist will support teachers with intervention activities for RTI's; Tier II and Tier III students.</p> <p>Target population- at-risk students.</p> <p>Timeline- August 2014- June 2015</p>	<p>1, 2, 3, 4, 7, 8, 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Stare Compensatory Education Department, TLI Specialist</p>	<p>Evidence of implementation: benchmark scores, student progress reports, and classroom observations.</p> <p>Evidence of impact: STAAR scores, TELPAS, AEIS, AYP</p>				
<p>Funding Sources: No Funds Required</p>							
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							



**Goal 4: The students will be encouraged and challenged to meet their full educational potential.**






**Performance Objective 1:** Students at Canales Elementary will achieve a 97.5% attendance rate.

**Summative Evaluation:** Compare last year's data with this year's data and closely monitor attendance average every 3 weeks. Comparing last year's data ( TARP) with this year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5</p> <p>1) 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.</p>	1, 2, 4, 6	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Attendance Clerk.	<p>Evidence of implementation: parent liaison log, attendance sheets.</p> <p>Evidence of impact: six weeks attendance reports, parent conferences.</p>				
Funding Sources: Title I-A - \$684.00							
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 5 CSF 6</p> <p>2) Recognize and award certificates to students with perfect attendance every six weeks and at the end of the year.</p> <p>Target population- all students</p> <p>Timeline- every six weeks &amp; end of year awards.</p>	1, 6	Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Parent Liaison.	<p>Evidence of implementation: six weeks attendance report.</p> <p>Evidence of impact: end of year award ceremonies.</p>				
Funding Sources: Title I-A - \$3000.00							

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 6</p> <p>3) Implement campus attendance goals that address procedures, roles, responsibilities and a formal written plan for monitoring/ management included in Campus Improvement Plan.</p> <p>Ensure that campus student attendance meets district and state rates so that students meet their full educational potential</p> <p>Target population- attendance personnel, campus staff and faculty.</p> <p>Timeline-Fall 2014 and Spring 2015</p>	1, 4, 10	Principal; Assistant Principal; Dean of Instruction; Teachers; PEIMS Supervisor; Attendance Clerks; Attendance Liaisons; Attendance Office; Data Entry Clerk; Counselors; Parent Liaison.	<p>Evidence of implementation: weekly review of campus attendance rates, monitor campus attendance.</p> <p>Management plans as needed by campus visitations by attendance office.</p> <p>Evidence of impact: state assessment results, AEIS report, CIP, report cards, TELPAS.</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4</p> <p>4) Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2013-2014 number of days students were absent due to OSS.</p> <p>To increase campus student attendance rates and improve student instructional levels.</p> <p>Target population- campus administration</p> <p>Timeline- 2014-2015 school year</p>	1, 2, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; PEIMS Supervisor; Attendance Clerk; Computer Services.	<p>Evidence of implementation: principal will analyze OSS report at end of each 6 weeks to determine increase or decrease in OSS.</p> <p>Evidence of impact: state assessment results, AEIS report, CIP, report cards, TELPAS.</p>				
Funding Sources: No Funds Required							

<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) 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, IDEA, child nutrition, head start, and other supplemental programs.</p> <p>Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school.</p> <p>Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth.</p> <p>Target population- homeless and at-risk students</p> <p>Timeline- 2014-2015 school year</p>	1, 2, 4, 6, 9, 10	District Administration; Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Parent Liaison; Special Programs Support; Data Entry Clerk.	Evidence of implementation:  campus benchmark results, BOY, MOY, EOY, progress monitoring, test results, walkthroughs.  Evidence of impact: state assessment results, AEIS report, CIP, report cards, TELPAS.				
Funding Sources: No Funds Required							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>6) Implement a food pantry and closet at every campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs.</p> <p>Target population- at-risk and homeless students.</p> <p>Timeline- 2014-2015 school year</p>	1, 2, 4, 6, 10						
Funding Sources: No Funds Required							






<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>7) Ensure that the campus has a process in place to allow students to enroll in school 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. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)</p> <p>Target population- homeless and at-risk students.</p>	<p>1, 2, 4, 6, 10</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Counselor; Teachers; Parent Liaison; Data Entry Clerk.</p>	<p>Evidence of implementation: daily attendance documentation, eSchool, parent contact log.</p> <p>Evidence of impact: six weeks report, eSchool increased attendance campus documentation.</p>				
<p>Funding Sources: No Funds Required</p>							
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 4:** The students will be encouraged and challenged to meet their full educational potential.

**Performance Objective 2:** Students will meet their full academic potential by preparing for college.

**Summative Evaluation:** We will compare last year's data with this year's data. Examples: report cards, STAAR results; including index I,II,III, & IV, teacher observation, attendance rate.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>1) Career day: Encourage participation from community leaders, speaker-for-a-day, and principal for a day.</p>	1, 4, 6	Principal; Assistant Principal; Dean of Instruction; Teachers; Parents; Community Members; Counselor.	<p>Evidence of implementation: parent participation and awareness of rules and guidelines.</p> <p>Evidence of impact: sign-in sheets, rally participation</p>				
				Funding Sources: No Funds Required			
<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Students will be provided additional support for academic success through: a. before and after school tutoring b. summer school c. small group tutoring d. mentoring e. extra curricular activities</p> <p>Target population- all students Timeline- 2014-2015 school year</p>	1, 3, 4, 7, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education Teachers; Librarian; Paraprofessionals.	<p>Evidence of implementation: classroom observations for implementation of TPRI/Tejas Lee benchmark testing, fluency monitoring.</p> <p>Evidence of impact: STAAR, TELPAS, APRENDA</p>				
				Funding Sources: Title I-A - \$2700.00			
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6</p> <p>3) Provide career investigation opportunities through the hands-on technology lab and provide a career day for all students.</p> <p>Timeline- August 2014-June 2015</p>	1	Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education Teachers; Librarian; Counselor.	<p>Evidence of implementation: classroom observations for implementation of TPRI/Tejas Lee benchmark testing, fluency monitoring.</p> <p>Evidence of impact: STAAR, TELPAS, APRENDA</p>				
				Funding Sources: No Funds Required			

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1</p> <p>4) 5th grade students will be encouraged to select middle school courses, at the end of the year, that are geared towards college preparation.</p> <p>Target students- 5th graders Timeline- EOY</p>	4	Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education Teachers; Librarian; Counselor.	<p>Evidence of implementation: classroom observations for implementation of TPRI/Tejas Lee benchmark testing, fluency monitoring.</p> <p>Evidence of impact: STAAR, TELPAS, APRENDA</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>5) Provide professional development opportunities to teachers on college readiness.</p> <p>Target population- all students and teachers Timeline- August 2014-June 2015</p>	1, 3, 4, 5, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education teachers; Librarian.	<p>Evidence of implementation: classroom observations for implementation of TPRI/Tejas Lee benchmark testing, fluency monitoring.</p> <p>Evidence of impact: STAAR, TELPAS, APRENDA, EOY TELPAS &amp; TPRI.</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Bulldog buddies will be selected for students in need of mentoring.</p> <p>Target population- all students (economically disadvantage,migrant, LEP, special education, at-risk,GT, dyslexia) Timeline- 2014-2015 school year.</p>	1, 4, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian.	<p>Evidence of implementation: classroom observations for implementation of TPRI/Tejas Lee benchmark testing, fluency monitoring.</p> <p>Evidence of impact: STAAR, TELPAS, APRENDA</p>				
Funding Sources: No Funds Required							
<p style="text-align: center;">  = Accomplished    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Goal 5: School campuses will maintain a safe and disciplined environment conducive to student learning.**

**Performance Objective 1:** Discipline referrals (office referrals, removals and expulsions of all our students) (at-risk, economically disadvantaged, LEP, special education, gifted/talented and Migrant) will decrease by 10%.

**Summative Evaluation:** Comparing last year's data with this year's data. (Discipline referrals, overall school climate, student participation, among other sources of data).






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 6</p> <p>1) 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                      Timeline- 2014-2015 school year</p> <p>CNA pg. 19</p>	1, 9	Principal; Assistant Principal; Dean of Instruction; Nurses;	Evidence of Impact and Implementation: Nurse logs, observation & documentation, Parent conferences reports.				
<p>Funding Sources: Title III-A - \$23274.00</p>							

<p align="center"><b>System Safeguard Strategies</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>2) Provide training for administrators and teachers:</p> <p>a) To effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort.</p> <p>b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning.</p> <p>Target population- administration, new teachers, nurse, and any other staff member that needs the training.</p> <p>Timeline- August 2014-May 2015</p> <p>CNA pg.</p>	1, 2, 4, 5, 10	Principals, Assistant Principal, Dean of Instruction, Counselors, Professional Development Specialist, Security.	Evidence of implementation and impact: agenda, sign-in sheets.				
<p align="center">Funding Sources: No Funds Required</p>							
<p align="center"><b>System Safeguard Strategies</b></p> <p align="center"><b>Critical Success Factors</b></p> <p align="center">CSF 1 CSF 4 CSF 6 CSF 7</p> <p>3) Provide professional development based on level of expertise and need in the following areas:</p> <p>a) bullying prevention</p> <p>b) violence/conflict resolution</p> <p>c) recent drug use trends</p> <p>d) resiliency/developmental assets</p> <p>e) signs of child abuse</p> <p>f) Response to Intervention (RtI) model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure.</p> <p>Target population- campus faculty and staff</p> <p>Timeline- 2014-2015 school year</p>	1, 2, 4, 5, 10	Principal, Assistant Principal, Dean of Instruction, Counselors, Professional Development & Behavioral Specialists, RTI Specialist.	Evidence of implementation and impact: attendance roster, professional development evaluation, PEIMS discipline reports, agenda sign-in sheets.				
<p align="center">Funding Sources: No Funds Required</p>							



<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>4) 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: lockdown drills (3 times per year), shelter-in-place, reverse evacuation, drop &amp; cover, evacuation.</p> <p>In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment.</p> <p>Target population- administration, campus staff and faculty, counselors, safety and BISD police.</p> <p>Timeline- August 2014- June 2015</p>	1, 2, 4, 5, 10	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				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 CSF 7</p> <p>5) Campus will have an identification security system. -All faculty must obtain and display an identification card while on school grounds. -Visitors must present an identification at sign-in and escorted at all times.</p> <p>Target population- administration, campus staff and faculty, counselors, safety and BISD police.</p> <p>Timeline- August 2014- June 2015</p>	1, 2, 4, 5, 10	Principal; Assistant Principal; Dean of Instruction; Teachers.	Evidence of implementation and impact: after action reviews, sign-in sheets, evaluations, audits.				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>6) Campus based law enforcement: Security officer(s) will be placed and assigned throughout the year. Campus officers when possible will address current trends with students, parents, campus faculty and staff. -gang awareness, bullying, internet safety, drug, alcohol and tobacco awareness, gun safety, Teen Community Emergency Response Team (CERT), Truancy, Emergency Operations Plan (EOP)-safety procedures. As a proactive approach to diminish the number of criminal offenses on school grounds and to prevent victimization of students and staff.</p> <p>Target population- administration, campus staff and faculty, counselors, safety and BISD police. Timeline- August 2014- June 2015</p>	1, 2, 4, 5, 10	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.				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>7) Student / parent presentations will be made periodically at campus to educate parents to be able to recognize the signs and symptoms related to certain offenses.</p> <p>Target population- students and parents. Timeline- August 2014- June 2015</p>	1, 2, 4, 5, 10	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, agendas.				
Funding Sources: No Funds Required							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>8) Principal will ensure that campus counselors provide individual and group counseling sessions on a weekly basis in order to ensure that students' needs are addressed.</p> <p>Target population- PreK-K 3-5th grade students who are at-risk. Timeline- August 2014- June 2015</p>	1, 2, 4, 5, 9, 10	Principal; Assistant Principal; Dean of Instruction; Counselors.	Evidence of implementation and impact: Student sign in sheets, parent communication, counselor logs.				
Funding Sources: No Funds Required							


<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>9) Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems.</p> <p>Target population- at-risk students in grades PreK3-5th.</p> <p>Timeline- 2014-2015 school year.</p>	<p>1, 2, 4, 5, 9, 10</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Nurses; Administrator for Guidance &amp; Counseling; State Comp. Dept.; Administrator for Dyslexia; At Risk Counselors; SAFE Counselors.</p>	<p>Evidence of implementation and impact:</p> <p>student sign in sheets, parent communication, counselor logs</p>				
<p>Funding Sources: No Funds Required</p>							
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

**Goal 6: GT students will be encouraged and challenged to meet their full educational potential.**

**Performance Objective 1:** At least 90% of our GT students will be encouraged to participate in at least 1 extracurricular activity and they will be challenged to meet their full educational potential

**Summative Evaluation:** Comparing last year's data with this year's data.( Progress measure from STAAR results, Enrollment into Pre-Ap courses for 5th graders, Participation of extracurricular activities)

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 7</p> <p>1) Canales Elementary will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses</p> <p>GT students will complete projects and assignments that will challenge them to incorporate problem solving and real life application to dilemmas.</p> <p>Population: Gt students Timeline: July 2014 - June 2015</p>	3, 4, 5, 10	Area Curriculum &Instruction; Advance Academics Department, Guidance Counselors, Campus Administrator, Testing Coordinators	Campus GT plan; Student Identification; Master schedule; GT compliance reports Cluster Vertical Core Teachers Increase number of student nominations; Differentiated lesson plans; Increase number of students meeting advanced level on state/national tests				
				Funding Sources: Local - \$700.00			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 7</p> <p>2) Canales Elementary will create a college going culture. Population: GT students Timeline: July 2014 - June 2015</p>	9, 10	Area Curriculum &Instruction; Advance Academics Department, Guidance Counselors, Campus Administrator, Testing Coordinators	Campus GT plan; Student Identification; Master schedule; GT compliance reports Cluster Vertical Core Teachers Increase number of student nominations; Differentiated lesson plans; Increase number of students meeting advanced level on state/national tests				
				Funding Sources: No Funds Required			
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6 CSF 7</p> <p>3) Give 3rd to 5th grade students the opportunity to participate in Canales' First Brainsville Competition. Campus winners will advance to BISD competition on October 25, 2014.</p> <p>Population: 3rd-5th students GT students.</p> <p>Timeline: September 2014- October 2015.</p>	6	Principal, Assistant Principal, Dean of Instruction, Sponsor, Parents	Student participation, Sponsor observations, completion of Brainsville journal, Campus Judging, District Competition.				
				Funding Sources: Local - \$60.00			

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4</p> <p>4) Canales Elementary will develop an organization that will give GT students the opportunity to practice leadership skills. Students will be encouraged to service their community and have have nominations to elect students to represent the entire Canales' student body. (RISING STAARS)</p> <p>Target Population- GT students Timeline- September 2014- June 2015</p>	1	Principal, Assistant Principal, Dean of Instruction.	Student participation, Process of Nominations and Votes, Community Service completed, End of the year survey.				
	Funding Sources: No Funds Required						
							

**Goal 7: The Board of Trustees, in collaboration with district staff, 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 I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> 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> <p>-parent orientation sessions for PK/Kinder &amp; 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> <p>Timeline 2014-2015 school year</p> <p>CNA pg.</p>	1, 4, 6, 7, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison Nurse Counselor Technology Teacher.	<p>Evidence of implementation: parental involvement, parental awareness, community head start (Citrus Head Start) visit and presentation, and parent center presentation fliers.</p> <p>Evidence of impact: sign-in sheets, evaluations, EOY survey, pre-school students (Citrus Head Start) visit Pre-Kinder and Kinder classrooms, STAAR results.</p>				
Funding Sources: Title I-A - \$26531.00							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b></p> <p>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>	<p>1, 4, 6, 7, 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Nurse; Counselor.</p>	<p>Evidence of implementation: parent participation and awareness</p> <p>Evidence of impact: agendas, sign-in sheets, evaluations, student code of conduct and school-parent-student compact acknowledgement forms.</p>				
<ul style="list-style-type: none"> <li>-various district and community departments/programs/agencies</li> <li>-reading fluency</li> <li>-parent/teacher conferences</li> <li>-parental involvement policy</li> <li>-Campus Improvement Plan</li> <li>-school-parent-student compact</li> <li>-Student Code of Conduct</li> <li>-Title I Part A Program Policy</li> <li>-truancy/attendance</li> <li>-gang/drug/alcohol/tobacco awareness</li> <li>-bullying/fighting/name calling</li> <li>-internet safety</li> <li>-gun safety</li> <li>-suicide prevention and choking game</li> <li>-dropout prevention</li> <li>-Title 1 annual meeting</li> </ul> <p>Timeline- 2014-2015 school year</p> <p>CNA pg. 5, 10 &amp; 18</p>	<p>Funding Sources: Title I-A - \$1500.00, Title I-A - \$100.00</p>						

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> 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 2014 &amp; May 2015</p> <p>CNA pg.</p>	1, 4, 6, 7, 9	Principal; Assistant Principal; Dean of Instruction; Parent Liaison.	<p>Evidence of implementation: campus policy, fliers, sign in sheets, agenda, S-P-S Compact.</p> <p>Evidence of impact: session evaluation, Title I parental involvement compliance checklist, attendance rate, STAAR results.</p>				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</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"> <li>-LPAC Committee</li> <li>-campus SBDM Committee</li> <li>-District Parent Advisory Committee</li> <li>-Community Parental Involvement</li> <li>-Advisory Committee</li> <li>-Health Ambassador</li> <li>-Families in Training Program (FIT)</li> <li>-Check for Life Rally</li> </ul> <p>Target population - parents and all community stakeholders. Timeline-throughout the year. CNA pg.</p>	1, 4, 6, 7, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison.	<p>Evidence of implementation: parent and community involvement and participation.</p> <p>Evidence of impact: sign-in sheets, agendas, pictures, participation.</p>				
Funding Sources: No Funds Required							



<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6 CSF 7</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.</p> <p>CNA pg.</p>	1, 4, 6, 7	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Counselors.	<p>Evidence of implementation: community awareness, classroom presentations.</p> <p>Evidence of impact: surveys, Title I Parental Involvement compliance checklist.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 5 CSF 6</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</p> <p>Timeline- 2014-2015 school year</p> <p>CNA pg.</p>	1, 4, 6, 7, 9	Administration Teachers Parent Liaison Nurse Counselor	<p>Impact of implementation: contact log, sign-in sheet, volunteer listing, adopt-a-school business listing.</p> <p>Evidence of impact: end of year survey, agendas, sign-in sheets, evaluations.</p>				
<p>Funding Sources: No Funds Required</p>							
<p>  = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

**Goal 8: Migrant students will be challenged and encouraged to meet state content standards and assessments that are necessary to graduate on time and enroll in post secondary education while receiving additional supplemental support in order to overcome the obstacles encountered due to their migrant lifestyle.**

**Performance Objective 1:** Canales Elementary migrant students will participate in the supplemental instructional activities and support services as required by the Title I, Part C Migrant Education Program (MEP).

**Summative Evaluation:** Comparing last year's data with this year's data (PBMAS Report).






Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>1) The academic progress of migrant PreK-2nd grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion.</p> <p>The academic progress of migrant students in 3rd-5th grade will be reviewed to secure accurate placement into the current remediation opportunities during regular and summer school programs. Timeline: Monitoring every 3 wks. CNA pg. 8</p>	1, 2, 9, 10	Principal; Assistant Principal; Dean of Instruction; Migrant Service Coordinator; District Migrant Coordinator.	<p>Evidence of implementation: progress reports, BOY, MOY, weekly tests, benchmarks, TPRI, TEJAS LEE.</p> <p>Evidence of impact: EOY data results, report cards, STAAR results,</p>				
Funding Sources: Title I-C (Migrant) - \$17231.00, Title I-C (Migrant) - \$675.00							

<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>2) All migrant students will receive grade appropriate school supplies, on an as-needed basis to complete their classroom and homework assignments. All migrant students will be provided with the basic necessities; such as clothing, shoes,etc ; to provide them with the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students.</p> <p>Targeted population PFS and migrant students.</p>	1, 2, 9, 10	Principal; Assistant Principal; Dean of Instruction; District Migrant Coordinator; Migrant Service Coordinator.	Evidence of implementation: NGS campus reports.  Evidence of impact: completed distribution log.				
Funding Sources: Title I-A - \$675.00							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1</p> <p>3) In order to secure the data needed to accommodate placement into the appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, and 2nd grade migrant students; pre-test and post-test results will be used by teachers to determine the migrant students performing below grade level.</p> <p>Targeted population- PFS and migrant students.</p>	1, 9, 10	Principal; Assistant Principal; Dean of Instruction; Migrant Service Coordinator; Migrant Teacher; District Migrant Coordinator.	Evidence of implementation: progress monitoring instruments.  Evidence of impact: BOY, MOY state & norm assessments.				
Funding Sources: No Funds Required							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p>4) Elementary migrant students will have an equal opportunity to attend the school districts summer school program to ensure promotion if needed:or, to participate in the enrichment migrant summer program. Identified (K-5) migrant priority for service students will be given in-house and/or after school tutorials. In order to provide scaffold instruction support for student achievement in the core subject areas.</p>	1, 3, 9, 10	Principal; Assistant Principal; Dean of Instruction; Migrant Service Coordinator; DMC.	Evidence of implementation: participants summer list, monthly migrant roster.  Evidence of impact: end of summer school documentation, attendance sheets.				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 3</p> <p>5) The annual Residency Verification of migrant students with a current Certificate of Eligibility (COE) on file will be conducted as required by the State of Texas Migrant Program thus ensuring the accuracy of the count of migrant students in the school district. Population: Migrant Students Timeline: September 1, 2014 - November 1, 2015</p>	9, 10	Migrant Ed Staff: Recruiters Secretary Data Entry Clerk NGS Clerks Computer Operator Campus Clerks PEIMS Data Entry Clerks Migrant Teachers District Migrant Counselor (DMC) MSC	NGS Maximum Enrollment Report Continuation of Services On-time promotion/ graduation Complete family files showing annual residency verification				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>6) The New Generation System (NGS) and BISD eSchool Plus entries will be monitored daily to ensure that the ID&amp;R data and information has been appropriately coded in a timely manner. Population: Migrant Office Staff Timeline: August 2014-June 2015</p>	9	Migrant Funded: Recruiters Data Entry Clerk NGS Clerks Campus Migrant Clerks Computer Operator PEIMS Data Clerk MSC	PBMAS Report Correctly coded migrants on NGS				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1</p> <p>7) A Priority for Services (PFS) Plan of Action will be developed and included into the District's Improvement Plan as a separate section labeled "Migrant PFS Action Plan Section as required by the Texas Migrant Program. Population: PFS Migrant Students Timeline: August 2014</p>	10	MSC DMC	Increased positive outcomes on all activities on PFS Action Plan				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>8) PFS migrant students will receive supplemental support services before other migrant students to ensure that the requirements delineated by NCLB Section 1304(d) are addressed. Population: PFS and Non-PFS Migrant Students Timeline: August 25, 2014- June 30, 2015</p>	9, 10	Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC	Fewer PFS students are identified due to increased performance				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>9) 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. PFS students will receive supplemental support services before other migrant students. Population: Migrant Students PFS Students Timeline: August 25, 2014 - June 30, 2015</p>	2, 9, 10	Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters	On-time promotion and on-time graduation				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>10) Identified migrant three year old children will have the opportunity to enroll into the Title I, Part A Three Year- Old Program (PK-3) so they can receive the same educational experience as non- migrant students. Population: Migrant Students Timeline: July 1, 2014 - June 30, 2015</p>	2, 9, 10	Special Programs Administrator Campus Principals Recruiters Migrant Lead Clerk MSC	Increase enrollment into 3-year-old program				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>11) In order to secure the data needed to accommodate placement into appropriate supplemental instructional opportunities for Pre-K- 5th grade migrant students pre-test and post test results will be used by teachers and administrators to identify the migrant students performing below grade level. NOTE: At sites being served by a migrant teacher, teacher will provide additional supplemental opportunities and ensure participation. Population: Migrant Students Timeline: August 25, 2014 - June 5, 2015</p>	2, 9, 10	Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs MSC	Increased academic performance PBMAS				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>12) Parents of migrant PK, Kinder, 1st and 2nd grades students will be provided with awareness sessions in order to illustrate how to academically support their children more effectively. Population: Migrant Funded: Parent Liaison, Recruiters, DMC , MSC Timeline: August 25, 2014-June 30, 2015</p>	2, 9, 10	Migrant Funded: Parent Liaison Recruiters DMC MSC	Academic success for all PK-2nd grade students EOY Promotion Rate				
Funding Sources: No Funds Required							

<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>13) The academic progress of 1st grade students will be monitored to ensure success grade level completion and ultimately secure promotion to 2nd grade. NOTE: At sites being served by a migrant teacher, teacher will provide additional monitoring support and ensure participation into supplemental opportunities. Population: 1st grade migrant students Timeline: August 25, 2014 - June 5, 2015</p>	2, 9, 10	Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC	No 1st grade retained				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>14) Elementary migrant students will have an equal opportunity to attend the school district's summer school programs to ensure promotion if needed or to participate in the enrichment migrant summer program. The migrant students will be provided with additional supplemental support by the respective campus in order to address academic, attendance needs and promote positive social engagement. Population: Migrant and PFS PK-5 grade students Timeline: June 2015</p>	2, 9, 10	Sp. Programs Administrator Campus Principals Campus Teachers Migrant Funded: Migrant Teachers Migrant Clerks DMC MSC	Increased promotion rates & test performance				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>15) Extended Day tutorial session may be held for migrant students at elementary campuses where there is a documented need for supplemental academic support in the core subjects in order to ensure that migrant students have the same opportunity to meet academic challenges as non-migrant students. NOTE: At sites being served by a migrant teacher, teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: October 1, 2014- May 29, 2015</p>	2, 9, 10	Campus Admin Classroom Teacher Migrant Funded: Teacher Tutorial Teacher MSC	Increase promotion rates & test performance				
Funding Sources: No Funds Required							
<p align="center"><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>16) In order to increase awareness of migrant student needs, BISD campus faculty and staff will be provided with appropriate migrant information so that timely and appropriate interventions are provided to migrant students. Population: Campus Administration, Faculty and Staff Timeline: September 1, 2014 - May 29, 2015</p>	2, 9, 10	Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC	Timely placement into Interventions				
Funding Sources: No Funds Required							

<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>17) A survey will be used to evaluate the effectiveness of the Migrant Education Program so that pertinent and appropriate adjustments can be made to better serve migrant students Population: Migrant Students Timeline: April 2015</p>	<p>2, 9, 10</p>	<p>Campus Administration Migrant Funded: Migrant Teachers HS Migrant Campus Clerks MEP Secretary DMC MSC</p>	<p>Increase on- time graduation</p>				
<p>Funding Sources: No Funds Required</p>							
<p>  = Accomplished            = Considerable            = Some Progress            = No Progress            = Discontinue         </p>							

**Goal 9: Our vision for technology is to have all district stakeholders involved in the teaching and learning process seamlessly integrate technology to make informed decisions and advance student achievement and technology literacy to encourage and support creative, innovative, lifelong learning.**

**Performance Objective 1:** There will be a 10% increase in the school technology and readiness (STAAR) Chart performance across the district.






**Summative Evaluation:** Comparing last year's data with this year's data.

Strategy Description	TITLE I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7</p> <p>1) Students will use technology to complete classroom assignments; promote critical thinking skills, research projects, and take assessments that are part of the campus/district curriculum.</p> <p>Technology: Students will be taught all technology TEKS using a computer and/or internet to complete classroom assignments and participate in classroom activities as appropriate throughout the school year in order to improve technology skills.</p> <p>Target Population- All Students Timeline-August 2014-May 2015. CNA pg.</p>	1, 2, 4, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Students; Technology Teacher; Lab Teachers; Paraprofessionals.	<p>Evidence of implementation: computer rotations and classroom computer usage, math lab rotation grades (3rd - 5th), lesson plans, walk-throughs, grade books, school and district assessments.</p> <p>Evidence of impact: student samples and grade, assignments, on-line testing, STAAR results, TELPAS, benchmarks, TPRI, &amp; report cards.</p>				
				Funding Sources: Title I-A - \$500.00, Title I-A - \$71844.00			
<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>2) Teachers and librarian will complete an annual school technology and readiness (STAAR) chart.</p> <p>Timeline- August 2014 &amp; April 2015. CNA pg.</p>	1, 5	Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian; Technology Teacher.	<p>Evidence of implementation: teacher online access.</p> <p>Evidence of impact: Texas STAAR chart, administrative tool results.</p>				
				Funding Sources: No Funds Required			



<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7</p> <p>3) Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS, lessons, and instructional activities and by utilizing smartboards, elmos, projectors, digital cameras, cd players, and lap top computers.</p> <p>Technology: Classroom teachers will incorporate the use of technology in classroom instruction using desktops, laptops, external hard drive, printers, scanners, fax machines, laminators, sound system, digital cameras, video cameras, document cameras, projectors, smartboards, TV, channel modulators in a classroom setting to increase student performance in all academic areas.</p> <p>Target Population- All teachers and campus administration</p> <p>Timeline- 2014-2015 school year.</p> <p>CNA pg.</p>	1, 3, 4, 8, 9	Principal; Assistant Principal; Dean of Instruction; Teachers; Lab Managers; Paraprofessionals.	<p>Evidence of implementation: lesson plans, walkthroughs &amp; classroom observations, Grade books, benchmark tests teacher-made tests.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report card, lesson plan documentation.</p>				
<p>Funding Sources: No Funds Required</p>							
<p><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4</p> <p>4) Administration will use technology/ laptop to assess and disaggregate student data to enhance student learning and campus performance according to district curriculum and calendar. The laptop will also be used during grade level meetings to keep teachers updated on district assessments, technology trainings, and curriculum.</p> <p>Target Population- Campus Administration</p> <p>Timeline- 2014-2015 School year</p> <p>CNA pgs.</p>	1, 3, 4, 5, 8, 9	Principal; Assistant Principal; Dean of Instruction.	<p>Evidence of implementation: campus-made &amp; district benchmarks, observation, lab sign-in sheets.</p> <p>Evidence of impact: AEIS online, SELP/Tejas Lee, TPRI, STAAR results, STAAR charts.</p>				
<p>Funding Sources: Local - \$258.00, Local - \$1000.00, Local - \$2115.00</p>							

<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 7</p> <p>5) Technology: Evaluate and update computer lab equipment to ensure sufficient hardware resources. (Desktops, laptops, external hard drive, printers, scanners, fax machines, laminators, sound system, digital Cameras, video cameras, document cameras, projectors, smartboards, t.v., channel modulators, technology equipment.)</p> <p>Timeline- Fall 2014 &amp; Spring 2015</p> <p>CNA pg.</p>	1, 5	Principal; Assistant Principal; Dean of Instruction; Teachers; Instructional Tech. Teacher; Lab Managers; Paraprofessionals.	<p>Evidence of implementation: needs assessment survey lesson plans walkthroughs, grade books, benchmark test results.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards.</p>				
Funding Sources: Local - \$1345.00							
<p align="center"><b>System Safeguard Strategies</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p>6) All kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills.</p> <p>Target Population- All students Timeline-September 2014- May 2015</p> <p>CNA pg.</p>	1, 3, 9, 10	Principal; Assistant Principal; Dean of Instruction; Teachers; Paraprofessional.	<p>Evidence of implementation: technology 6 week grades student lab progress report, lesson plans, walkthroughs, grade books.</p> <p>Evidence of implementation: EOY grades, complete assignments/projects, PDAS.</p>				
Funding Sources: No Funds Required							

<p><b>System Safeguard Strategies</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4</p> <p>7) Campus will purchase additional computers and software in an effort to provide hands on instruction to improve vocabulary skills in the area of science through the use of the Living with Science computer program.</p> <p>Students will work at computer stations on programs that will increase their reading, math, and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects.</p> <p>This strategy targets all students and increases the integration of technology in classroom instruction to ensure success in all subjects. Timeline- August 2014-May 2015</p> <p>CNA pg.</p>	1, 9, 10	Principal; Assistant Principal; Dean of Instruction; Instructional Tech. Teacher; Computer Lab Teacher; Science Lab Teacher; Support Staff.	<p>Evidence of implementation: lesson plans, walkthroughs, grade books, benchmark tests, teacher-made tests, technology 6 weeks grade, student lab progress, teacher observation and documentation.</p> <p>Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, EOY report cards, STAAR chart.</p>				
<p>Funding Sources: State Compensatory - \$5000.00, State Compensatory - \$300.00</p>							
<p>  = Accomplished          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>							

## System Safeguard Strategies

Goal	Performance Objective	Strategy	Description
1	3	1	Provide language arts professional development to new and existing teachers in order to enhance effective language arts strategies for all student populations through the use of the: -CIRCLE- Pre-K TLI Grant -Martha Morales Training -class centers/differentiated instruction -LA textbook adoption -RTI -CCRS Teachers will participate in language arts curriculum professional development to increase advanced levels. -English Language Proficiency Standards (ELPS) Target population- all teachers. Timeline- August 2014- June 2015-once every 6 weeks or as often as needed.
1	3	2	Provide language arts professional development for elementary ELA teachers in order to implement a comprehensive instructional program for English Language Learners. TELPAS - ELPS -BISD Curriculum Framework -sheltered instruction -Esperanza (grades Pre-K through 2nd) -Empowering Writers Workshop -language enrichment I & II -State of Texas Assessments of Academic Readiness (STAAR) -Center for Improving the Readiness of Children for Learning and Education (CIRCLE)-PK -Ensenando la lectura-PK-2nd -vocabulary development -fluency & accuracy -sequencing & pacing writing across the curriculum -comprehension strategies -effective research-based teaching practices -classroom management (Review 360) -Response to Intervention (RTI)
1	3	3	Provide reading for enjoyment opportunities for all students to increase oral language skills and develop listening/speaking, reading/writing proficiency through the use of the following: -Accelerated Reader -scholastic news -sustained silent reading -read aloud -readers' theater -incentives (ribbons, books, trophies) -TELPAS -novels Provide opportunities for all students to participate in programs that develop and improve the levels of language usage including activities such as: - UIL/Destination Imagination -newspapers/kid speak -spelling bee -book writing/publishing -book studies Target Population-at-risk students Timeline- August 2014-June 2015
1	3	4	Provide at-risk students with a high quality after school program to increase reading grades, TPRI/Tejas Lee, CPALLS, benchmarks, TELPAS, and STAAR/AYP Scores from PK grade through 5th grade. Target population- at-risk students Timeline- September 2014- May 2015
1	3	5	Reading comprehension and vocabulary development: The student will use a variety of strategies to comprehend selections read aloud and selections read independently, developing an extensive vocabulary to increase the number of commended level students. Reading/literary response/fluency: The students will read with fluency and respond to various texts at appropriate difficulty levels. AU/CSF 1a,b,c Reading texts structure/literary concepts: The student will analyze the characteristics of various types of texts to establish an understanding of the different genres in order to explain the author's purpose. Students will be part of guest readers to other grade levels and share discussions with students in order to promote fluency and comprehension. Target population- at-risk students Timeline- daily from August 2014- June 2015.

Goal	Performance Objective	Strategy	Description
1	3	6	Teachers will implement effective writing strategies to bring out the student's use of voice and increase the rating level in writing through the use of journals & weekly submission of writing compositions. Student will make connections in the areas of reading and writing response to various texts in order to increase commended level. Cooperative learning: Students evaluate each other's writing and receives feedback on areas of deficiency. Writing/writing process: The students select and use writing processes for self-initiated and assigned writing assignments to perform well on the writing benchmarks or assessments. Provide all 4th grade students with accelerated instruction to improve grammar, usage, and essay writing skills to compose meaningful texts design to improve writing grades and STAAR scores. Target population- all students Timeline- August 2014- June 2015
1	3	7	Integrate reading with other content areas through the use of technology in order to develop a strong connection across the curriculum and promote understanding. Target population- at-risk students Timeline- August 2014- June 2015
1	3	8	Teachers will be required to attend weekly/biweekly grade level meetings to review /assess disaggregation of data and make decisions in regard to student assessment instruments. AU/ CSF 2 a,b,c -7b-3a,c Teachers and staff will be required to attend on-going professional development sessions and workshops to improve instructional programs and scores in all subjects. Campus progress will be monitored carefully to improve ensure success. Provide professional development through project share for Campus Based Literacy Team (CBLT) members on all modules of Texas State Literacy Plan in order to establish a working plan. Receive professional development in the area of Reading through attendance of selected teachers, and administrators at TX TLI Summer Institutes in order to target areas for improvement. Provide professional development in the area of reading through turn-around training by selected teachers, teacher specialists, and administrators, who attended TX TLI Summer Institute, in order to guide planning for student improvement. Target Population-all teachers Timeline- through out 2014-2015 school year.
1	3	9	An additional teacher will be used for the purpose of class size reduction. Class size reduction strategy will be used to provide a high quality education for At-risk students. Target Population- At-risk/ SSI students Timeline- August 2014-2015 CNA pg. 8, 13, 15,
1	4	1	Provide and support with professional development in the implementation and revision of -social studies -PK-12 social studies curriculum to ensure effective practices in the classroom. Teachers and staff will be required to attend professional development sessions to improve instructional programs. Target population-social studies specialist, all teachers, administration. Timeline-August 2014-2015 or as necessary (every 6 weeks).
1	4	2	Provide support in the area of technology training in the areas of research, PowerPoint, United Streaming, Web links. Target population- teachers and all students Timeline- August 2014- June 2015 or as needed.
1	4	3	Utilize data from instruction to target all students in order to ensure effective interventions and timely response. Target population- PreK3-5th grade students Timeline- 2014-2015 school year (as often as every 3 or 6 weeks)
1	4	4	Kids Voting Day Engage the students in citizenship so that they can explain the use of voting as a method for group decision making and take part in campus voting. Target population- all students Timeline- October 2014

Goal	Performance Objective	Strategy	Description
1	4	5	Engage and Celebrate cultural differences and its impact on the history of our country. Such as Hispanic Heritage Month history of Texas and U.S, and African American History Month, among others. Target population- all students Timeline- September 2014, February 2015, as needed through out the school year.
1	4	6	Ensure that students understand how historical figures and ordinary people helped shape the community, state, and nation. Students will identify the contributions and the location it occurred as well as participate in campus activities such as replacement and disposal of school flags. Target population- all students preK3-5th. Timeline- 2014-2015 school year.
1	5	1	Evaluate and recommend necessary upgrades for instructional facilities and equipment to ensure appropriate educational instruction and student safety. Maintain and improve Coordinated Approach to Child Health (CATCH) Teams that implement the Coordinated School Health Programs K-12 by developing goals and objectives based on fitness assessment data, academic performance, attendance rates, academic disadvantages and the use of success of any method to ensure students are reaching required moderate to vigorous physical activity (MVPA), and any other indicator recommended by SHAC. Meet at the district level as needed with: Coordinated Approach to Child Health (CATCH) Champions: Physical Education Department Chairs Health Department Chairs
1	5	2	Provide students with moderate to vigorous activity each day in physical education for at least 30 minutes per day or 135 minutes a week. To include specific daily student learning objectives in health education that are observable and measurable. Provide information on the wellness/nutrition policy & guidelines to parents, teachers, and students through parent meetings, teacher staff development, CATCH Teams. and classroom instruction to ensure compliance with respective policies and guidelines. Target population- PreK3-5th grade students. Timeline- August 2014-June 2015
1	5	3	Assess student fitness annually in 3rd -5th grade as part of the Fitness Now Program to promote fitness and enhance student physical activity. Target population- 3rd through 5th graders. Timeline- April 2015- May 2015
1	5	4	Develop curriculum objectives in health and physical education which provide students the knowledge and skills necessary to develop and maintain optimal lifetime health and fitness levels. Curriculum must be sequential, developmental appropriate, and designed and implemented and evaluated to enable students to develop the motor, self management, and other skills, attitudes and confidence necessary to participate in physical activity throughout life. Target population- PreK3-5th grade students. Timeline- 2014-2015 school year.
1	5	5	Use of an update scope and sequence bi-annually for health and physical education and monitor for implementation which also includes necessary improvements indicated by the school health assessment tool. Update campus improvement plan to include necessary improvements indicated by the School Health Index Assessment Tool and comply with legislative updates as they pertain to physical education and health education. Target population- PreK3-5th grade students. Timeline- 2014-2015 school year.
1	5	6	Monitor and emphasize the integrated math, reading, and writing academic concepts inherent in the health and physical education curriculum programs. Target population- PreK3-5th grade students. Timeline- 2014-2015 school year.

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Description</b>
1	5	7	All schools must identify the manner in which the safety of students in physical education classes is maintained by developing a safety plan of action when the teacher student ratio is greater than 45-1. Target population- PreK3-5th grade students. Timeline- Fall 2014 and Spring 2015
2	1	1	Provide fine arts opportunities for all students through student participation in the following: -UIL music memory, UIL art, cheer Team/drill Team, drum corp, choir, reader's theater, Christmas play, Spring show, community service activities, musical group, ballroom, Easter play, piano lab, parades, among other activities. Target population-all students preK-K 3-5th grade. Timeline- August 2014-June 2015
2	1	2	PK 3-5th grade students will develop concepts about self, human relationships, and the environment using elements of drama and conventions of theater. Pre-K 3-5th grade students will imitate and synthesize life experiences in dramatic play. Pre-K 3-5th grade students will be expected to explain theater as a reflection of life in particular times, places, and cultures. Target population- PreK-K 3-5th grade students. Timeline- August 2014-June 2015
2	1	3	PK-5th grade students will express ideas through original artwork using a variety of media with appropriate skill. PK-5th grade students will be expected to compare artworks from several national periods; identifying similarities and differences. Target population- all students Timeline- 2014-2015 school year
2	1	4	PK3-5th grade students will gain an appreciation and understanding of art history and culture, as records of human achievement. PK3-5th grade students will describe and analyze musical sound and demonstrate musical artistry. Target population- all of Canales students. Timeline- August 2014-June 2015
2	1	5	Pre-K3-5th grade students will identify simply relationships between music and other subjects. Pre-K3-5th grade students are expected to distinguish between beat/rhythm, higher/lower, louder/softer, softer/slower, and same/different in musical performances. Pre-K3-5th grade students will use basic music terminology in describing musical sounds. Target population- all students Timeline- 2014-2015 School year.
2	1	6	Pre-K3-5th grade students will identify simply relationships between music and other subjects. Pre-K3-5th grade students are expected to distinguish between beat/rhythm, higher/lower, louder/softer, softer/slower, and same/different in musical performances. Pre-K3-5th grade students will use basic music terminology in describing musical sounds. Target population- all students Timeline- 2014-2015 school year.
3	1	1	Canales Elementary will implement tutorials and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement. at-risk, LEP, migrant, special ed., dyslexia, and economically disadvantage students are our targeted population. Timeline- September 2014- May 2015, 2-3 times per week, and as necessary (Saturday Academy). CNA pg. 8
3	1	2	Campus instructional aides will assist at-risk students with core academic activities in order to improve student performance. Timeline- August 2014-June 2015 CNA pg. 8

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Description</b>
3	1	3	A Highly qualified PK3/4 teachers will implement the PK program. Students will be provided full day instruction in order to build a strong academic foundation. Pre-Kindergarten for 3 year old students will begin to help ease the transition into the educational setting. Target population- students 3 and 4 years of age or older and early child teachers Timeline- August 2014-June 2015 Target population at-risk students. CNA pg. 8
3	1	4	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 (at-risk, special ed., migrant, GT, economically disadvantage, ELP, etc) Target Population- Dean of Instruction Timeline- August 2014-June 2015 CNA pg. 8
3	1	5	A 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. CNA pg. 8
3	1	7	Increase coordination with special education clerk & home visitor to determine the whereabouts of non-returning students & to ensure appropriate documentation is in place to recover and document non-returning students. Campuses will conduct home visits & monitor withdrawal leaver codes to ensure accuracy and will deliberate a focused effort to recover non-returning students. Target population- all students Timeline- December 2014 & May 2015
3	1	8	Classify (re-classify) at-risk students by criteria in order to provide appropriate intervention strategies. Timeline- Fall 2014 & Spring 2015
3	1	9	Provide staff training for leadership, team building, social skills development, sensitivity, conflict resolution & team building for extended day employees training on sheltered instructional strategies. Campus cohort groups for training: -ESL teachers -reading teachers -science teachers -social studies teachers Training will enhance ability to understand and use curricula, assessment & effective instructional strategies for LEP students. Planning and delivering lessons that incorporate strategies consistently that will maximize the use of effective teaching strategies to provide support for Limited English Proficient (LEP) students in improving English proficiency. They will annually demonstrate & obtain measurable progress on oral reading, and written English proficiency measures & thereby meet adequate yearly progress (AYP) for LEP students. Target population- LEP & at-risk
3	1	10	All teachers will meet during common planning periods to review STAAR, TELPAS, and other student performance data and documents to adjust curriculum & instructional strategies in the four core areas to meet at-risk student needs. Faculty meeting held to review the importance of having language objectives; ELPS posted and cognates visible. Timeline- August 2014-June 2015 Target population-all students



<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Description</b>
3	1	11	The office staff, specifically the data entry clerk, are aware of the policy stating that all students shall be enrolled immediately, even if lacking documentation normally required for enrollment, such as previous school records, medical or immunization records, proof of residency, birth certificate, proof of guardianship, or other documents. As informed by the PEIMS Supervisor, the data entry clerk will be working to correct discrepancies with the special program coding of certain students. She will be working from a list given to her by the PEIMS supervisor. Target population- all at-risk students. Implementation timeline- 2014-2015 school year.
3	1	12	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, IDEA, Child Nutrition, Head Start, and other supplemental programs. Target population- at-risk students Timeline- 2014-2015 school year.
3	1	13	Increase coordination with special education clerk & home visitor to determine the whereabouts of non-returning students & to ensure appropriate documentation is in place to recover and document non-returning students. Target population- at-risk population Timeline- August 2014-June 2015
3	1	14	TLI specialist will support teachers with intervention activities for RTI's; Tier II and Tier III students. Target population- at-risk students. Timeline- August 2014- June 2015
4	1	2	Recognize and award certificates to students with perfect attendance every six weeks and at the end of the year. Target population- all students Timeline- every six weeks & end of year awards.
4	1	4	Reduce by 5% yearly the out-of-school suspensions on every campus by researching and evaluating 2013-2014 number of days students were absent due to OSS. To increase campus student attendance rates and improve student instructional levels. Target population- campus administration Timeline- 2014-2015 school year
4	1	5	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, IDEA, child nutrition, head start, and other supplemental programs. Ensure that the campus has a process in place to identify homeless students in order receive the full protections of the McKinney-Vento Act, including the help they need to enroll, attend, and succeed in school. Promote awareness throughout the district and at individual campuses regarding the availability of homeless related services within BISD and community agencies to meet the academic, social, emotional, and physical needs of identified homeless and accompanied youth. Target population- homeless and at-risk students Timeline- 2014-2015 school year
4	1	6	Implement a food pantry and closet at every campus to provide identified homeless and unaccompanied youth with food items, hygiene products, school supplies, and clothes as needed to meet their academic, social, emotional, and physical needs. Target population- at-risk and homeless students. Timeline- 2014-2015 school year

Goal	Performance Objective	Strategy	Description
4	1	7	Ensure that the campus has a process in place to allow students to enroll in school 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. (The terms enroll and enrollment includes attending classes and participating fully in school activities.)
4	2	3	Provide career investigation opportunities through the hands-on technology lab and provide a career day for all students. Timeline- August 2014-June 2015
4	2	4	5th grade students will be encouraged to select middle school courses, at the end of the year, that are geared towards college preparation. Target students- 5th graders Timeline- EOY
4	2	5	Provide professional development opportunities to teachers on college readiness. Target population- all students and teachers Timeline- August 2014-June 2015
4	2	6	Bulldog buddies will be selected for students in need of mentoring. Target population- all students (economically disadvantage,migrant, LEP, special education, at-risk,GT, dyslexia) Timeline- 2014-2015 school year.
5	1	1	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) Our nurse will contribute diligently to a safe and healthy school environment for all through- infection control,accident prevention and, health promotion/education. Target Population- All students and nurse Timeline- 2014-2015 school year CNA pg. 19
5	1	2	Provide training for administrators and teachers: a) To effectively handle classroom discipline so that out of school suspensions and discretionary removals are used as a last resort. b) Assure students' rights and due process are afforded in order to have a safe and disciplined environment conducive to student learning. Target population- administration, new teachers, nurse, and any other staff member that needs the training. Timeline- August 2014-May 2015 CNA pg.
5	1	3	Provide professional development based on level of expertise and need in the following areas: a) bullying prevention b) violence/conflict resolution c) recent drug use trends d) resiliency/developmental assets e) signs of child abuse f) Response to Intervention (RtI) model for behavior research based interventions to allow staff to recognize and address the issue, as a preventive measure. Target population- campus faculty and staff Timeline- 2014-2015 school year
5	1	4	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: lockdown drills (3 times per year), shelter-in-place, reverse evacuation, drop & cover, evacuation. In order to prevent, protect against, respond to, recover from, and mitigate the effects of incidents, regardless of cause, size, location, or complexity, in order to reduce the loss of life and property and harm to the environment. Target population- administration, campus staff and faculty, counselors, safety and BISD police. Timeline- August 2014- June 2015

Goal	Performance Objective	Strategy	Description
5	1	5	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. Target population- administration, campus staff and faculty, counselors, safety and BISD police. Timeline- August 2014- June 2015
5	1	8	Principal will ensure that 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. Timeline- August 2014- June 2015
5	1	9	Assist students with issues interfering with learning, such as but not limited to emotional distress, family problems, or alcohol problems. Target population- at-risk students in grades PreK3-5th. Timeline- 2014-2015 school year.
7	1	1	Parents will participate in the following trainings offered at the campus in order to develop an understanding of the student expectations. -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 Timeline 2014-2015 school year CNA pg.
7	1	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. -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 1 annual meeting Timeline- 2014-2015 school year CNA pg. 5, 10 & 18
7	1	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. Target population-parents and community for the entire school year. Timeline- December 2014 & May 2015 CNA pg.
7	1	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. -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 Target population - parents and all community stakeholders. Timeline-throughout the year. CNA pg.
7	1	5	Conduct an annual parent survey to evaluate the effectiveness of Parental Involvement efforts. Survey will be conducted in Spring 2015 and administration will ensure that the section in the Title I parental involvement compliance binder is completed. CNA pg.

Goal	Performance Objective	Strategy	Description
7	1	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. Target population- parents and businesses, community Timeline- 2014-2015 school year CNA pg.
8	1	1	The academic progress of migrant PreK-2nd grade migrant students will be monitored to ensure successful grade level completion and ultimately secure promotion. The academic progress of migrant students in 3rd-5th grade will be reviewed to secure accurate placement into the current remediation opportunities during regular and summer school programs. Timeline: Monitoring every 3 wks. CNA pg. 8
8	1	2	All migrant students will receive grade appropriate school supplies, on an as-needed basis to complete their classroom and homework assignments. All migrant students will be provided with the basic necessities; such as clothing, shoes, etc ; to provide them with the same opportunity to meeting the academic challenges of all students. PFS students will receive supplemental support services before other migrant students. Targeted population PFS and migrant students.
8	1	3	In order to secure the data needed to accommodate placement into the appropriate supplemental instructional opportunities for Pre-K, Kinder, 1st, and 2nd grade migrant students; pre-test and post-test results will be used by teachers to determine the migrant students performing below grade level. Targeted population- PFS and migrant students.
8	1	4	Elementary migrant students will have an equal opportunity to attend the school districts summer school program to ensure promotion if needed:or, to participate in the enrichment migrant summer program. Identified (K-5) migrant priority for service students will be given in-house and/or after school tutorials. In order to provide scaffold instruction support for student achievement in the core subject areas.
9	1	1	Students will use technology to complete classroom assignments; promote critical thinking skills, research projects, and take assessments that are part of the campus/district curriculum. Technology: Students will be taught all technology TEKS using a computer and/or internet to complete classroom assignments and participate in classroom activities as appropriate throughout the school year in order to improve technology skills. Target Population- All Students Timeline-August 2014-May 2015. CNA pg.
9	1	2	Teachers and librarian will complete an annual school technology and readiness (STAAR) chart. Timeline- August 2014 & April 2015. CNA pg.
9	1	3	Teachers will be required to document classroom technology integration in their lesson plans using the technology TEKS, lessons, and instructional activities and by utilizing smartboards, elmos, projectors, digital cameras, cd players, and lap top computers. Technology: Classroom teachers will incorporate the use of technology in classroom instruction using desktops, laptops, external hard drive, printers, scanners, fax machines, laminators, sound system, digital cameras, video cameras, document cameras, projectors, smartboards, TV, channel modulators in a classroom setting to increase student performance in all academic areas. Target Population- All teachers and campus administration Timeline- 2014-2015 school year. CNA pg.

<b>Goal</b>	<b>Performance Objective</b>	<b>Strategy</b>	<b>Description</b>
9	1	4	Administration will use technology/ laptop to assess and disaggregate student data to enhance student learning and campus performance according to district curriculum and calendar. The laptop will also be used during grade level meetings to keep teachers updated on district assessments, technology trainings, and curriculum. Target Population- Campus Administration Timeline- 2014-2015 School year CNA pgs.
9	1	5	Technology: Evaluate and update computer lab equipment to ensure sufficient hardware resources. (Desktops, laptops, external hard drive, printers, scanners, fax machines, laminators, sound system, digital Cameras, video cameras, document cameras, projectors, smartboards, t.v., channel modulators, technology equipment.) Timeline- Fall 2014 & Spring 2015 CNA pg.
9	1	6	All kinder through 5th grade students will be scheduled for computer lab to increase their knowledge and use of technology skills. Target Population- All students Timeline-September 2014- May 2015 CNA pg.
9	1	7	Campus will purchase additional computers and software in an effort to provide hands on instruction to improve vocabulary skills in the area of science through the use of the Living with Science computer program. Students will work at computer stations on programs that will increase their reading, math, and science skills to help increase their level of academic performance, plus increase their ability to produce computer generated projects. This strategy targets all students and increases the integration of technology in classroom instruction to ensure success in all subjects. Timeline- August 2014- May 2015 CNA pg.

# State Compensatory

## Personnel for Canales Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Enelda Brown	5th Grade Teacher	SCE	1.0
Maria Del Carmen Falcon	Pre Kindergarten Teacher	SCE	.5
Martha Elva Saenz	Pre-Kindergarten Teacher	SCE	.5
Minerva Ramirez	Dyslexia (Split Fund)	SCE	.5
Nora Robles	Pre-Kindergarten Teacher	SCE	.5
Sandra E. Trevino	Dean of Instruction	SCE	1.0
Vacancy	Pre-Kinder Aide	SCE	1.0
Yolanda Lopez	Pre-Kinder Aide	SCE	1.0
Yolanda Rangel	Teacher	SCE	.5

# Title I

## Schoolwide Program Plan

### J. T. Canales Elementary School-wide program plan

**Federal requirements for campus planning mandate that schools develop a school-wide program plan that includes all of the ten required components. The following ten components of a school-wide program are embedded within the campus improvement plan and its activities.**

Canales Elementary School uses its Title I, state compensatory and other funds to upgrade the entire instructional program by implementing school-wide programs as authorized under the provisions of public law 107-110, Section 1114.

The Site-Based Decision-Making (SBDM) Committee conducted a comprehensive needs assessment (p. 23-35) (1) over a period of one year to determine the strengths and needs of students, staff, parental & community involvement, and facilities before deciding how to use available local, state, and federal budget allocations. Based on findings of the survey, the committee decided to concentrate on improving the passing rate of all students and student groups including migrant, bilingual, at-risk, dyslexia, GT, title I, and special education on state assessments. The goal is to have 90 percent of all students and all student groups passing all parts of state mandated assessments for the 2014-2015 and to increase the commended performance level in all content areas. In addition, our goal is to increase the ELL AMAOS progress by 50% and meet AMAOS attainment in all grade levels. To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies (CIP 1.1-1.3, 7.16) that provide opportunities for all children to meet the State's proficient and advanced levels of academic performance, use effective methods and instructional strategies that are established on scientifically based research that (1) strengthen the core academic program; (2) increase the amount and quality of learning time, including the funding of an after-school tutorial/ summer school/ enrichment program, for students who are t-risk and in need of continuity in their instructional program to be successful in the succeeding school year; (3) include strategies for meeting the educational needs of historically underserved populations; (4) include strategies to address the needs of all children in school, particularly the needs of low-achieving students, at-risk, or not meeting the State student academic achievement standards; (5) address how the school will determine if such needs have been met; and (6) are consistent with and are designed to implement the state and local improvements plans.

Highly-qualified teachers (CIP 1.1, 2.2, 7.4) will carry out the instructional program. Only teachers who are certified and who have met state testing

requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments. Strategies to attract high-quality teachers to high needs schools (CIP 1.23) will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the district's and region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies. The school will provide access to high-quality ongoing professional development (CIP 1.1, 1.2, 1.21) throughout the school year for all staff including teachers, principals, and paraprofessionals. Professional development activities will be geared to individual teachers' specialties, along with any other identified needs as determined through the staff, student and parent needs assessment surveys, administration classroom observations and evaluations, and/or district identified needs. Professional development will be conducted both at the school and the education service center as well as district conferences and workshops which will be intensive and sustained. All our classroom teachers have access to additional technology, therefore, they will be provided with additional training in the use of smartboards, classroom performance systems, and ELMOS for classroom instruction via our computer technical support teacher. They will be trained not only on the technology software but on how to integrate technology into their daily lessons. Teachers will also receive in depth training on Classroom Management Strategies in order to reduce office referrals and maximize instructional time. They will receive refresher trainings on our district's Review 360 RTI behavior program. This will help our campus establish and maintain a well uniformed discipline plan.

Title I, Part A funds will be used to partially finance strategies to increase parental involvement (CIP 11.4-11.14) at the school including the parent workroom and to purchase special materials used in the parent volunteer program. Parent education will be provided to parents by the campus parent liaison as well as the district's parental involvement center. Parent training on how to help their students be successful at home, learning english, discipline management, and parenting skills will be provided to those parents who want to better meet the rigors of parenting. Parents will also receive training on assisting their children with academic assignments, tutorial participation, assessment information, drop out, college readiness, and nutrition. Parents have participated in campus surveys and have provided feedback in the campus environment and the student dress code.

An orientation for preschool children from head start (CIP 1.24) to assist with the transition to J.T. Canales Elementary will be held annually in the Spring **and** for 5<sup>th</sup> grade students and their parents to assist with the transition into middle school.

Teachers will be included in decisions regarding the use and selection of academic assessments (CIP 1.16) to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the SELP, TELPAS, and benchmark tests, to implement new instructional strategies, modify existing strategies and/or discontinue existing strategies to better address student needs as determined by use of these instruments.



Students experiencing difficulty in mastering the TEKS will be provided effective, timely additional assistance (CIP 1.5). All teachers will closely monitor all students' performance based on daily exercises and periodic tests. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically.

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

(Activity 1.5). Several of the strategies being implemented are jointly funded with special services and Title I Funds, e.g., after school tutorial programs. Professional Development activities are also paid for from Title I, parts A and C (migrant students), and local funds. Title I funds along with state compensatory funds are used to purchase supplemental instructional materials, media, and library resources used to improve and enhance the overall instructional program.

In addition to those described above, migrant funds are used to identify and recruit children of migratory workers for supplemental services designed to reduce the educational disruptions and other problems that result from repeated moves. Migrant and PFS students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. PFS students will receive additional academic and non-academic supplemental support in the form of supplies, clothing, and shoes. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically. Activity 1.5, Activity 13.1.

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

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

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

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Adelaida Garcia	Teacher Aide	Title 1	1.0
Ashley Vento	Computer Aide	Federal Programs	1.0
Beatrice Rice	Pre-k3 Teacher	Title 1	1.0
Daira Barron	Teacher Aide	Title I-A	1.0
Enrique Castillo	Migrant Teacher	212 Federal Programs	.5
Ismael Barron	Teacher	Technology	1.0
Joseph Hernandez	Parent Liaison	Parental Involvement	1.0
Raquel Lopez	Nurse	Title 1	1.0
Shalimar Hesterberg	Pre-K3 Teacher	211 Federal Programs	1.0
Susana Garza	Teacher Aide	211 Federal Programs	1.0
Teresa Pena	Teacher Aide-Dyslexia	211 Federal Programs	1.0
Venessa Lopez	Pre-K3 Teacher Aide	211 Federal Programs	1.0

## 2014-2015 Site-Based Decision Making Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Margot Torres	Principal
Administrator	Stephen Shull	Assistant Principal
Administrator	Sandra E. Trevino	Dean of Instruction
Business Representative	Lopez Supermarket	Business Representative
Business Representative	Anthony Troiani	Business Representative
Classroom Teacher	Ismael Barron	Special Programs Teacher
Classroom Teacher	Julia Cervantes	4th Grade Teacher
Classroom Teacher	Maria C. Falcon	PK-Teacher
Classroom Teacher	Carmen Garcia	2nd Grade Teacher
Classroom Teacher	Elsa Gonzalez	4th Grade Teacher
Classroom Teacher	Vanessa Medina	3rd Grade Teacher
Classroom Teacher	Maria Mendoza	1st Grade Teacher
Classroom Teacher	Rose Pulido	2nd Grade Teacher
Classroom Teacher	Irma Ruiz	Kindergarten Teacher
Community Representative	Carlos DeAnda	Community Representative
Community Representative	Eduardo Gonzalez	Community Representative
District-level Professional	Armantina Tourigny	District Representative
Non-classroom Professional	Omar Martinez	TLI Specialist
Non-classroom Professional	Connie Pinkerton-Lopez	Librarian
Non-classroom Professional	Graciela Suarez	Counselor
Parent	Sara Delgado	Parent
Parent	Lorenza Garza	Parent (alt.)
Parent	Joseph Hernandez	Parental Involvement
Parent	Erika Rodriguez	Parent
Student	Aailyah Prater	Student

Student	Edgar Valle	Student
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## Campus Funding Summary

<b>Local</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	5	1	Transportation	199-11-6494-00-101-Y-11-000-Y	\$300.00
1	5	1	Refreshments	199-11-6499-53-101-Y-11-000-Y	\$200.00
1	5	3	Fitness Gramm	199-11-6399-51-101-Y-11-FIT-Y	\$499.00
2	1	1	transportation, entrance fees, meals, Supplies and Materials.	199-11-6412-00-101-Y-11-000-Y	\$4,000.00
2	1	1	Fine Arts Supplies, UIL Materials, among other necessary items	199-11-6399-57-101-Y-11-000-Y	\$640.00
3	1	3	3 year old teacher and aide	211-11-6129-00-101-Y300F0-	\$81,285.00
6	1	1	Games, craft materials, and any other additional resources needed by teachers.	199-11-63-99-00-101-Y-21-000-Y	\$700.00
6	1	3	Student Meals	199-11-6412-00-101-Y11-000-Y	\$60.00
9	1	4	Softwate	199-23-6395-65-101-Y-99-000-Y	\$258.00
9	1	4	Electronic Items (150-500)	199-23-6398-00-101-Y-99-00-Y	\$1,000.00
9	1	4	General Supplies	199-23-6399-00-101-Y-99-000-Y	\$2,115.00
9	1	5	Administration Capital Outlay	199-23-6649-65-101-Y-99-000-Y	\$1,345.00
<b>Sub-Total</b>					<b>\$92,402.00</b>
<b>Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	2	1	STAAR coach, resources, and materials.	211-11-6399-00-101-Y-30-0F2-Y	\$11,000.00
1	2	3	G.F Training	211-13-6411-23-101-Y-30-AYP-Y	\$500.00
1	3	1	Enrichment and Remediation Resources	211-11-6399-00-101-Y-30-0F2-Y	\$7,000.00
1	3	2	Registration Fees	211-13-6411-00-101-Y-30-AYP-Y	\$500.00
1	3	3	Library Resources and Materials	211-11-6325-00-101-Y-30-0F2-Y	\$1,500.00
1	3	3	Library Aide	211-12-6129-06-101-Y-300F2Y	\$28,660.00
1	3	4	Additional Resources and Printing	211-11-6399-16-101-Y-30-0F2-Y	\$1,000.00
1	3	5	Printing	211-11-6399-16-101-Y-30-0F2-Y	\$1,000.00

1	3	5	Library Resources & Materials	211-11-3625-00-101-Y-30-0F2-Y	\$1,000.00
3	1	1	Teachers, workbooks, computers,among other resources needed.	211-11-6399-00-101-Y-30-0F2-Y	\$9,830.00
3	1	2	teacher-aides	211-12-6129-06-101-Y300F2	\$50,325.00
3	1	5	dyslexia aide	211-11-6129-06-101-Y30054	\$30,739.00
3	1	7	Milage	211-61-6411-00-101-Y-30-AYP-Y	\$684.00
4	1	1	Parent Conferences	211-61-6411-00-101-Y30-0F2-Y	\$684.00
4	1	2	Medals, Trophies, Ribbons, Certificates, among other awards	211-11-6498-00-101-Y-30-0F2-Y	\$3,000.00
4	2	2	State adopted texts, supplemental texts, TEKS, ELPS Needed Supplemental materials. Supplies for Extra- curricular activities.	211-11-6399-00-101-Y-30-0F2-Y	\$2,700.00
7	1	1	Parent Liaison, among other resources.	211-61-6129-00-101-Y-30-0F2-Y	\$26,531.00
7	1	2	Food and Refreshments for parents.	211-61-6499-53-101-Y-30-0F2-Y	\$1,500.00
7	1	2	Disposable products such as; paper cups, spoons, paper plates, etc.	211-61-6399-00-101-30-0F2-Y	\$100.00
8	1	2	NGS Currently Enrolled Report Card,	212-11-6399-00-101-Y-24-0F2-Y	\$675.00
9	1	1	Technology Labs, Classrooms computers, Technology Software, Library services and resources, Science Tech Modules, Literacy Coach, AR, Easy Tech	211-11-6395-101-Y-30-0F2-Y	\$500.00
9	1	1	Technology teacher	211-11-6119-00-101-Y24PFP	\$71,844.00
<b>Sub-Total</b>					\$251,272.00

### Title III-A

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Bilingual Instructional Supplies	163-11-6399-00-101-Y-25-000-Y	\$4,400.00
3	1	2	teacher-aides	211-11-6129-06-101-Y-24PFS	\$58,543.00
5	1	1	Nurse	211-33-6119-00-101-Y300F2	\$23,274.00
<b>Sub-Total</b>					\$86,217.00

### State Compensatory

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	Practice Workbooks and Materials	160-11-6118-00-101-Y30-000-Y	\$8,800.00
1	1	1	Teacher	162-11-6119-00-101-Y30-000-Y	\$56,821.00
3	1	1	Tutorials for SSI	162-11-6118-00-101-Y-24-SSI-Y	\$13,112.00

3	1	1	Mini Grant- Tutorials	162-11-6118-00-101-Y30-0K2-Y	\$25,000.00
3	1	1	At-Risk Tutorial	162-11-6118-00-101-Y-30-000-Y	\$11,406.00
3	1	2	teacher-aides	162-11-6129-06-101-Y34-087-Y	\$50,049.00
3	1	3	Teachers, Teacher Aides, Resources,	162-11-6119-00-101-Y34-PKK-Y	\$118,664.00
3	1	4	Dean of Instruction	162-13-6119-31-101-Y30-000-Y	\$58,816.00
3	1	5	teacher	162-11-6119-00-101/124-054-Y	\$28,038.00
9	1	7	Mini-Grant-Computers Software Renewal	162-11-6249-00-101-Y-30-0K2-Y	\$5,000.00
9	1	7	Mini-Grant New Computer Software	162-11-6395-00-101-Y-30-0K2-Y	\$300.00
<b>Sub-Total</b>					\$376,006.00
<b>Federal Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	5	Resources & Materials	263-11-6399-00-101-Y-25-000-Y	\$3,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Title I-C (Migrant)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
8	1	1	NGS, Currently Enrolled Report, Migrant Teacher	212-11-6119-00-101-Y-240F1Y	\$17,231.00
8	1	1	General Supplies	212-11-6399-00-101-Y-24-0F2-Y	\$675.00
<b>Sub-Total</b>					\$17,906.00
<b>Title II-A (TPTR)</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	3	9	Class Size Reduction Teacher	255-11-6119-01-101-Y24052Y	\$59,797.00
3	1	6	phone	163-11-6398-00-101-Y-25-000-Y	\$256.00
<b>Sub-Total</b>					\$60,053.00
<b>No Funds Required</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	2			\$0.00
1	1	3			\$0.00
1	1	4			\$0.00



1	1	5			\$0.00
1	2	2			\$0.00
1	2	4			\$0.00
1	3	6			\$0.00
1	3	7			\$0.00
1	3	8			\$0.00
1	3	8			\$0.00
1	4	1			\$0.00
1	4	2			\$0.00
1	4	3			\$0.00
1	4	4			\$0.00
1	4	5			\$0.00
1	4	6			\$0.00
1	5	2			\$0.00
1	5	4			\$0.00
1	5	5			\$0.00
1	5	6			\$0.00
1	5	7			\$0.00
2	1	2			\$0.00
2	1	3			\$0.00
2	1	4			\$0.00
2	1	5			\$0.00
2	1	6			\$0.00
3	1	8			\$0.00
3	1	9			\$0.00
3	1	10			\$0.00
3	1	11			\$0.00
3	1	12			\$0.00

3	1	13			\$0.00
3	1	14			\$0.00
4	1	3			\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
4	1	6			\$0.00
4	1	7			\$0.00
4	2	1			\$0.00
4	2	3			\$0.00
4	2	4			\$0.00
4	2	5			\$0.00
4	2	6			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
5	1	7			\$0.00
5	1	8			\$0.00
5	1	9			\$0.00
6	1	2			\$0.00
6	1	4			\$0.00
7	1	3			\$0.00
7	1	4	Parent Center, Guest speakers		\$0.00
7	1	5			\$0.00
7	1	6			\$0.00
8	1	3			\$0.00
8	1	4			\$0.00

8	1	5			\$0.00
8	1	6			\$0.00
8	1	7			\$0.00
8	1	8			\$0.00
8	1	9			\$0.00
8	1	10			\$0.00
8	1	11			\$0.00
8	1	12			\$0.00
8	1	13			\$0.00
8	1	14			\$0.00
8	1	15			\$0.00
8	1	16			\$0.00
8	1	17			\$0.00
9	1	2	Online Annual STAAR Chart		\$0.00
9	1	3	Software & Hardware		\$0.00
9	1	6	Technology Computers, Software & Hardware, Lab, Tech. teacher,		\$0.00
<b>Sub-Total</b>					\$0.00
<b>Grand Total</b>					\$886,856.00