

**Brownsville Independent School District**  
**Canales Elementary**  
**2017-2018 Campus Improvement Plan**



# Mission Statement

## Mission Statement

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

# Vision

## Vision Statement

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

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# Comprehensive Needs Assessment

## Needs Assessment Overview

### J.T. Canales Elementary School

#### 2014-2015 Campus Narrative

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

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

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

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

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

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

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

Canales Elementary will also be the hosting school to the Extended Day Enrichment Program.

School Namesake: Jose Tomas Canales

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

### **Annual Campus Goals**

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

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

# Demographics

## Demographics Summary

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

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

## Demographics Strengths

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

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



## 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. CIRCLE PM for Pre K-3 and Pre K-4

### 3<sup>rd</sup>-5<sup>th</sup> Grade All Students STAAR 2016 Summary (Met Standard)

	2013	2014	2015	2016	2017
3rd grade Reading	94%	87%	78%	68%	
4th grade Reading	75%	77%	78%	69%	
5th grade Reading	91%	87%	72%	88%	70%
Canales				75%	
3rd grade Math	98%	93%	80%	89%	
4th grade Math	81%	79%	84%	75%	
5th grade Math	71%	79%	78%	90%	90%
Canales					
4th grade Writing	78%	89%	79%	57%	
5th grade Science	72%	72%	66%	83%	

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

### Performance variation between all student groups: (Met Standard)

**Reading:**

At-Risk: 74%

Economic Disadvantage: 82%

Hispanic: 82%

White: N/A

Female: 88%

Male: 82%

Gifted & Talented: 100%

LEP: 75%

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

Special Education: 12%

**Math:**

At-Risk: 82%

Economic Disadvantage: 89%

Hispanic: 89%

White: N/A

Female: 90%

Male: 86%

Gifted & Talented: 100%

LEP: 88%

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

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

**Science:**

At-Risk: 67%

Economic Disadvantage: 66%

Hispanic: 66%

White: N/A

Female: 77%

Male: 69%

Gifted & Talented: 100%

LEP: 51%

Migrant: No info. Provided

Special Education: 0 %

**Writing:**

At-Risk: 88%

Economic Disadvantage: 78%

Hispanic: 79%

White: N/A

Female: 93%

Male: 88%

Gifted & Talented: 100%

LEP: 71%

Migrant: No info. Provided

Special Education: 33%

**Performance variation between all student groups: (Met Standard)**

**Reading:**

At-Risk: 74%

Economic Disadvantage: 90%

Hispanic: 90%

White: N/A

Female: 88%

Male: 82%

Gifted & Talented: 100%

LEP: 79%

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

Special Education: No info. Provided

Math:

At-Risk: 82%

Economic Disadvantage: 89%

Hispanic: 89%

White: N/A

Female: 90%

Male: 86%

Gifted & Talented: 100%

LEP: 88%

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

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

Science:

At-Risk: 67%

Economic Disadvantage: 71%

Hispanic: 71%



White: N/A

Female: 77%

Male: 69%

Gifted & Talented: 95%

LEP: 48%

Migrant: No info. Provided

Special Education: 80%

Writing:

At-Risk: 88%

Economic Disadvantage: 90%

Hispanic: 90%

White: N/A

Female: 93%

Male: 88%

Gifted & Talented: 100%

LEP: 84%

Migrant: No info. Provided

Special Education: No info. Provided

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

to ensure increase in progress

## **Student Achievement Strengths**

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

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

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

**Problem Statement 1:** 57% of our 4th grade students met standard on the 2016 STAAR. **Root Cause:** There was no vertical alignment across the grade levels.

## School Culture and Climate

### School Culture and Climate Summary

#### **Procedures for school culture and climate:**

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

The parent center is a comfortable setting for parents. They are generally offered refreshments after each gathering. Teachers and parents are encouraged to voice their opinions and take part in the decision making. **(3.1.8) (8.1.12)**

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

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

### School Culture and Climate Strengths

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

#### **School culture and climate strengths**

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



## 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.**

## Curriculum, Instruction, and Assessment

### Curriculum, Instruction, and Assessment Summary

#### Procedures for curriculum, instruction and assessment:

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

**Data sources reviewed:** The following sources provided valuable data for curriculum, instruction and assessment in regards to the identification of needs: **(1.4.3)**

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

### Curriculum, Instruction, and Assessment Strengths

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

#### Curriculum, instruction and assessment strengths

- **vocabulary development (1.3.3) (3.1.4)**
- **weekly grade level meetings (1.3.8)**
- **vertical/horizontal alignment (1.3.8)(1.1.4)**
- **Living with Science lab for 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**

## **Family and Community Involvement**

### **Family and Community Involvement Summary**

#### **Procedures for family and community involvement:**

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

**Data sources reviewed:** The following sources provided valuable data for family and community involvement in regards to the identification of needs:

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

### **Family and Community Involvement Strengths**

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

#### **Family and community involvements strengths**

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

## School Context and Organization

### School Context and Organization Summary

#### **Procedures for school context and organization:**

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

**Data sources reviewed:** The following sources provided valuable data for school context and organization in regards to the identification of needs: **(5.1.4) (1.5.7)**

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

### School Context and Organization Strengths

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

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

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



# 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: **(1.4.3) (9.1.7)**

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

## Technology Strengths

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

### **Technology strengths**

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

# 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
- STAAR Released Test Questions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local diagnostic reading assessment data
- Local diagnostic math assessment data
- Local benchmark or common assessments data
- Student failure and/or retention rates

## Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- 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
- PDAS and/or T-TESS

### **Parent/Community Data**

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

### **Support Systems and Other Data**

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

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

## 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:** Canales student performance for all students in SCIENCE (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) will exceed 2016 STAAR percent Level II Satisfactory Standard (now approaches grade level) and STAAR Advanced Level (now Master Grade Level).

**Evaluation Data Source(s) 1:** Comparing last year's data with this year's data.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<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. Supplies and materials will be needed for the above mentioned hands on projects and activities.</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 CNA pg. 20 &amp; 22 August 2017-June 2018</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Science Lab Teacher.</p>	<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>				
<p>Funding Sources: 162 State Compensatory - \$4,850.00, 199 Local funds - \$968.51</p>						

<p>2) 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>Timeline- Monitor every day from August 2017-June 2018</p> <p>Population: K-5th grade students CNA pg. 18 UA/CSF 1a,b,c</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; State Comp.; Paraprofessionals.</p>	<p>Formative: six weekly progress reports, science notebooks and journals, science word walls, word banks, reflective journals and discussions, observations.</p> <p>Summative: student participation data, completed science notebooks to be picked up randomly every six weeks by administration mastery of TEKS/STAAR categories.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>3) 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 2017- June 2018</p> <p>CNA pg. 18</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers, Specialist.</p>	<p>Evidence of implementation: walkthroughs, weekly grades, progress reports, sign-in sheets</p> <p>Evidence of impact: campus benchmark data, STAAR science results.</p>				
<p>Funding Sources: 211 Title I-A - \$625.00</p>						
<p>4) Campus progress will be monitored carefully to improve ensure success.</p> <p>Target population- teachers, students, and staff.</p> <p>Timeline- Every 3 &amp; 6 weeks from August 2017-June 2018</p> <p>CNA pg. 11 &amp; 13</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers.</p>	<p>Evidence of implementation and impact: STAAR results, benchmark and test scores.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = 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:** Canales student performance for all students in MATH (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) will exceed 2016 STAAR percent Level II Satisfactory Standard (now approaches grade level) and STAAR Advanced Level (now Master Grade Level).

**Evaluation Data Source(s) 2:** Comparing last year's data with this year's data.

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<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.</p> <p>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.</p> <p>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 2017-June 2018 CNA-p. 8, 14, &amp; 21</p>	<p>Principal; Assistant Principal; Dean of Instruction; Math Teachers; Math Specialist.</p>	<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>				
<p>Funding Sources: 162 State Compensatory - \$4,850.00</p>						

<p>2) Provide staff development in the areas of technology math 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> <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 2017-June 2018</p> <p>CNA-p. 18 &amp; 23</p>	<p>Principal; Assistant Principal; Dean of Instruction; Math Teachers; Math Specialist.</p>	<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>  = Accomplished    = Continue/Modify    = 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 3:** Canales student performance for all students in READING (at-risk, economically disadvantaged, LEP, special education, gifted/talented and migrant) will exceed 2016 STAAR percent Level II Satisfactory Standard (now approaches grade level) and STAAR Advanced Level (now Master Grade Level).







**Evaluation Data Source(s) 3:** Comparing last year's data with last year's data.

**Summative Evaluation 3:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></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 Turn Around Trainings and STAAR updates. Provide students with reading and language arts resources.</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 2017- June 2018-once every 6 weeks or as often as needed.</p> <p>CNA pg. 9 &amp; 15</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers, Language Arts Team Members, Bilingual Dept.</p>	<p>Evidence of implementation: observations for implementation, student samples, walkthroughs, 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>				
<p>Funding Sources: 162 State Compensatory - \$4,005.00, 199 Local funds - \$300.00</p>						
<p><b>State System Safeguard Strategy</b></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>Target Population- All teachers Timeline- Ongoing as professional development opportunities are offered from August 2017-June 2018</p> <p>CNA-p. 8 &amp; 18</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers, Special Education teachers, Dyslexia teachers, Language Arts Specialist, Administrators for Curriculum &amp; Instruction,</p>	<p>Evidence of implementation: classroom observations, benchmark testing, fluency monitoring.</p> <p>Evidence of impact: STAAR, TELPAS, TPRI/Tejas Lee, Stanford 10, Aprenda results.</p>				

<p align="center"><b>State System Safeguard Strategy</b></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:</p> <ul style="list-style-type: none"> <li>-Accelerated Reader</li> <li>-scholastic news</li> <li>-sustained silent reading</li> <li>-read aloud</li> <li>-readers' theater</li> <li>-incentives (ribbons, books, trophies)</li> <li>-TELPAS</li> <li>-novels</li> </ul> <p>Provide opportunities for all students to participate in programs that develop and improve the levels of language usage including activities such as:</p> <ul style="list-style-type: none"> <li>-UIL/Destination Imagination</li> <li>-newspapers/kid speak</li> <li>-spelling bee</li> <li>-book writing/publishing</li> <li>-book studies</li> </ul> <p>Target Population-at-risk students Timeline- August 2017-June 2018</p> <p>CNA pg. 16-17</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian; Library Aide.</p>	<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,CIRCLE PM,TPRI/Tejas, competition, student submission, and presentations.</p>				
<p>Funding Sources: 162 State Compensatory - \$1,000.00, 211 Title I-A - \$24,175.00, 199 Local funds - \$100.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>4) Provide at-risk students with a high quality after school program to increase reading grades, TPRI/Tejas Lee, CIRCLE-PM, benchmarks, TELPAS, and STAAR/AYP Scores from PK grade through 5th grade.</p> <p>Target population- at-risk students Timeline- August 2017- June 2018</p> <p>CNA pg. 10-11</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Teachers.</p>	<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 align="center"><b>State System Safeguard Strategy</b></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> <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>Target population- at-risk students Timeline- daily from August 2017- June 2018</p> <p>CNA pg. 20</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian; State Comp. Paraprofessionals;</p>	<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 align="center"><b>State System Safeguard Strategy</b></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.</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>Target population- all students Timeline- August 2017- June 2018</p> <p>CNA pg. 18</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; State Comp. Paraprofessionals; PreK 3-5th grade teacher.</p>	<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 - \$0.00</p>

<p align="center"><b>State System Safeguard Strategy</b></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 2017- June 2018</p> <p>CNA pg. 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers, TST.</p>	<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 - \$0.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>8) Teachers will be required to attend weekly/biweekly grade level meetings and Co planning 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>Target Population-all teachers Timeline- through out 2017-2018 school year.</p> <p>CNA pg. 17</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; CBLT members; Teacher Specialist ; Teacher-Language Arts;</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 - \$0.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></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 2017- June 2018</p> <p>CNA pg. 8, 13, 15,</p>	<p>Principal; Assistant Principal; Dean of Instruction.</p>	<p>Evidence of implementation: observations for implementation, student samples, walkthroughs, 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>				
<p align="center">  = Accomplished  = Continue/Modify  = 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:** Canales students 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.

**Evaluation Data Source(s) 4:** Comparing last year's data with this year's data.

**Summative Evaluation 4:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></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 2017-June 2018 or as necessary (every 6 weeks).</p> <p>CNA pg. 18</p>	<p>BISD Frameworks Curriculum Specialist; Principal; Assistant Principal, Dean of Instruction; All teachers.</p>	<p>Evidence of implementation: sign in sheets, agendas, walk-throughs, lesson plans</p> <p>Evidence of impact: teacher made tests, unit assessments</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p><b>State System Safeguard Strategy</b></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</p> <p>Timeline- August 2017- June 2018 or as needed.</p> <p>CNA pg. 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers, TST.</p>	<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 - \$0.00</p>						

<p align="center"><b>State System Safeguard Strategy</b></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- 2017-2018 school year (as often as every 3 or 6 weeks)</p> <p>CNA pg. 17 &amp; 24</p>	<p>SS Curriculum Specialist, Dean of Instruction, Principal, Assistant Principal, Teachers.</p>	<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 - \$0.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>4) Kids Voting Day</p> <p>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 2017</p> <p>CNA pg. 14</p>	<p>Principal, Assistant Principal, Dean of Instruction, Teachers, Teacher Aides, Librarian, Counselor, TST.</p>	<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 - \$0.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>5)</p> <p>Engage and Celebrate cultural differences and its impact on the history of our country. Such as Charro DaysHispanic Heritage Month history of Texas and U.S, and African American History Month, among others.</p> <p>Target population- all students</p> <p>Timeline: Through out the school year.</p> <p>CNA pg. 17</p>	<p>Principal, Assistant Principal, Dean of Instruction, Teachers, Librarian, Counselor, TST.</p>	<p>Evidence of implementation: observation, lesson plans, bulletin boards, walk throughs, lesson plans, student and teacher participation.</p> <p>Evidence of impact: grades, student reports, journals, projects, school participation, discussions.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p align="center"><b>State System Safeguard Strategy</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.</p> <p>Timeline- 2017-2018 school year.</p> <p>CNA pg. 18</p>	<p>Principal, Assistant Principal, Dean of Instruction, Teachers, State Comp. Aides, Librarian, TST,</p>	<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>				
<p>Funding Sources: No Funds Required - \$0.00</p>						



= Accomplished



= Continue/Modify



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

**Evaluation Data Source(s) 5:** Comparing last year's data with this year's data.

**Summative Evaluation 5:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></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> <p>Timeline: 2017-2018 School year CNA pg. 23</p>	<p>Principal; Assistant Principal; Dean of Instruction; Food and Nutrition Services; Area Superintendents; Physical Education Teachers; Physical Education Aides; Curriculum and Instruction Department.</p>	<p>Evidence of implementation: sign in sheets, agendas, safety evaluation, campus visitations.</p> <p>Evidence of impact: SHAC recommendation.</p>				
<p>Funding Sources: 199 Local funds - \$350.00</p>						



<p align="center"><b>State System Safeguard Strategy</b></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 2017-June 2018</p> <p>CNA pg. 14</p>	<p>Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers; Physical Education Aides.</p>	<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>				
<p>Funding Sources: 199 Local funds - \$50.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></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 2018- May 2018</p> <p>CNA pg. 14</p>	<p>Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers; Physical Education Aides.</p>	<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>				

<p align="center"><b>State System Safeguard Strategy</b></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- 2017-2018 school year.</p> <p>CNA pg. 14</p>	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides.	Evidence of implementation: updated curriculum frameworks.  Evidence of impact: student classroom assessment, physical fitness assessment.				
Funding Sources: No Funds Required - \$0.00						
<p align="center"><b>State System Safeguard Strategy</b></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- 2017-2018 school year.</p> <p>CNA pg. 14</p>	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides, Nurse, CATCH Teams,	Evidence of implementation: updated curriculum frameworks, CIP review, campus visitations.  Evidence of impact: student classroom assessment, physical fitness assessment, documentation on CIP.				
Funding Sources: No Funds Required - \$0.00						
<p align="center"><b>State System Safeguard Strategy</b></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- 2017-2018 school year.</p>	Principals, Assistant Principals, Dean of Instruction, Physical Education Teachers and Physical Education Aides, Curriculum and Instruction Department.	Evidence of implementation: updated curriculum frameworks, staff development, observations, agendas, and lesson plans.  Evidence of impact: student classroom assessment, documentation on observations.				
Funding Sources: No Funds Required - \$0.00						

<p><b>State System Safeguard Strategy</b></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 2017 and Spring 2018 CNA pg. 22</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>				
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Funding Sources: No Funds Required - \$0.00

 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue







**Goal 2: The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.**

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

**Evaluation Data Source(s) 1:** Comparing last year's data with this year's data.(Student participation in afterschool and during school activities, extra curricular activities, etc).

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Provide fine arts opportunities for all students through student participation in the following:                      -UIL music memory, UIL art, cheer Team/drill Team, Chess 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 2017-June 2018                      CNA pg. 6</p>	<p>Principal, Assistant Principal, Dean of Instruction, Music teacher, Special Events Coordinator, Sponsor Teachers.</p>	<p>Evidence of implementation: improvement in student grades.                       Evidence of impact: improvement in state testing scores, observations, displays of student's work, participation.</p>				
<p>Funding Sources: 199 Local funds - \$3,227.00</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.                       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 2017-June 2018                       CNA pg. 17</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers.</p>	<p>Evidence of implementation: lesson plans, walk-throughs, writing samples.                       Evidence of impact: STAAR results, TELPAS scores, benchmark results, TPRI results, progress reports, report cards, reading tests.</p>				
<p>Funding Sources: No Funds Required - \$0.00</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- 2017-2018 school year CNA pg. 18</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers.</p>	<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 - \$0.00</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 2017-June 2018 CNA pg. 18</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 - \$0.00</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>Target population- all students Timeline- 2017-2018 School year. CNA pg. 6</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 - \$0.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>						







**Goal 2:** The students in the public education system will demonstrate exemplary performance in the TEKS based fine arts programs, co-curricular, athletic programs, and extra-curricular activities.

**Performance Objective 2:** 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

**Evaluation Data Source(s) 2:** 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)

**Summative Evaluation 2:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
1) 1) Canales Elementary will implement the GALAXY (GT) Program Defined by categories example Academic Vocational Expectations for Students behavior towards College Courses GT students will complete projects and assignments that will challenge them to incorporate problem solving and real life application to dilemmas. Population: Gt students Timeline: July 2017 - June 2018 CNA pg. 18 & 19	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: 199 Local funds - \$516.00						
2) Canales Elementary will create a college going culture. Population: GT students Timeline: July 2017 - June 2018 CNA pg. 22	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 - \$0.00						
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. Population: 3rd-5th students GT students. Timeline: September 2017- October 2018. CNA pg. 22	Principal, Assistant Principal, Dean of Instruction, Sponsor, Parents	Student participation, Sponsor observations, completion of Brainsville journal, Campus Judging, District Competition.				

<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 2017- June 2018 CNA pg. 22</p>	<p>Principal, Assistant Principal, Dean of Instruction.</p>	<p>Student participation, Process of Nominations and Votes, Community Service completed, End of the year survey.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**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 and 97.5 % attendance rate.

**Evaluation Data Source(s) 1:** STAAR, the At-Risk Student Attendance Rate, and the Retention Rate.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p><b>State System Safeguard Strategy</b></p> <p>1) Canales Elementary will implement tutorials, the Extended Day Program, and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Workbooks, computers, EIKIS, etc</p> <p>Population: AR, LEP, MI, DYS, TI</p> <p>Timeline- September 2017- May 2018, 2-3 times per week, and as necessary (Saturday Academy &amp; Tutorials). CNA pg. 9 &amp; 15</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Administrator for State Compensatory Education</p>	<p>Formative: Student work, student progress reports, report cards, teacher observations, benchmarks, campus and weekly assessments, tutorial attendance report, and tutorial schedules &amp; lesson plans.</p> <p>Summative: STAAR, TPRI/TEJAS LEE, and reduced retention rate.</p>				
<p>Funding Sources: 162 State Compensatory - \$72,626.00, 211 Title I-A - \$22,705.00, 163 State Bilingual - \$7,462.00, 199 Local funds - \$1.00</p>						
<p><b>State System Safeguard Strategy</b></p> <p>2) Campus teachers and instructional aides will assist at-risk students with core academic activities in order to improve student performance. Population: AR, MI, TI Timeline- August 2017-June 2018 CNA pg. 8</p>	<p>Principal, Assistant Principal, Dean of Instruction, Teachers Administrator for State Compensatory Education</p>	<p>Formative: student work, student progress reports, report cards, district benchmarks, campus assessments, weekly classrooms tests, classroom observations, CIRCLE PM (BOY &amp; MOY)</p> <p>Summative CIRCLE PM (EOY), STAAR, TPRI/Tejas Lee, and reduced retention rate.</p>				
<p>Funding Sources: 199 Local funds - \$125.00</p>						



<p><b>State System Safeguard Strategy</b></p> <p>3) Highly qualified teachers will implement the PK program and will use educational resources, manipulatives, and resources. 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. Training will be provided for teachers. Target population- AR, MI, T1, LEP, Timeline-Daily</p> <p>CNA pg. 9 &amp; 16</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Bilingual Department Administrator for State Compensatory Education</p>	<p>Formative: CPALLS (BOY and MOY)</p> <p>Summative: CPALLS (EOY)</p>				
<p>Funding Sources: 163 State Bilingual - \$1,725.00, 199 Local funds - \$1,063.00, 211 Title I-A - \$142,825.00</p>						
<p><b>State System Safeguard Strategy</b></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</p> <p>Target Population- AR, MI, LEP, T1 Timeline- August 2017-June 2018</p> <p>CNA pg. 8, 17</p>	<p>Principal; Administrator for State Compensatory Education</p>	<p>Formative: professional development agendas &amp; objectives, ERO attendance report, walk-throughs, ERO Session Evaluations, lesson plans, campus mini-marks and benchmark scores, and student progress reports.</p> <p>Summative: STAAR</p>				
<p>Funding Sources: 199 Local funds - \$2,799.00</p>						
<p><b>State System Safeguard Strategy</b></p> <p>5) The Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents.</p> <p>Targeted population - dyslexia students and at-risk students. Timeline: 2017-2018 school year. CNA pg. 8</p>	<p>Principal; Assistant Principal; Dean of Instruction; Administrator for State Compensatory Education</p>	<p>Formative: Student progress reports, attendance reports, conference log</p> <p>Summative: Increase student academic performance on STAAR</p>				
<p>Funding Sources: 211 Title I-A - \$31,021.00</p>						
<p>6) The LPAC team will contact other campuses, parents, and the bilingual department to obtain information on bilingual students. Using LPAC minutes, the bilingual clerk will code students. Bilingual clerk will also spend 80% of her time in the classroom setting and 20% working on LPAC files.</p> <p>Target Population: LEP students Timeline: August 2017- June 2018.</p> <p>CNA p. 8</p>	<p>Principal Assistant Principal Dean of Instruction Bilingual Department</p>	<p>Formative: Bilingual students will be monitored through out the year to ensure student achievement in both their native language and as English language learners. Progress and report cards, classroom assessments, Campus Benchmarks, and District Benchmark will be used to demonstrate success.</p> <p>Summative: STAAR</p>				

<p align="center"><b>State System Safeguard Strategy</b></p> <p>7) The special education teacher will provide small group instruction and hands-on activities to our special education population. Special education teacher will attend necessary professional development.</p> <p>Target population- Special Education students Timeline- December 2017 &amp; May 2018</p> <p>CNA pg. 13 &amp; 21</p>	<p>Principal, Assistant Principal, Dean of Instruction, Records Clerk, Special Education Teacher Special Education Teacher Aide</p>	<p>Formative: eSchool Plus rosters, Retention rate</p> <p>Summative: 10% increase in STAAR scores.</p>				
<p>Funding Sources: 166 State Special Ed. - \$3,410.00</p>						
<p align="center"><b>State System Safeguard Strategy</b></p> <p>8) 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- August 2017-June 2018 school year.</p> <p>CNA pg. 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Data Entry Clerk.</p>	<p>Formative: enrollment binder, updates E-school, special program report.</p> <p>Summative: Attendance Rate, Retention Rate, and STAAR</p>				
<p>Funding Sources: 199 Local funds - \$50.00</p>						
<p>9) Provide training to district and campus personnel on the identification of homeless children and unaccompanied youth to ensure identified students are provided services through the McKinney-Vento Act, Title I, Child Nutrition, Head Start, and other supplemental programs.</p> <p>Population: AR, TI Timeline: August 2017 &amp; as needed for new employees</p>	<p>Campus Administration; Youth Connection Projector Coordinator</p>	<p>Formative: student progress reports, benchmark scores, ERO Session Evaluation Report</p> <p>Summative: STAAR, Attendance Rate, Retention Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>10) 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- Augsut 2017-May 2018 school year</p>	<p>District Administration; Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Parent Liaison; Special Programs Support; Data Entry Clerk.</p>	<p>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.</p>				
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 = Accomplished
  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

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

**Performance Objective 1:** Students will meet their full academic potential by preparing for college.

**Evaluation Data Source(s) 1:** 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.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Career day: Encourage participation from community leaders, speaker-for-a-day, and principal for a day.</p> <p>Target Population- All students in Pre K- 5th grade</p> <p>Timeline- One Career Fair in the Fall &amp; one in the Spring.</p> <p>CNA pg. 12</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parents; Community Members; Counselor.</p>	<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 - \$0.00						
<p>2) Students will be provided additional support for academic success through:</p> <ul style="list-style-type: none"> <li>a. before and after school tutoring</li> <li>b. summer school</li> <li>c. small group tutoring</li> <li>d. mentoring</li> <li>e. extra curricular activities</li> <li>f. hands- on lessons</li> <li>g. awards for motivation</li> <li>h. counseling classes</li> <li>i. educational field trips</li> <li>j. community events</li> </ul> <p>Target population- all students</p> <p>Timeline- 2017-2018 school year</p> <p>CNA pg. 6 &amp; 15</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education Teachers; Librarian; Paraprofessionals.</p>	<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: 211 Title I-A - \$3,679.00, 199 Local funds - \$8,000.00						

<p align="center"><b>State System Safeguard Strategy</b></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 2017-June 2018</p> <p>CNA pg. 12</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education Teachers; Librarian; Counselor.</p>	<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>				
<p>Funding Sources: No Funds Required - \$0.00</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</p> <p>Timeline- EOY</p> <p>CNA pg. 12</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education Teachers; Librarian; Counselor.</p>	<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>				
<p>5) Provide professional development opportunities to teachers on a variety of topics depending on our students' needs.</p> <ul style="list-style-type: none"> <li>-RTI/SPED/Dyslexia</li> <li>-Instruction</li> <li>-Turn- Around training</li> <li>-Walkthroughs</li> <li>-Bilingual</li> <li>-Curriculum</li> </ul> <p>Target population- all students and teachers</p> <p>Timeline- August 2017-June 2018</p> <p>CNA pg. 12</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Special Education teachers; Librarian.</p>	<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>				
<p>Funding Sources: 199 Local funds - \$2,100.00</p>						
<p>6) Bulldog buddies will be selected for students in need of mentoring.</p> <p>Target population- all students (economically disadvantaged,migrant, LEP, special education, at-risk,GT, dyslexia)</p> <p>Timeline- 2017-2018 school year.</p> <p>CNA pg. 8- 9</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian.</p>	<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>				



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**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%.

**Evaluation Data Source(s) 1:** Comparing last year's data with this year's data. (Discipline referrals, overall school climate, student participation, among other sources of data).

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<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- 2017-2018 school year</p> <p>CNA pg. 22</p>	<p>Principal; Assistant Principal; Dean of Instruction; Nurses;</p>	<p>Evidence of Impact and Implementation: Nurse logs, observation &amp; documentation, Parent conferences reports.</p>				
<p>Funding Sources: 199 Local funds - \$250.00, 211 Title I-A - \$27.89</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. Timeline- August 2017-May 2018</p> <p>CNA pg. 11</p>	<p>Principals, Assistant Principal, Dean of Instruction, Counselors, Professional Development Specialist, Security.</p>	<p>Evidence of implementation and impact: agenda, sign-in sheets.</p>				
<p>Funding Sources: 199 Local funds - \$593.73</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- 2017-2018 school year</p> <p>CNA pg. 22</p>	<p>Principal, Assistant Principal, Dean of Instruction, Counselors, Professional Development &amp; Behavioral Specialists, RTI Specialist.</p>	<p>Evidence of implementation and impact: attendance roster, professional development evaluation, PEIMS discipline reports, agenda sign-in sheets.</p>				
<p>Funding Sources: 199 Local funds - \$150.00</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 2017- June 2018</p> <p>CNA pg. 22-23</p>	<p>Principal, Assistant Principal, Dean of Instruction, Faculty &amp; Staff, Administration and BISD Police &amp; Security.</p>	<p>Evidence of implementation and impact:          after action reviews, sign-in sheets, evaluations, audits</p>				
<p>Funding Sources: No Funds Required - \$0.00</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 2017- June 2018</p> <p>CNA pg. 22- 23</p>	<p>Principal;          Assistant Principal;          Dean of Instruction;          Teachers.</p>	<p>Evidence of implementation and impact: after action reviews, sign-in sheets, evaluations, audits.</p>				
<p>Funding Sources: No Funds Required - \$0.00</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 2017- June 2018 CNA pg 22-23</p>	<p>Principal, Assistant Principal, Dean of Instruction, Faculty &amp; Staff, Administration and BISD Police &amp; Security.</p>	<p>Evidence of implementation and impact: after action reviews, sign-in sheets, evaluations, audits.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>7) The campus will provide a safe learning environment for all students. a. maintenance of buildings b. landscaping c. repairs</p> <p>Target population- students, faculty &amp; staff, and parents. Timeline- August 2017- June 2018 CNA pg. 21</p>	<p>Principal, Assistant Principal, Dean of Instruction, Faculty &amp; Staff, Custodial Team</p>	<p>Evidence of implementation and impact: after action reviews, evaluations</p>				
<p>Funding Sources: 199 Local funds - \$2,357.69, 162 State Compensatory - \$347.00</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 2017- June 2018 CNA pg. 22</p>	<p>Principal; Assistant Principal; Dean of Instruction; Counselors.</p>	<p>Evidence of implementation and impact: Student sign in sheets, parent communication, counselor logs.</p>				
<p>Funding Sources: 199 Local funds - \$394.82</p>						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

**Goal 6: 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.

**Evaluation Data Source(s) 1:** Comparing last year's data with this year's data. Ex. surveys, enrollment, and participation, among other forms of data.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<p>1) Parents will participate in the following trainings offered at the campus in order to develop an understanding of the student expectations.</p> <ul style="list-style-type: none"> <li>-parent orientation sessions for PK/Kinder &amp; head start</li> <li>-transition of preschool children</li> <li>-HAC</li> <li>-technology awareness</li> <li>-ESL classes</li> <li>-5th grade students transition into middle school</li> <li>-early childhood reading strategies</li> <li>-effective teaching strategies</li> <li>-health education- families in training</li> <li>-special population (bilingual, dyslexia, -G.T., migrant, special education</li> <li>-drop out and violence prevention-New Horizons</li> <li>-community agencies/organizations</li> </ul> <p>Timeline August 2017-June 2018 school year</p> <p>CNA pg. 21</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison Nurse Counselor Technology Teacher.</p>	<p>Formative: parental involvement, parental awareness, community head start (Citrus Head Start) visit and presentation, and parent center presentation fliers.</p> <p>Summative: sign-in sheets, evaluations, EOY survey, pre-school students (Citrus Head Start) visit Pre-Kinder and Kinder classrooms, STAAR results.</p>				
<p>Funding Sources: 211 Title I-A - \$0.00</p>						

<p>2) Provide presentations to the parents on the following policies and programs in an effort to encourage parental participation and awareness. Refreshments will be provided.</p> <ul style="list-style-type: none"> <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- September 2017-May 2018 school year</p> <p>CNA pg. 16 &amp; 24</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Nurse; Counselor.</p>	<p>Formative: parent participation and awareness</p> <p>Summative: Agendas, sign-in sheets, evaluations, student code of conduct and school-parent-student compact acknowledgement forms.</p>				
<p>Funding Sources: 211 Title I-A - \$25,344.00</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 2017 &amp; May 2018</p> <p>CNA pg. 21</p>	<p>Principal; Assistant Principal; Dean of Instruction; Parent Liaison.</p>	<p>Formative: campus policy, fliers, sign in sheets, agenda, S-P-S Compact.</p> <p>Summative: session evaluation, Title I parental involvement compliance checklist, attendance rate, STAAR results.</p>				

<p>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-August 2017-June 2018  CNA pg. 20 &amp; 21</p>	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison.	Formative: parent and community involvement and participation.  Summative: sign-in sheets, agendas, pictures, participation.				
<p>5) Conduct an annual parent survey to evaluate the effectiveness of Parental Involvement efforts.</p> <p>Survey will be conducted in Spring 2015 and administration will ensure that the section in the Title I parental involvement compliance binder is completed.  Timeline: Marh &amp; April 2018  CNA pg. 20-21</p>	Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Counselors.	Formative: community awareness, classroom presentations.  Summative: surveys, Title I Parental Involvement compliance checklist.				
<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- December 2017 &amp; May 2018 school year</p> <p>CNA pg. 20-21</p>	Administration Teachers Parent Liaison Nurse Counselor	Formative: contact log, sign-in sheet, volunteer listing, adopt-a-school business listing.  Summative: end of year survey, agendas, sign-in sheets, evaluations.				
Funding Sources: No Funds Required - \$0.00						

<p>7) Parent home visit/conference with parent at student's 3rd absence (each six weeks report) in order to increase student participation and fewer absences occur during the six weeks.</p> <p>Target population- parent liaison, parents, teachers, and administration</p> <p>Timeline- Every progress report and/or report card, or as needed on individual basis. September 2017- June 2018</p> <p>CNA pg. 14</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Parent Liaison; Attendance Clerk.</p>	<p>Formative: parent liaison log, attendance sheets.</p> <p>Summative: six weeks attendance reports, parent conferences.</p>				
<p>Funding Sources: 211 Title I-A - \$340.00</p>						

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  = Continue/Modify
  = Considerable
  = Some Progress
  = No Progress
  = Discontinue

**Goal 7: 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).

**Evaluation Data Source(s) 1:** Comparing last year's data with this year's data (PBMAS Report).







**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<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.</p> <p>Timeline: Monitoring every 3 wks. August 2017-May 2018 CNA pg. 14-15</p>	<p>Principal; Assistant Principal; Dean of Instruction; Migrant Service Coordinator; District Migrant Coordinator.</p>	<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>				
<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. Timeline- August 2017- June 2018</p> <p>CNA pg. 14-15</p>	<p>Principal; Assistant Principal; Dean of Instruction; District Migrant Coordinator; Migrant Service Coordinator.</p>	<p>Evidence of implementation: NGS campus reports.</p> <p>Evidence of impact: completed distribution log.</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. Targeted population- PFS and migrant students. Timeline- August 2017-June 2018 CNA pg. 11 &amp; 12</p>	<p>Principal; Assistant Principal; Dean of Instruction; Migrant Service Coordinator; Migrant Teacher; District Migrant Coordinator.</p>	<p>Evidence of implementation: progress monitoring instruments.  Evidence of impact: BOY, MOY state &amp; norm assessments.</p>				
<p>Funding Sources: No Funds Required - \$0.00</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. Target Population- Migrant students CNA pg. 8  Timeline line- June 2017- August 2018</p>	<p>Principal; Assistant Principal; Dean of Instruction; Migrant Service Coordinator; DMC.</p>	<p>Evidence of implementation: participants summer list, monthly migrant roster.  Evidence of impact: end of summer school documentation, attendance sheets.</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>5) 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, 2017- June 30, 2018  CNA pg. 12</p>	<p>Special Program Administrator Campus Principals Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Fewer PFS students are identified due to increased performance</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>6) 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, 2017- June 30, 2018  CNA pg. 12</p>	<p>Special Programs Administrator Campus Administrators Migrant Funded: Teachers Campus Clerks DMC MSC Recruiters</p>	<p>On-time promotion and on-time graduation</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>7) 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, 2017 - June 30, 2018 CNA pg. 8</p>	<p>Special Programs Administrator Campus Principals Recruiters Migrant Lead Clerk MSC</p>	<p>Increase enrollment into 3-year-old program</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>8) 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, 2017- June 5, 2018 CNA pg. 15</p>	<p>Sp. Programs Administrator Campus Principals Elementary Teachers Migrant Funded: Teachers 3FTEs MSC</p>	<p>Increased academic performance PBMAS</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>9) 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, 2017-June 30, 2018 CNA pg. 16</p>	<p>Migrant Funded: Parent Liaison Recruiters DMC MSC</p>	<p>Academic success for all PK-2nd grade students EOY Promotion Rate</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>10) 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, 2017 - June 5, 2018 CNA pg. 15</p>	<p>Sp. Programs Administrator Campus Principals Teachers Migrant Funded: Teacher DM Counselor MSC</p>	<p>No 1st grade retained</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>11) 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. Our migrant teacher will provide and ensure participation into supplemental opportunities. Population: Migrant and PFS students Timeline: October 1, 2017- May 29, 2018 CNA pg. 14 &amp; 15</p>	<p>Campus Admin Classroom Teacher Migrant Funded: MigrantTeacher MSC</p>	<p>Increase promotion rates &amp; test performance</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						

<p>12) 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, 2017 - May 29, 2018 CNA pg. 15</p>	<p>Sp. Programs Administrator Migrant Funded: Teachers Campus Clerks DMC MSC</p>	<p>Timely placement into Interventions</p>				
<p>Funding Sources: No Funds Required - \$0.00</p>						
<p>13) 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 2018 CNA pg. 15-16</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 - \$0.00</p>						
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

**Goal 8: 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.

**Evaluation Data Source(s) 1:** Comparing last year's data with this year's data.

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Nov	Jan	Apr	June
<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 2017-May 2018 CNA pg. 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Counselors; Students; Technology Teacher; Lab Teachers; Paraprofessionals.</p>	<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>				
<p>Funding Sources: 199 Local funds - \$1,000.00, 211 Title I-A - \$53,967.00</p>						
<p>2) Teachers and librarian will complete an annual school technology and readiness (STAAR) chart.</p> <p>Timeline- August 2017 &amp; April 2018 CNA pg. 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Librarian; Technology Teacher.</p>	<p>Evidence of implementation: teacher online access.</p> <p>Evidence of impact: Texas STAAR chart, administrative tool results.</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- 2017-2018 school year.</p> <p>CNA pg. 24 &amp; 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Lab Managers; Paraprofessionals.</p>	<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>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- 2017-2018 School year</p> <p>CNA pgs.24</p>	<p>Principal; Assistant Principal; Dean of Instruction.</p>	<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: 199 Local funds - \$3,610.00</p>						
<p>5) Technology: Evaluate and update computer lab equipment to ensure sufficient resources. (Software, Ink, 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 2017 &amp; Spring 2018</p> <p>CNA pg. 27</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Instructional Tech. Teacher; Lab Managers; Paraprofessionals.</p>	<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>				
<p>Funding Sources: 162 State Compensatory - \$6,200.00</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 2017- May 2018</p> <p>CNA pg. 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Teachers; Paraprofessional.</p>	<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>				
<p>7) Provide computer-based instruction in the foundation curriculum and adaptive- assisted devices in order to improve at-risk students achieve and attendance. Renewal of existing software and purchases of new software will be required.</p> <p>Population: AR, LEP, MI, T1 Timeline- August 2017-May 2018</p> <p>CNA pg. 24 &amp; 25</p>	<p>Principal; Assistant Principal; Dean of Instruction; Instructional Tech. Teacher; Computer Lab Teacher; Science Lab Teacher; Support Staff; Administrator for State Compensatory Education</p>	<p>Formative: lesson plans, walkthroughs, grade books, benchmark tests, teacher-made tests, technology 6 weeks grade, student lab progress, teacher observation and documentation</p> <p>Summative: STAAR results and STAAR chart</p>				
<p>Funding Sources: 162 State Compensatory - \$4,300.00</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>						

## State System Safeguard Strategies

Goal	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 Turn Around Trainings and STAAR updates. Provide students with reading and language arts resources. Teachers will participate in language arts curriculum professional development to increase advanced levels. -English Language Proficiency Standards (ELPS) Target population- all teachers. Timeline- August 2017- June 2018- once every 6 weeks or as often as needed. CNA pg. 9 & 15
1	3	2	Provide language arts professional development for elementary ELA teachers in order to implement a comprehensive instructional program for English Language Learners. Target Population- All teachers Timeline- Ongoing as professional development opportunities are offered from August 2017-June 2018 CNA-p. 8 & 18
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 2017-June 2018 CNA pg. 16-17
1	3	4	Provide at-risk students with a high quality after school program to increase reading grades, TPRI/Tejas Lee, CIRCLE-PM, benchmarks, TELPAS, and STAAR/AYP Scores from PK grade through 5th grade. Target population- at-risk students Timeline- August 2017- June 2018 CNA pg. 10-11
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. Target population- at-risk students Timeline- daily from August 2017- June 2018 CNA pg. 20
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. 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. Target population- all students Timeline- August 2017- June 2018 CNA pg. 18
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 2017- June 2018 CNA pg. 25

Goal	Objective	Strategy	Description
1	3	8	Teachers will be required to attend weekly/biweekly grade level meetings and Co planning 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. Target Population-all teachers Timeline-through out 2017-2018 school year. CNA pg. 17
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 2017- June 2018 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 2017-June 2018 or as necessary (every 6 weeks). CNA pg. 18
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 2017- June 2018 or as needed. CNA pg. 25
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- 2017-2018 school year (as often as every 3 or 6 weeks) CNA pg. 17 & 24
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 2017 CNA pg. 14
1	4	5	Engage and Celebrate cultural differences and its impact on the history of our country. Such as Charro DaysHispanic Heritage Month history of Texas and U.S, and African American History Month, among others. Target population- all students Timeline: Through out the school year. CNA pg. 17
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- 2017-2018 school year. CNA pg. 18
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 Timeline: 2017-2018 School year CNA pg. 23



Goal	Objective	Strategy	Description
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 2017-June 2018 CNA pg. 14
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 2018- May 2018 CNA pg. 14
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- 2017-2018 school year. CNA pg. 14
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- 2017-2018 school year. CNA pg. 14
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- 2017-2018 school year.
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 2017 and Spring 2018 CNA pg. 22
3	1	1	Canales Elementary will implement tutorials, the Extended Day Program, and remediation strategies in core area subjects for low-performing students in order to decrease the retention rate and improve student achievement. Workbooks, computers, EIKIS, etc Population: AR, LEP, MI, DYS, TI Timeline- September 2017- May 2018, 2-3 times per week, and as necessary (Saturday Academy & Tutorials). CNA pg. 9 & 15
3	1	2	Campus teachers and instructional aides will assist at-risk students with core academic activities in order to improve student performance. Population: AR, MI, T1 Timeline- August 2017-June 2018 CNA pg. 8
3	1	3	Highly qualified teachers will implement the PK program and will use educational resources, manipulatives, and resources. 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. Training will be provided for teachers. Target population- AR, MI, T1, LEP, Timeline-Daily CNA pg. 9 & 16

<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Description</b>
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 Target Population- AR, MI, LEP, T1 Timeline- August 2017-June 2018 CNA pg. 8, 17
3	1	5	The Dyslexia teacher will monitor the academic progress, attendance and provide support services for students, staff, and parents. Targeted population - dyslexia students and at-risk students. Timeline: 2017-2018 school year. CNA pg. 8
3	1	7	The special education teacher will provide small group instruction and hands-on activities to our special education population. Special education teacher will attend necessary professional development. Target population- Special Education students Timeline- December 2017 & May 2018 CNA pg. 13 & 21
3	1	8	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- August 2017-June 2018 school year. CNA pg. 9
4	1	3	Provide career investigation opportunities through the hands-on technology lab and provide a career day for all students. Timeline- August 2017-June 2018 CNA pg. 12

# State Compensatory

## Budget for Canales Elementary:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
<b>6100 Payroll Costs</b>		
162-11-6118-00-101-Y-24-SSI-Y	6118 Extra Duty Stipend - Locally Defined	\$8,991.00
162-11-6118-00-101-Y-30-000-Y	6118 Extra Duty Stipend - Locally Defined	\$15,272.00
162-11-6119-00-101-Y-30-054-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$51,844.00
162-11-6119-00-101-Y-34-PKK-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$85,870.00
162-13-6119-31-101-Y-30-000-Y	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$54,771.00
<b>6100 Subtotal:</b>		<b>\$216,748.00</b>

**Personnel for Canales Elementary:**

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Martha Elva Saenz	Pre-Kindergarten Teacher	State Compensatory	.5
Minerva Ramirez	Dyslexia Teacher	State Compensatory	.5
Nora Robles	Pre-Kindergarten Teacher	State Compensatory	.5
Sandra E. Trevino	Dean of Instruction	State Compensatory	1.0
Yolanda Rangel	Pre-Kindergarten Teacher	State Compensatory	.5

# Title I

## Schoolwide Program Plan

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

#### Ten Components of the Schoolwide 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 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 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

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.

## **Ten Schoolwide Components**

### **1: Comprehensive Needs Assessment**

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

### **2: Schoolwide Reform Strategies**

To accomplish these objectives, the staff will use the budgeted funds to implement school-wide reform strategies 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 at-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.



### **3: Instruction by highly qualified professional teachers**

Highly-qualified teachers will carry out the instructional program. Only teachers who are certified and who have met state testing requirements to teach the subjects/grade levels to which they are assigned will be hired by the school. In emergency situations, the school will consider teachers who have alternative certification. In addition to appropriate certification, teachers will be sought who are experienced and have been successful in previous assignments.

### **4: High-quality and ongoing professional development for teachers, principals, and paraprofessionals and, if appropriate, student services personnel, parents, and other staff**

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.

### **5: Strategies to attract highly qualified teachers**

Strategies to attract high-quality teachers to high needs schools will include our school's participation in the District sponsored annual Teacher Fair, selection of teachers from the district's and region I's efforts to recruit teachers from out of valley and state, recruiting teachers from Teach for America Programs, paying stipends for attainment of a Master's Degree, and paying stipends for math, science and social studies.

### **6: Strategies to increase parental involvement**

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

information, drop out, college readiness, and nutrition. Parents have participated in campus surveys and have provided feedback in the campus environment and the student dress code.

#### **7: Plans for assisting preschool children in the transition from early childhood programs to elementary school programs**

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

A Pre Kindergarten for 3 year olds will begin September 2014 to assist in the transition into the educational setting.

#### **8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program**

Teachers will be included in decisions regarding the use and selection of academic assessments to measure student performance. Teachers will use data obtained from state assessments as well as other instruments, including but not limited to the 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.

#### **9: Activities to ensure effective timely assistance for students who experience difficulty mastering the proficient or advanced levels of academic achievement standards**

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

#### **10: Coordination and integration of federal, state and local services and programs**

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

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

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

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

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

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

Special education funding provides supplemental services to eligible students as per Individuals with Disabilities Education Act (IDEA) identification requirements. In order to ensure a free and appropriate public education (FAPE) in a least restrictive environment (LRE), children who qualify for special education must receive services in accordance with a properly developed Individualized Education Program (IEP) as per federal and state special education guidelines. In addition, all Admission, Review, and Dismissal (ARD) committees will adhere to the policies and procedures outlined by the Texas Education Agency (TEA) in the ARD Committee Decision-Making

Process for the Texas Assessment Program Manual and A Guide to the Admission, Review and Dismissal Process. Students not mastering the objectives will be provided additional assistance in the after school tutorial program and/or enrichment courses based on his/her individual needs. Students will receive adequate research based interventions, RTI, through the development of an intervention plan as needed. Progress will be monitored biweekly and proper modifications to the intervention plan will take place periodically.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Armando Sanchez	Nurse	Title 1	.40
Jenifer Ramirez	Library Aide		1.0
Jose Pena	Teacher	Technology	1.0
Josefina Cardenas	Pre-K3 Teacher Aide	211 Federal Programs	1.0
Maria Elena Mendoza	Parent Liaison	Parent Liason	1.0
Shalimar Garay	Pre-K3 Teacher	211 Federal Programs	1.0
Susana Garza	Teacher Aide	211 Federal Program	1.0
Teresa Pena	Teacher Aide-Dyslexia	211 Federal Programs	1.0
Yolanda Lopez	Teacher Aide	211 Federal Programs	1.0

# Campus Funding Summary

<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	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	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	2	2			\$0.00
2	2	4			\$0.00
3	1	9			\$0.00
4	1	1			\$0.00

4	1	3			\$0.00
5	1	4			\$0.00
5	1	5			\$0.00
5	1	6			\$0.00
6	1	6			\$0.00
7	1	3			\$0.00
7	1	4			\$0.00
7	1	5			\$0.00
7	1	6			\$0.00
7	1	7			\$0.00
7	1	8			\$0.00
7	1	9			\$0.00
7	1	10			\$0.00
7	1	11			\$0.00
7	1	12			\$0.00
7	1	13			\$0.00
<b>Sub-Total</b>					\$0.00

**199 Local funds**

Goal	Objective	Strategy	Resources Needed	Account Code	Amount
1	1	1	General Supplies	199-11-6399-00-101-Y-11-000-Y	\$968.51
1	3	1	Professional Development	199-13-6411-00-101-Y-99-000-Y	\$300.00
1	3	3	General Supplies-Library	199-12-6399-62-101-Y-99-000-Y	\$100.00
1	5	1	PE General Supplies	199-11-6399-51-101-Y-11-000-Y	\$30.00
1	5	1	Speaker	199-11-6398-51-101-Y-11-000-Y	\$320.00
1	5	2	Extra Duty Para	199-11-61-21-51-101-Y-11-000-Y	\$50.00
2	1	1	Music	199-11-6399-57-101-Y-11-0-00-Y	\$627.00
2	1	1	Music	199-11-6495-57-101-Y-11-000-Y	\$0.00
2	1	1	Chess	199-36-6497-24-101-Y-99-021-Y	\$2,000.00

2	1	1	Food and Refreshments	199-36-6499-53-101-Y-99-020-Y	\$600.00
2	2	1	materials, resources, and D.I shirts	199-11-6399-00-101-Y-21-000-Y	\$516.00
3	1	1	General Supplies	199-13-6399-00-101-Y-11-000-Y	\$1.00
3	1	2	Professional Development	199-13-6497-00-101-Y-99-000-Y	\$125.00
3	1	3	Copy Paper	199-11-63-96-00-101-Y-000-Y	\$800.00
3	1	3	Out-of-district staff development	199-13-6411-23-101-Y-99-000-Y	\$213.00
3	1	3	Counselor-General Supplies for Pre-K	199-31-6399-00-101-Y-99-032-Y	\$50.00
3	1	4	Media	199-11-6399-16-101-Y-11-000-Y	\$0.00
3	1	4	General Supplies-Admin.	199-23-6399-00-101-Y-99-000-Y	\$799.00
3	1	4	Food and Refreshments for staff development	199-13-6499-53-101-Y-11-000-Y	\$2,000.00
3	1	8	Extra Duty-Clerical	199-23-6121-08-101-Y-99-000-Y	\$50.00
4	1	2	meals, entrance fees, outside vendor, etc	199-11-64-12-00-101-Y-11-000-Y	\$5,000.00
4	1	2	Transportation	199-11-6494-00-101-Y-11-000-Y	\$3,000.00
4	1	5	Food & Refreshments Staff Development	199-11-6499-53-101-Y-11-000-Y	\$2,100.00
5	1	1	General Supplies- Health Services	199-33-63-99-00-101-Y-99-000-Y	\$250.00
5	1	2	Out-of-district travel-Admin.	199-23-6411-23-101-Y-99-000-Y	\$293.73
5	1	2	In-district travel-Admin.	199-23-6411-00-101-Y-99-000-Y	\$300.00
5	1	3	Conselor's Institute	199-31-6411-23-101-Y-99-032-Y	\$150.00
5	1	7	Supplies for Maintenance & Operations	199-51-63-15-00-101-Y99-000-Y	\$607.69
5	1	7	Supplies for Maintenance & Operations	199-51-6319-00-101-Y-99-000-Y	\$700.00
5	1	7	General Supplies	199-51-63-99-00-101-Y-99-000-Y	\$1,000.00
5	1	7	Extra Duty Pay-Custodial	199-51-61-21-47-101-Y-99-000-Y	\$50.00
5	1	8	General Supplies Counseling	199-31-6399-00-101-Y-99-000-Y	\$394.82
8	1	1	Instructional Technology	199-11-6399-62-101-Y-11-000-Y	\$1,000.00
8	1	4	Computer equipment for non-instruction	199-23-6649-65-101-Y-99-000-Y	\$2,500.00
8	1	4	Computer supplies	199-23-6399-65-101-Y-99-000-Y	\$1,000.00
8	1	4	software	199-23-6395-65-101-Y-99-000-Y	\$110.00
<b>Sub-Total</b>					<b>\$28,005.75</b>



<b>162 State Compensatory</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Resources and student supplies 17-18	162-11-6399-00-101-Y-30-000-Y	\$4,850.00
1	2	1	Instructional supplies and student resources 17-18	162-11-6399-00-101-Y-30-000-Y	\$4,850.00
1	3	1	General Supplies 17-18	162-13-6399-00-101-Y-30-000-Y	\$4,005.00
1	3	3	Printing-Media 17-18	162-11-6399-16-101-Y-30-00000-Y	\$1,000.00
3	1	1	Extra Duty Pay 17-18	162-11-6118-00-101-Y-30-000-Y	\$15,832.00
3	1	1	After school program 17-18	162-11-6118-00-101-Y-30-ASP-Y	\$37,500.00
3	1	1	SSI Extra Duty Pay 17-18	162-11-6118-00-101-Y-24-SSI-Y	\$7,329.00
3	1	1	Copy Paper 17-18	162-11-6396-00-101-Y-30-000-Y	\$1,000.00
3	1	1	Extended Day Program Supplies	162-11-6399-00-101-Y-30-ASP-Y	\$3,200.00
3	1	1	Extra Duty Pay Aides 17-18	211-11-6118-00-101-Y-30-ASP-Y	\$7,765.00
5	1	7	Custodial Supplies 17-18	211-51-6315-101-Y-30-0F2-Y	\$347.00
8	1	5	Capital outlay for instruction 17-18	162-11-6649-62-101-Y-30-000-Y	\$6,200.00
8	1	7	Living With Science Software	162-11-6249-00-101-Y-30-000-Y	\$1,500.00
8	1	7	Software 17-18	162-11-6395-62-101-Y-30-000-Y	\$1,500.00
8	1	7	Living with Science	162-11-6299-62-101-Y-30-000-Y	\$1,300.00
<b>Sub-Total</b>					<b>\$98,178.00</b>
<b>163 State Bilingual</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	1	Duplicating Paper	163-11-6396-00-101-Y25-000-Y	\$1,800.00
3	1	1	General Supplies	163-11-6399-00-101-Y25-000-Y	\$5,662.00
3	1	3	Consulting & Training	163-13-6216-00-101-Y25-000-Y	\$1,725.00
<b>Sub-Total</b>					<b>\$9,187.00</b>
<b>166 State Special Ed.</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
3	1	7	Copy Paper	166-11-6396-00-101-Y-23-0P4-Y	\$300.00
3	1	7	Supplies	166-11-6399-00-101-Y-23-0P4-Y	\$310.00

3	1	7	Toner	166-11-6399-62-101-Y-23-0P4-Y	\$300.00
3	1	7	Supplies	166-11-6399-00-101-Y-23-0B0-Y	\$1,000.00
3	1	7	Professional Services	166-31-6219-00-101-Y-23-0N7-Y	\$1,000.00
3	1	7	Substitute Teachers	166-13-6112-00-101-Y-23-0P5-Y	\$500.00
<b>Sub-Total</b>					<b>\$3,410.00</b>
<b>211 Title I-A</b>					
<b>Goal</b>	<b>Objective</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	learning resources	211-11-6399-00-101-Y-32-3YR-Y	\$625.00
1	3	3	Reading Materials 17-18	211-11-6325-00-101-Y-30-0F2-Y	\$200.00
1	3	3	FTE	211-12-6129-06-101-Y300F2	\$23,975.00
3	1	1	Copy Paper 17-18	211-11-6396-00-101-Y-30-0F2-Y	\$2,000.00
3	1	1	General Supplies-Plant Maintenance & Operations 17-18	211-51-6315-0-101-Y-30-0F2-Y	\$347.00
3	1	1	Extra Duty Pay 17-18	211-11-6118-00-101-Y-30-ASP-Y	\$9,858.00
3	1	1	Extra Duty Pay	211-11-6121-11-101-Y-24-ASP	\$10,500.00
3	1	3	Substitute Teachers 17-18	211-11-6112-00-101-Y-30-0F2-Y	\$0.00
3	1	3	2 FT employees	211-11-6129-06-101-Y24PFS	\$61,632.00
3	1	3	2 FT employees	211-11-6129-00-101-Y300F0-	\$81,193.00
3	1	5	FTE	211-11-6129-06-101-Y30054	\$31,021.00
4	1	2	Awards and Incentives	211-13-6499-53-101-Y-30-0F2	\$1,942.00
4	1	2	General Supplies 17-18	211-31-6399-00-101-Y-30-0F2-Y	\$1,737.00
5	1	1	.40 Nurse	211-33-6119-00-101-Y300F2	\$27.89
6	1	1	Refreshments and Food for Parents	211-61-6499-53-101-Y-30-0F2	\$0.00
6	1	2	Parent Liaison	211-33-6129-00-101-Y300F2	\$23,544.00
6	1	2	Food and Refreshments 17-18	211-61-6499-53-101-Y-30-0F2-Y	\$1,800.00
6	1	7	Home Visit- milage 17-18	211-61-6411-00-101-Y-30-0F2-Y	\$340.00
8	1	1	FTE	211-11-6119-00-101-Y240F2	\$53,967.00
<b>Sub-Total</b>					<b>\$304,708.89</b>
<b>Grand Total</b>					<b>\$443,489.64</b>