

CACTUS ELEMENTARY

Campus Improvement Plan

2016/2017

"GRIT"

CACTUS ELEMENTARY

Mission

The District will provide academic excellence through collaboration with students, parents and the community.

Vision

The District will promote Academic Excellence, while maintaining a highly competitive level in all areas of school related activities.

The District will provide staff development to achieve Academic Excellence for all students.

The District will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

The District will create and maintain a safe learning environment.

Nondiscrimination Notice

CACTUS ELEMENTARY does not discriminate on the basis of race, color, national origin, sex, or disability in providing education services, activities, and programs, including vocational programs, in accordance with Title VI of the Civil Rights Act of 1964, as amended; Title IX of the Educational Amendments of 1972; and section 504 of the rehabilitation Act of 1973; as amended.

CACTUS ELEMENTARY Site Base

Name	Position
Angeles, Naomi	Parent
Baeza, Enedit	Teacher
Davis, Terri	Assistant Principal
Funderburg, Thomas	Principal
Hise, Jessica	Teacher
Hysinger, Monty	District Level Representative
Montebianco, Jenni	Community Representative
Montebianco, Vito	Community Representative
Phillips, Dianne	Teacher
Sykes, Lily	Math Coach
Vazquez, Elizabeth	Teacher
Word, Jennifer	Teacher
Wright, Elizabeth	Teacher

Cactus Elementary Needs Assessment Summary

The strengths and areas of need for the 2016- 2017 school year, as identified by the needs assessment will be:

Areas of Strengths:

1. Vertical and horizontal alignment of curriculum monitored by Principal.
2. Safe and orderly learning environment which maximizes learning time and provides offerings in the curriculum to meet the diverse needs of the students.
3. Accountability and achievement are promoted by encouraging and challenging students to meet their full potential and demonstrate exemplary performance in reading, writing and math.
4. Identify and serve At-Risk students appropriately
5. Teacher Retention
6. PLC/Teacher Teaming

Areas of need:

1. Campus will promote accountability and achievement to meet state and federal requirements with a focus in mathematics.
2. Campus will address missed safeguards in Mathematics for the following groups:All Students, Hispanic, Eco Dis & ELL by utilizing our math coach, alternative curriculum, professional development and vertical teaming.
3. Staff development opportunities for ELL/Eco Dis/SPED students.
4. Staff development to meet the diverse needs of students.
5. Develop a variety of communication options to enable clear, concise and accurate exchange of information, understanding and implementation of policy with the community, parents, staff and staff.
6. The campus need parent/guardian involvement through staff communication and school programs related to inclusive parent/guardian involvement.
7. Improved RTI to address specific needs of students.
8. Increase student access to STEM materials and activities.

The complete Needs Assessment Survey is on file at Cactus Elementary

TEXAS EDUCATION AGENCY

2016 Accountability Summary

CACTUS EL (171901101) - DUMAS ISD

Accountability Rating

Met Standard

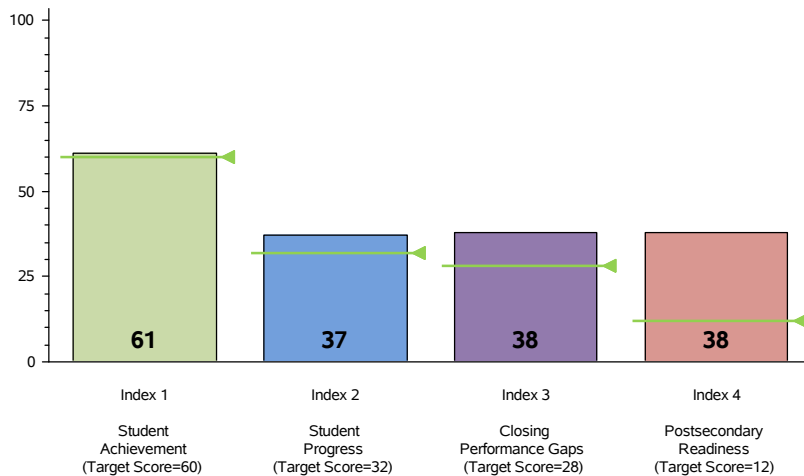
Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> - Student Achievement - Student Progress - Closing Performance Gaps - Postsecondary Readiness 	<ul style="list-style-type: none"> - NONE

In 2016, to receive a Met Standard or Met Alternative Standard rating, districts and campuses must meet targets on three indexes: Index 1 or Index 2 and Index 3 and Index 4.

Distinction Designation

Academic Achievement in ELA/Reading	NO DISTINCTION EARNED
Academic Achievement in Mathematics	NO DISTINCTION EARNED
Academic Achievement in Science	NOT ELIGIBLE
Academic Achievement in Social Studies	NOT ELIGIBLE
Top 25 Percent Student Progress	NO DISTINCTION EARNED
Top 25 Percent Closing Performance Gaps	NO DISTINCTION EARNED
Postsecondary Readiness	NO DISTINCTION EARNED

Performance Index Report



Campus Demographics

Campus Type	Elementary
Campus Size	339 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	94.4
Percent English Language Learners	76.7
Mobility Rate	23.2

Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	134	220	61
2 - Student Progress	220	600	37
3 - Closing Performance Gaps	228	600	38
4 - Postsecondary Readiness			
STAAR Score	37.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		38

System Safeguards

Number and Percentage of Indicators Met	
Performance Rates	8 out of 12 = 67%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
Total	16 out of 20 = 80%

For further information about this report, please see the Performance Reporting Division website at <https://rptsrv1.tea.texas.gov/perfreport/account/2016/index.html>

Resources

Resource	Source	Amount
IDEA Formula	Federal	\$63,505
Title IA	Federal	\$156,319
Title IA Priority and Focus Grant	Federal	\$17,262
Title IIA Principal and Teacher Improvement	Federal	\$126,370
State Compensatory	State	\$141,932
State ESL	State	\$124,125
State PreK	State	\$59,885
State SpEd	State	\$58,091

No Child Left Behind Performance Goals

(These goals have not been updated by the U.S. Department of Education as of the 2016/2017 school year.)

- Goal 1.** By 2013-2014, all students will reach high standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 2.** All limited English proficient students will become proficient in English and reach high academic standards, at a minimum attaining proficiency or better in reading/language arts and mathematics.
- Goal 3.** By 2005-2006, all students will be taught by highly qualified teachers.
- Goal 4.** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- Goal 5.** All students will graduate from high school.

Title IA Schoolwide Components

Components of Schoolwide Program: Title I, Part A does not have to pay for the 10 components in a schoolwide program, but a school with a schoolwide program must include these components in its school. The schoolwide program must:

1. Be based on a comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the state content and student performance standards.
2. Engage in schoolwide reform strategies.
3. Provide instruction by highly qualified professional staff.
4. Provide for high quality and on-going professional development for teachers and paraprofessionals, parents, principals, and other staff to enable all children in the schoolwide program to meet the state's student performance standards.
5. Include strategies to attract high-quality highly qualified teachers to high-need schools.
6. Include strategies to increase parent involvement such as family literacy services.
7. Use strategies for assisting children in transition from early childhood programs to public elementary schools.
8. Include teachers in the decisions regarding the use of assessments to provide information on and to improve the achievement of individual students.
9. Ensure that students who experience difficulty mastering any of the state's standards will be provided with effective, timely additional assistance.
10. Coordinate and integrate Federal, State, and local services.

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 1. Cactus Elementary will refine its Equity and Excellence Plan to continue to meet state and federal accountability standards. Summative Evaluation: State assessment results, TAPR, walk-thrus

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Mini-assessments and benchmarks revised to address TEKS and state assessments needs (Title I SW: 8,10) (Target Group: All) (NCLB: 1)	Core Subject Teachers, Elementary Curriculum Director	May	(L)Local Funds	Increased scores on state assessments
3. Mini-assessments and Benchmark Tests will be analyzed during PLC meetings to address TEKS and state assessment (Title I SW: 1,10) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Elementary Curriculum Director, Principal	August -May	(L)Local Funds	Increase scores on state assessments
4. PLC Meetings will be held on a weekly basis to address campus and grade level goals and utilization of data to improve instruction (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Sept. - May	(L)Local Funds	Increase in state and local assessment scores
5. Students who achieve Advanced Status on state assessments will be recognized and celebrated (Title I SW: 1,6) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Elementary Curriculum Director, Principal	May	(L)Local Funds	Formative - Increase in state assessment scores
6. Use DDI (Data Driven Instruction) Including but not limited to Lead4ward, DMAC, Renaissance to help guide instruction and intervention. (Title I SW: 1,2,3,9) (Target Group: All) (NCLB: 1,2,3,5)	Assistant Principal(s), Instructional Coach, Principal	Yearly	(L)Local Funds	Summative - More students at or above grade level.

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 2. Cactus Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Reading Recovery Program for a student is in Pre-kindergarten, kindergarten, or grade 1,2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year. (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Principal	August-May	(S)State Compensatory - \$141,932	Summative - Increased reading proficiency among participants
2. Balanced Literacy with Literacy Coach; Math Recovery with Math Coach (Title I SW: 7,9,10) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Each reporting period	(F)Title IA - \$0, (S)State Compensatory - \$0	Increased reading proficiency as measured by second grade local assessments and third grade state assessments.
3. Provide a seamless transition from second grade early literacy to third grade state assessments (Title I SW: 7,9) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	August - May	(L)Local Funds	Increased reading proficiency as measured by second grade local testing and third grade state assessments.
4. Before and/or afterschool Tutorial program (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Teacher(s)	Sept. - May	(L)Local Funds	Retention rate reduction, increased reading/language arts state assessment score
5. Utilize technology and computer programs (Title I SW: 9) (Target Group: All) (NCLB: 1,2,5)	Elementary Curriculum Director, Instructional Technology Coordinator, Teacher(s)	August - May	(L)Local Funds	Increased state and local assessment scores
6. Fitness Gram results used in CIP planning; comparison to coordinate academic performance, attendance rates and ED percent (Title I SW: 10) (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal, Teacher(s)	October	(L)Local Funds	Increases in academic performance, and attendance rates
7. Students in Kindergarten - 4 are required to participate in moderate or vigorous daily physical activity for at least 30 minutes throughout the school year (Title I SW: 10) (Target Group: All) (NCLB: 1)	Principal, Superintendent, Teacher(s)	August - May	(L)Local Funds	Fitness Gram data
8. CATCH (Coordinated Approach to Child Health) will continue to be implemented in Pre-Kindergarten - 4 (Title I SW: 10) (Target Group: All) (NCLB: 1)	Principal, Secondary Curriculum Director, Teacher(s)	August - May	(L)Local Funds	Evaluation of student data

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Objective 2. Cactus Elementary will promote highly effective instruction so that students perform at a level to meet all state and federal accountability standards, with an emphasis placed on all areas below 80%. Summative Evaluation: State assessment results.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
9. Implementation of TEKS Resource (Title I SW: 1,4,5,8) (Target Group: All) (NCLB: 1,2)	Core Subject Teachers, Elementary Curriculum Director, Secondary Curriculum Director	Sept. - May	(F)Title IIA Principal and Teacher Improvement - \$0, (L)Local Funds	Increase in state assessment scores
10. Cactus will use teachers and teaching assistants to lower the student to adult ratio. (Title I SW: 1,9) (Target Group: All) (NCLB: 1,2,4)	Assistant Principal(s), Principal, Teacher(s)	Aug. -May	(F)Title IA - \$45,280, (F)Title IIA Principal and Teacher Improvement - \$126,370	Summative - Monitor student grades
11. Science taught at all grade levels including weekly science labs. (Title I SW: 1) (Target Group: All) (NCLB: 5)	Principal, Teacher(s)	Aug. - May	(L)Local Funds	Summative - Increase in science assessment
12. Improve math scores in 3rd and 4th grade on STAAR Test. (Title I SW: 3,4,5,8) (Target Group: All) (NCLB: 1,2,3,4)	Assistant Principal(s), Instructional Coach, Principal, Teacher(s)	Aug. - May	(L)Local Funds	Summative - STAAR Results Improved for All Students, Eco Dis, ELL
13. Cactus staff will follow the guidelines and requirements set forth in regulation FFC-R2 and FFC-R2 Exhibit in regard to transportation of students in foster care to ensure the educational stability of students in foster care. (Title I SW: 9,10)	Principal	May		Increased educational stability of students in foster care.

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 3. Cactus Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with state and federal standards. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Dyslexia program for identified students - Lexia and Lindamood Bell (Title I SW: 9) (Target Group: Dys) (NCLB: 1,5)	Special Services Director, Teacher(s)	May	(L)Local Funds	Increased reading state assessment scores among participants.
2. Special Education IEPs will be written using eSped and TEKS and will utilize various sources to determine curriculum level and guide instruction. (Title I SW: 9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director, Teacher(s)	August - May	(F)IDEA Formula - \$63,505, (L)Local Funds	Summative - Increased regular state assessment participants instead of alternative assessments
3. Step-by-step Inclusion methodologies for Special Education students (Title I SW: 2,9,10) (Target Group: SPED) (NCLB: 1,5)	Special Services Director, Teacher(s)	August - May	(S)State SpEd - \$58,091	Summative - Increased scores on special education student state assessment scores
4. Bilingual and ESL classes with assistants (Title I SW: 9) (Target Group: ESL, LEP) (NCLB: 2)	Assistant Superintendent for Instruction, Core Subject Teachers, Principal	August - May	(F)Title IA - \$42,022, (S)State ESL - \$124,125	Summative - Increased scores on LEP student state assessment
5. Cactus Book or Treat! (Title I SW: 1,6) (Target Group: All) (NCLB: 4,5)	Assistant Principal(s), Principal, Teacher(s)	Dec. & May	(F)Title IA Priority and Focus Grant - \$1,217	Summative - Sign in Sheets
6. Cactus will focus on math as it pertains to the improvement of All Students to include Eco Dis, Hispanic and ELLs. (Title I SW: 1,2,4,5,8,9) (Target Group: All, H, ECD, ESL, Migrant, LEP) (NCLB: 1,2,3,4)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	Aug. - May	(L)Local Funds	Summative - Improved STAAR score in mathematics

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 4. Cactus Elementary will provide intensive interventions and remediation for students below the 10% range as measured by Renaissance technology. Summative Evaluation: state assessment results, TAPR.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Renaissance technology will be used to screen all students in grades kindergarten through fourth three times per year (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Special Services Director, Teacher(s)	Sept.; Jan. ; May	(L)Local Funds	Formative - Increased state assessment scores
2. Continued use of Tier II and Tier III interventions with support from Rtl teachers and asistants (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1,2,5)	Core Subject Teachers, Elementary Curriculum Director, Secondary Curriculum Director, Special Services Director	Sept. Jan. May	(F)Title IA - \$21,648	Summative - Increased state assessment scores
3. Continue implementation of local RTI Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk) (NCLB: 1,2,5)	Elementary Curriculum Director, Principal, Special Services Director, Teacher(s)	Sept.- May	(L)Local Funds	Formative - Increased ability of Impact Teams to meet student needs
4. Use of RTI Lab to provide RTI programs to students (Title I SW: 8,9) (Target Group: AtRisk) (NCLB: 1,2,5)	Principal, Special Services Director, Teacher(s)	Sept - May	(L)Local Funds	Formative - Increased state assessment scores
5. Cactus will use Imagine Learning to assess and implement RTI (Title I SW: 1,8) (Target Group: All) (NCLB: 1,2)	Principal, Teacher(s)	Aug.- Dec.	(F)Title IA Priority and Focus Grant	Summative - Use Imagine Learning data to monitor progress

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 5. Cactus Elementary will promote early learning to ensure school readiness. Summative Evaluation: Renaissance, Observation Survey and District Assessments

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Community will be notified of PK classes through flyers and media (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, PEIMS Coordinator, Principal	May	(L)Local Funds	Formative - Increased interest in PK classes
2. Transition activities for Kindergarten students. (Title I SW: 7) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Aug - May	(L)Local Funds	Formative - Decreased anxiety of kindergarten students and their parents
3. PK Unit with assistants (Title I SW: 10) (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	Aug- May	(F)Title IA - \$21,714, (S)State PreK - \$59,885	Summative - Student progress on Kindergarten testing.
4. Full Day Kindergarten with assistants (Target Group: All) (NCLB: 1,2)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal, Teacher(s)	Aug.-May	(F)Title IA - \$21,714	Summative - Students progress on Kindergarten testing

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 6. Cactus Elementary will provide vocational/technical education activities in order to prepare students for their post elementary plans. Summative Evaluation: Class enrollment and increased business and community awareness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cactus Elementary Roadrunner Bank will employ 4th grade students in training for the banking industry. (Target Group: All) (NCLB: 1)	Elementary Curriculum Director, Principal	Sept. - May	(L)Local Funds	Formative - increased job skills
2. Provide Cactus students with experiences beyond the classroom through the use of technology. Virtual Reality HTC Vive, Virtual Field Trips, Little Bits (Title I SW: 1,2,3,6) (Target Group: All) (NCLB: 1,2,3,4,5)	Assistant Principal(s), Campus Instructional Technologist, G/T Coordinator, Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title IA Priority and Focus Grant	Summative - Increase in enrichment students

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 7. Cactus Elementary will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful. Summative evaluation: discipline records, attendance records, completion and state assessment results. This will include but not be limited to disciplinary ISS as an alternative to the classroom when needed (Title I SW: 9) (Target Group :All) (NCLB:4)

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Summer school activities for students not discontinuing from Reading Recovery (Title I SW: 9) (Target Group: AtRisk) (NCLB: 1)	Elementary Curriculum Director, Teacher(s)	Jan; May	(L)Local Funds	Formative - Increased reading proficiency among participants
2. Morning Tutorials for struggling students. (Title I SW: 1,3,9) (Target Group: All) (NCLB: 1,2,3,4,5)	Teacher(s)	Aug.-May	(F)Title IA Priority and Focus Grant - \$2,000	Summative - Improved Student Performance
3. Cactus will continue to use innovative teaching techniques to enrich students. (Title I SW: 1,2,3,4,5) (Target Group: All)	Assistant Principal(s), Core Subject Teachers, G/T Coordinator, Instructional Coach, Principal, Teacher(s)	Aug. -May	(F)Title IA - \$908, (F)Title IA Priority and Focus Grant - \$6,783	Summative - Improved STAAR Results

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 8. Cactus Elementary will increase the number of homeless and at-risk students successfully completing classes. Summative evaluation: grade reports, attendance reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cactus Elementary will provide additional counseling services for at-risk and homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), PEIMS Coordinator, Principal, Secondary Curriculum Director	Jan; May	(L)Local Funds	Formative - Increased number of homeless and at-risk students served during the academic year
2. Cactus Elementary will provide school supplies to homeless students (Title I SW: 9) (Target Group: AtRisk) (NCLB: 4)	Counselor(s), PEIMS Coordinator, Principal	Sept. Jan. May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 9. Cactus Elementary will implement its Gifted and Talented program for all identified students in such a manner to meet state and federal accountability standards. Summative evaluation: state assessment results, G/T roster

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cactus Elementary will ensure all teachers and counselors receive training and/or updated training in G/T strategies (Title I SW: 4,10) (Target Group: GT) (NCLB: 3)	Assistant Superintendent for Instruction, Counselor(s), Teacher(s)	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 10. Cactus will work towards being a 1 to 1 campus as it pertains to technology. Summative Evaluation Cactus Technology Survey

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cactus will increase technology use including but not limited to Chromebooks or Ipads (Title I SW: 1) (Target Group: All) (NCLB: 1,2)	Assistant Principal(s), Campus Instructional Technologist, Principal, Teacher(s)	Aug.- May	(L)Local Funds	Summative - Use technology in the clsroom

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 11. Cactus will team with the No Excuses University and Turn Around Schools to promote academic excellence and College Readiness.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School wide use of NEU binders for goal setting and alignment along with parent communication. (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), Core Subject Teachers, Counselor(s), Instructional Coach, Principal, Teacher(s)	Aug- May	(F)Title IA Priority and Focus Grant	Summative - Improved student results on local and state assessments

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Goal 1. Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.

Objective 12. Cactus Elementary will increase STEM (science, technology, engineering and mathematics) materials and opportunities to prepare students for real world application.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Use of Little Bits, Goldieblox, K'Nex etc. to introduce and foster an interest in science, technology, engineering and mathematics. (Title I SW: 1,3) (Target Group: All) (NCLB: 1,2,3,4,5)	Campus Instructional Technologist, Core Subject Teachers, G/T Coordinator, Instructional Coach, Principal, Teacher(s)	Ongoing	(F)Title IA Priority and Focus Grant	Summative - Improved student results on local and state assessments

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Goal 2. Cactus Elementary will provide staff development to achieve academic excellence for all students.

Objective 1. Cactus Elementary will provide all staff with the opportunity to participate in staff development. Summative evaluation: workshop certificates, staff development records.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Special education modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc (Title I SW: 4) (Target Group: SPED) (NCLB: 3)	Special Services Director	October	(L)Local Funds	Formative - Better understanding of how special education and regular education work together.
2. Literacy and Math Coach trainings (Title I SW: 4) (Target Group: All) (NCLB: 3)	Elementary Curriculum Director, Principal, Teacher(s)	August - May	(L)Local Funds	Formative - Increased writing and reading scores on state assessments.
3. New staff trained on student management system and other pertinent technology programs/topics (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, PEIMS Coordinator, Principal, Teacher(s)	September	(L)Local Funds	Formative - Increased accuracy of student attendance and grades
4. Technology modules over Google tools available to staff (Title I SW: 4) (Target Group: All) (NCLB: 3)	Instructional Technology Coordinator, Principal, Teacher(s)	Oct - May	(L)Local Funds	Formative - Increased ability of staff to use technology and become technologically literate.
5. Differentiation strategies for LEP students (Title I SW: 4) (Target Group: ESL, LEP) (NCLB: 3)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Oct	(L)Local Funds	Formative - Increased awareness of LEP student needs
6. Lead4ward Data training (Title I SW: 4) (Target Group: All) (NCLB: 3)	Assistant Superintendent for Instruction, Core Subject Teachers	August - May	(L)Local Funds	Formative - Increased state assessment scores
7. Campus mentoring program for first year teachers. (Title I SW: 1,3,4) (Target Group: All) (NCLB: 1,3)	Principal	Aug ,Jan, Apr	(L)Local Funds	Formative - Formative: Increased state assessment scores.
8. Principal and teachers will attend workshops and conferences to improve pedagogy. (Title I SW: 4) (Target Group: All) (NCLB: 1,2,3,4)	Assistant Principal(s), Principal, Teacher(s)	Year-round	(F)Title IA - \$2,125, (F)Title IA Priority and Focus Grant - \$7,262	Summative - Principal Survey.

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- Goal 3.** Cactus Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.
- Objective 1.** Cactus Elementary will provide translation services for non-English speaking parents to improve communication and parent involvement. Summative Evaluation: sign-in sheets and contracts

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cactus Elementary will designate at least one person on campus to be the official interpreter/translator for parent conferences, meetings, etc. (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Principal, Superintendent	Aug - May	(L)Local Funds	Formative - Increased parental involvement on campus
2. Cactus Elementary will use a telephone translation system for languages where a translator is not available on site (Title I SW: 6) (Target Group: ESL, LEP) (NCLB: 4)	Assistant Superintendent for Instruction, Principal	Aug - May	(L)Local Funds	Formative - Increased parent involvement on campus

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Goal 3. Cactus Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 2. Cactus Elementary will promote attendance at parent teacher conferences and other school activities. Summative evaluation: sign-in sheets, parent/teacher conference schedules

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. PK - 2nd grade teachers will meet with parents to review report cards and discuss student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director	Fall ;Spring	(L)Local Funds	Formative - Increased parental involvement
2. Pre-Kindergarten - 4th grade teachers will meet with parents to review report cards and student needs (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal, Teacher(s)	Fall ; Spring	(L)Local Funds	Formative - Increased parental involvement
3. Pre-Kindergarten - 4 grade teachers' conference/academic teaming period affords parents the opportunity to meet with their child's teacher(s) (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Teacher(s)	January and May	(L)Local Funds	Formative - Increased parental involvement
4. Back to School Nights (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	August	(L)Local Funds	Summative - Increased parental involvement
5. Open Houses (Title I SW: 6) (Target Group: All) (NCLB: 4)	Principal, Superintendent	Fall ; Spring	(L)Local Funds	Formative - Increased parental involvement
6. Cactus Elementary will provide opportunities for parent involvement through meetings, programs, materials, etc (Title I SW: 6) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Fall ; Spring	(F)Title IA - \$908	Summative - Increased parental involvement
7. Continuation of school/parent compacts and parental involvement policies (Title I SW: 6) (Target Group: All) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Fall	(L)Local Funds	Formative - increased parental involvement
8. Fall and Spring Title I Meetings (Title I SW: 6) (Target Group: Migrant) (NCLB: 1,2)	Elementary Curriculum Director, Principal, Teacher(s)	Fall ; Spring	(L)Local Funds	Formative - increased parental involvement

CACTUS ELEMENTARY

Goal 3. Cactus Elementary will encourage community and parental involvement in the educational process of each student to foster the development of the total child.

Objective 3. Cactus Elementary will promote parent involvement through school activities. Summative Evaluation: sign-in sheets, surveys

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Cactus Reading/Math Night (Title I SW: 6) (Target Group: All) (NCLB: 1)	Assistant Principal(s), Principal, Teacher(s)	Aug.-May	(L)Local Funds	Formative - Sign in Sheets

CACTUS ELEMENTARY

Goal 4. Cactus Elementary will create and maintain a safe learning environment.

Objective 1. Cactus Elementary will maintain its facilities and train staff in order to provide a safe learning environment. Summative evaluation: sign-in sheets, maintenance records, accident reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Conduct safety reviews of facility (Target Group: All) (NCLB: 4)	Operations Director, Principal	Jan ; May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All) (NCLB: 4)	Chief of Police, Principal, Superintendent	Nov	(L)Local Funds	Formative - Maintain safety of facilities
3. CPI Trainings (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Special Services Director	October	(F)IDEA Formula	Formative - Better understanding of conflict resolution
4. EOP provided by the DISD Police Department (Title I SW: 10) (Target Group: All) (NCLB: 4)	Principal	Fall	(L)Local Funds	Formative - Formative - EOP on file
5. BloodBorne Pathogen video (Target Group: All)	Assistant Superintendent for Instruction, Chief of Police, Principal	Fall	(L)Local Funds	Formative - maintain safety of facilities
6. Before and after school adult Cross Walk Guard (Target Group: All) (NCLB: 4)	Chief of Police, Superintendent	Fall - Spring	(L)Local Funds	Formative - Maintain safety of staff, students and facility
7. Inservice on Sexual Harassment (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Superintendent	Fall	(L)Local Funds	Formative - increased staff awareness
8. All exterior doors except front door will be kept locked during the full instructional day (Title I SW: 1) (Target Group: All) (NCLB: 4)	Chief of Police, Principal, Superintendent	Aug -May	(L)Local Funds	Formative - maintain safety of staff, students and facility
9. Storm Safety House activity is provided for all students (Title I SW: 1) (Target Group: All) (NCLB: 4)	Principal, Superintendent, Teacher(s)	Spring	(L)Local Funds	Formative - increased student understanding of storm safety

CACTUS ELEMENTARY

Goal 4. Cactus Elementary will create and maintain a safe learning environment.

Objective 2. Cactus Elementary will implement the Character Counts character education curricula in conjunction with the Quantum Learning Eight Keys for Success. Summative evaluation: lesson plans

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Materials provided for campus (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction	August	(L)Local Funds	Formative - Successful continuance of program
2. Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Principal, Teacher(s)	Jan ; May	(L)Local Funds	Formative - Decreased student conflicts and increased student responsibility
3. Bullying lessons (Title I SW: 1) (Target Group: All) (NCLB: 4)	Assistant Superintendent for Instruction, Counselor(s), Teacher(s)	Feb	(L)Local Funds	Formative - Increased student awareness
4. Bullying awareness education included in yearly internet safety education program (Title I SW: 1) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	Jan ; May	(L)Local Funds	Formative - Increased student awareness

CACTUS ELEMENTARY

Goal 4. Cactus Elementary will create and maintain a safe learning environment.

Objective 3. Cactus Elementary will provide a systematic K-4 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction. Summative evaluation: lesson plans, fire department schedule, incident reports, sweep reports

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. Each core PK-4 teacher will teach 1 lesson from the DAVE curriculum each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Chief of Police, Principal, Secondary Curriculum Director, Teacher(s)	Jan ; May	(L)Local Funds	Formative - Decreased substance abuse and violent incidents
2. Firehouse 2 and 4, provided by Dumas Fire Department (Target Group: All) (NCLB: 4)	Principal, Superintendent	May	(L)Local Funds	Formative - Increased understanding by students of fire safety
3. Each core Pre-Kindergarten-4 teacher will teach two internet safety lessons each year (Title I SW: 9) (Target Group: All) (NCLB: 4)	Instructional Technology Coordinator, Principal, Teacher(s)	Aug ; May	(L)Local Funds	Formative - Increased student awareness

Elementary Migrant Program Activities

<p>Goal: Maximize achievement for all students identified as Migrant, so that such students receive full and appropriate opportunities to meet the same challenging state academic content and student academic achievement standards that all children are expected to meet.</p>	
<p>Objective: All identified Migrant students will receive services according to high priority.</p>	
<p>Required Program Activities</p>	<p>Migrant Services Coordination: Within the first grading period of the school year that the child who is eligible for migrant services is in the district, (1) determine individual needs for instructional and support services, (2) identify available resources and make referrals to address said needs, such as tutoring, WIC, HEP, dropout prevention program, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.</p>
	<p>Migrant Services Coordination: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.</p>
	<p>Students in Grades 3-11: Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the statewide student assessment are accessing local, intrastate, and interstate opportunities available for summer statewide student assessment remediation.</p>
	<p>Early Childhood/School Readiness: Within the first 60 days of the school year that eligible preschool migratory children, ages 3-5, are in the school district, determine individual educational needs, and to the extent possible, coordinate with or provide services to meet the identified needs. (For example, Head Start, Even Start, Teaching and Mentoring Communities (TMC), or other early childhood programs.)</p>
<p>Supplemental Program Activities</p>	<p>Supplemental Instruction--Tutoring in core content areas during the regular school day</p>
	<p>Supplemental Instruction--Extended-Day statewide student assessment Tutorials (before school, after school, or on Saturdays) (e.g. STAAR Burst)</p>
	<p>Supplemental Instruction--Statewide student assessment Tutorials during the regular school day.</p>
	<p>Health and Safety Day for grades 3-5--One day event focusing on health and safety issues. Students will receive information about food safety/nutrition, dental prevention, fire safety, drug/alcohol awareness, sun safety/hand washing, resources using technology and social health. This event meets the health area of concern with MEP OME. Migrant children face higher proportions of dental, nutritional, acute and chronic health problems than non-migrant children and are more likely to be uninsured and have difficulty accessing health care to address health problems which are interfering with a student's ability to succeed in school.</p>

MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN

As part of the ongoing effort to meet the needs of Migrant students who are identified as “priority for services” students the district will adopt a plan of action to serve those students. The plan of action will include the following:

- NGS “Priority for Services” reports will be run at the beginning of the school year and each six week period thereafter. Each campus will be given the report to share with the staff as needed.
- All MEP students will be identified in PEIMS. At the beginning of the school year and each eight week period thereafter, the MEP and PEIMS reports will be compared for accuracy.
- Programs that serve “Priority for Services” students will be documented with the names of those participating.
- The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
- Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
- Campus principals and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

At Risk Guidelines

Dumas ISD has adopted the thirteen criteria delineated in TEC §29.081 as the criteria used in identifying students who are eligible to receive intensive, supplemental services.

A student at risk of dropping out of school includes each student who is under 21 years of age and who as per Section 29.081 of TEC:

- A. is in prekindergarten, kindergarten or grade 1,2 or 3 and did not perform satisfactorily on a readiness test or assessment instrument administered during the current school year;
- B. is in grade 7,8,9,10,11 or 12, and did not maintain an average equivalent to 70 on a scale of 100 in two or more subjects in the foundation curriculum during a semester in the preceding or current school year or is not maintaining such an average in two or more subjects in the foundation curriculum in the current semester.
- C. was not advanced from one grade level to the next for one or more school years;
- D. did not perform satisfactorily on an assessment instrument administered to the student under Subchapter B, Chapter 39, **and** who has not in the previous or current school year subsequently performed on that instrument or another appropriate instrument at a level equal to at least 110 percent of the level of satisfactory performance on that instrument (refer to appendix 1 for 110% chart);
- E. is pregnant or is a parent;
- F. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year.
- G. has been expelled in accordance with Section 37.007 during the preceding or current school year;
- H. is currently on parole, probation, deferred prosecution or other conditional release;
- I. was previously reported through the Public Education Information Management System (PEIMS) to have dropped out of school;
- J. is a student of limited English proficiency, as defined by Section 29.052;
- K. is in the custody or care of the Department of Protective and Regulatory Services or has, during the current school year been referred to the department by a school official, officer of the juvenile court or law enforcement official;
- L. is homeless, as defined by 42 U.S.C. Section 11302, and its subsequent amendments; or
- M. resided in the preceding school year or resides in the current school year in a residential placement facility in the district, including a detention facility, substance abuse treatment facility, emergency shelter, psychiatric hospital, halfway house or foster group home.

Dumas ISD Highly Qualified Teacher Plan

Goal	State Certified Staff: All students will be taught by state certified teachers who are assisted by highly qualified paraprofessionals.				
Performance Measure	1. Maintain the percentage of state certified core academic subject area teachers on each campus to meet 100%.				
	2. Maintain the percentage of core academic subject area classes taught by state certified teachers on each campus to meet 100%.				
	3. Maintain the percentage of core academic subject area classes taught by state certified teachers on high poverty campuses to meet 100%.				
	4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100%.				
	5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-certified teachers.				
	6. Attract and retain state certified teachers.				
	7. Assist teachers not currently state certified to meet the certification requirements in a timely manner.				
Summative Evaluation	Personnel files and SBEC certificates				
Strategy/Activity	Population	Person Responsible	Budget/Resource	Formative Assessment	Timeline
Conduct recruitment activities to ensure state certified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.	All Staff Members	Assistant Superintendent for Personnel	Local Funds	Number of positions posted Number of applications completed	September, November March-May
Establish an effective teacher mentoring system in order to retain state certified staff.	All Teachers	Asst. Supt. for Personnel, Asst. Supt. for Instruction, Instructional Coaches, and Campus Principals	Local Funds	Mentor assignments Mentor conference logs	August/November December/April/May
Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet state certified status.	All Teachers	Assistant Superintendent for Personnel	Local Funds	Personnel files Teacher interviews	July/August
Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is state certified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.	All Teachers	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Number of teachers in ACPs Personnel files	August/January Every 2 months
Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.	All Staff Members	Assistant Superintendent for Personnel, Campus Principal	Local Funds	Staffing procedures Number of HQ teachers at high poverty/minority schools	May