

# CACTUS ELEMENTARY

## Campus Improvement Plan

### 2017/2018

*"Bloom Where You Are Planted"*

# 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
Gallegos , Aldo	Community Representative
Hise, Jessica	Teacher
Hysinger, Monty	District Level Representative
Phillips, Dianne	Teacher
Sykes, Lily	Math Coach
Vazquez, Elizabeth	Teacher
Word, Jennifer	Teacher

# Cactus Elementary Needs Assessment Summary

The strengths and areas of need for the 2017- 2018 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 with a focus in 3rd and 4th grade using small group, guided math instruction.
2. Campus will address missed safeguards in Mathematics for the following groups:Hispanic & ELL by utilizing our math coach, alternative curriculum, small group guided math, 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

## 2017 Accountability Summary

CACTUS EL (171901101) - DUMAS ISD

### Accountability Rating

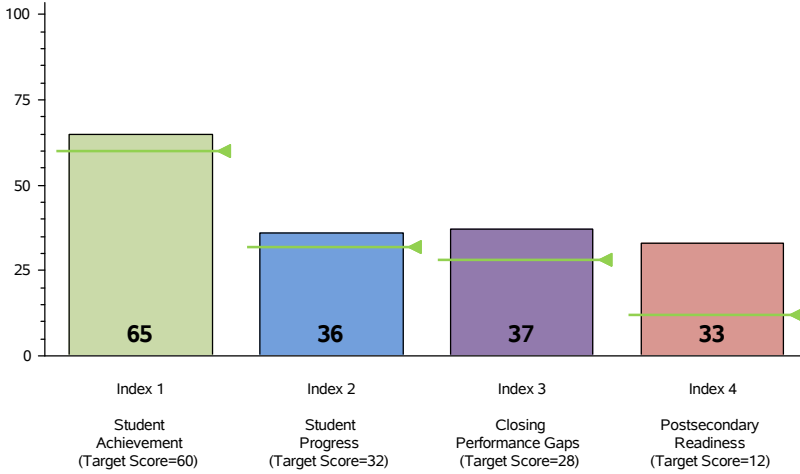
**Met Standard**

Met Standards on	Did Not Meet Standards on
<ul style="list-style-type: none"> <li>- Student Achievement</li> <li>- Student Progress</li> <li>- Closing Performance Gaps</li> <li>- Postsecondary Readiness</li> </ul>	<ul style="list-style-type: none"> <li>- NONE</li> </ul>
In 2017, 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

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

### Performance Index Report



### Campus Demographics

Campus Type	Elementary
Campus Size	352 Students
Grade Span	PK - 04
Percent Economically Disadvantaged	95.2
Percent English Language Learners	82.1
Mobility Rate	22.7
Percent Served by Special Education	4.5
Percent Enrolled in an Early College High School Program	0.0

### Performance Index Summary

Index	Points Earned	Maximum Points	Index Score
1 - Student Achievement	134	207	65
2 - Student Progress	216	600	36
3 - Closing Performance Gaps	223	600	37
4 - Postsecondary Readiness			
STAAR Score	32.5		
Graduation Rate Score	N/A		
Graduation Plan Score	N/A		
Postsecondary Component Score	N/A		33

### System Safeguards

#### Number and Percentage of Indicators Met

Performance Rates	10 out of 12 = 83%
Participation Rates	8 out of 8 = 100%
Graduation Rates	N/A
<b>Total</b>	<b>18 out of 20 = 90%</b>

For further information about this report, please see the Performance Reporting website at <https://rptsvr1.tea.texas.gov/perfreport/account/2017/index.html>

# Resources

Resource	Source	Amount
Head Start	Federal	\$113,579
IDEA Formula	Federal	\$64,643
Title IA	Federal	\$222,770
State Compensatory	State	\$144,261
State ESL	State	\$50,568
State PreK	State	\$115,952
State SpEd	State	\$33,923

# 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.

# CACTUS ELEMENTARY

**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)	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)	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)	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)	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)	Assistant Principal(s), Instructional Coach, Principal	Yearly	(L)Local Funds	Summative - More students at or above grade level.



# CACTUS ELEMENTARY

**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)	Elementary Curriculum Director, Principal	August-May	(S)State Compensatory - \$144,261	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) (Strategic Priorities: 1,2,4) (CSFs: 1,2,4,7)	Elementary Curriculum Director, Principal, Teacher(s)	Each reporting period	(L)Local Funds	Summative - 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)	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)	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)	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)	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)	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)	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)	Core Subject Teachers, Elementary Curriculum Director, Secondary Curriculum Director	Sept. - May	(L)Local Funds	Summative - 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) (Strategic Priorities: 1)	Assistant Principal(s), Principal, Teacher(s)	Aug. -May	(F)Title IA - \$117,872	Summative - Monitor student grades
11. Science taught at all grade levels including weekly science labs. (Title I SW: 1) (Target Group: All)	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)	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) (Target Group: AtRisk)	Principal	May	(L)Local Funds	Summative - Increased educational stability of students in foster care.

# CACTUS ELEMENTARY

**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)	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)	Special Services Director, Teacher(s)	August - May	(F)IDEA Formula - \$64,643, (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)	Special Services Director, Teacher(s)	August - May	(S)State SpEd - \$33,923	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) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Superintendent for Instruction, Core Subject Teachers, Principal	August - May	(S)State ESL - \$50,568	Summative - Increased scores on LEP student state assessment
5. Cactus Book or Treat! (Title I SW: 1,6) (Target Group: All)	Assistant Principal(s), Principal, Teacher(s)	Dec. & May	(L)Local Funds	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)	Assistant Principal(s), Core Subject Teachers, Instructional Coach, Principal, Teacher(s)	Aug. - May	(L)Local Funds	Summative - Improved STAAR score in mathematics

# CACTUS ELEMENTARY

**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)	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 (Title I SW: 9) (Target Group: All, AtRisk) (Strategic Priorities: 2,4) (CSFs: 1,2)	Core Subject Teachers, Elementary Curriculum Director, Special Services Director	Sept. Jan. May	(L)Local Funds	Summative - Increased state assessment scores
3. Continue implementation of local RTI Guidelines (Title I SW: 2,9,10) (Target Group: AtRisk)	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)	Principal, Special Services Director, Teacher(s)	Sept - May	(L)Local Funds	Formative - Increased state assessment scores

# CACTUS ELEMENTARY

**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)	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)	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. Full day PK/Head Start Units with assistants (Title I SW: 10) (Target Group: All) (Strategic Priorities: 1,2,4) (CSFs: 1,5,7)	Assistant Superintendent for Instruction, Elementary Curriculum Director, Principal	Aug- May	(F)Head Start - \$113,579, (F)Title IA - \$16,403, (S)State PreK - \$115,952	Summative - Student progress on Kindergarten testing.
4. Full Day Kindergarten with assistants (Title I SW: 7,9) (Target Group: All, K) (Strategic Priorities: 2,4) (CSFs: 1,4)	Assistant Superintendent for Instruction, Assistant Superintendent for Personnel, Elementary Curriculum Director, Principal, Teacher(s)	Aug.-May	(F)Title IA - \$22,113	Summative - Students progress on Kindergarten testing

# CACTUS ELEMENTARY

**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)	Elementary Curriculum Director, Principal	Sept. - May	(L)Local Funds	Formative - increased job skills

# CACTUS ELEMENTARY

**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)	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) (Strategic Priorities: 4) (CSFs: 1,4)	Teacher(s)	Aug.-May	(L)Local Funds	Summative - Improved Student Performance
3. Cactus will continue to use innovative teaching techniques to enrich students. Lori Garrett enrichment. (Title I SW: 1,2,3,4,5) (Target Group: All) (Strategic Priorities: 4) (CSFs: 1,6)	Assistant Principal(s), Core Subject Teachers, G/T Coordinator, Instructional Coach, Principal, Teacher(s)	Aug. -May	(F)Title IA - \$58,953	Summative - Improved STAAR Results, number of students on Masters level.

# CACTUS ELEMENTARY

**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)	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)	Counselor(s), PEIMS Coordinator, Principal	Sept. Jan. May	(L)Local Funds	Formative - Increased number of homeless students attending and prepared for school



# CACTUS ELEMENTARY

**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)	Assistant Superintendent for Instruction, Counselor(s), Teacher(s)	May	(L)Local Funds	Formative - Increased effectiveness of G/T instruction

# CACTUS ELEMENTARY

**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 utilize 1 to 1 campus 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)	Assistant Principal(s), Campus Instructional Technologist, Principal, Teacher(s)	Aug.- May	(L)Local Funds	Summative - Use technology in the clsroom

# CACTUS ELEMENTARY

**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 promote academic excellence and College Readiness through goal-setting and parent communication.

Activity/Strategy	Person(s) Responsible	Timeline	Resources	Evaluation
1. School wide use of 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	(L)Local Funds	Summative - Improved student results on local and state assessments

# CACTUS ELEMENTARY

**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. Cactus will utilize maker room and technology(IPADs, Chromebooks) to enrich students in STEM areas. (Title I SW: 1) (Target Group: All) (Strategic Priorities: 3) (CSFs: 1)	Instructional Coach, Principal, Teacher(s)	Aug.- May	(L)Local Funds	Summative - Student Achievement in STEM activities.

# CACTUS ELEMENTARY

**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)	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)	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)	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)	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)	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)	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)	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: 2,3,4) (Target Group: All) (Strategic Priorities: 1) (CSFs: 3,7)	Assistant Principal(s), Principal, Teacher(s)	Year-round	(F)Title IA - \$6,189, (L)Local Funds	Summative - Principal Survey.

# 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 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)	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)	Assistant Superintendent for Instruction, Principal	Aug - May	(L)Local Funds	Formative - Increased parent involvement on campus

# 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 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)	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)	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)	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)	Principal, Superintendent, Teacher(s)	August	(L)Local Funds	Summative - Increased parental involvement
5. Open Houses (Title I SW: 6) (Target Group: All)	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) (Strategic Priorities: 4) (CSFs: 5)	Assistant Superintendent for Instruction, Principal, Teacher(s)	Fall ; Spring	(F)Title IA - \$1,240	Summative - Increased parental involvement
7. Continuation of school/parent compacts and parental involvement policies (Title I SW: 6) (Target Group: All)	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)	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)	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)	Operations Director, Principal	Jan ; May	(L)Local Funds	Formative - Maintain safety of facilities
2. Maintain surveillance system for facilities (Target Group: All)	Chief of Police, Principal, Superintendent	Nov	(L)Local Funds	Formative - Maintain safety of facilities
3. Handle With Care Trainings (Title I SW: 1) (Target Group: All)	Principal, Special Services Director	October	(L)Local Funds	Summative - Better understanding of conflict resolution
4. EOP provided by the DISD Police Department (Title I SW: 10) (Target Group: All)	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)	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)	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)	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)	Principal, Superintendent, Teacher(s)	Spring	(L)Local Funds	Formative - increased student understanding of storm safety

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**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)	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)	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)	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)	Instructional Technology Coordinator, Principal, Teacher(s)	Jan ; May	(L)Local Funds	Formative - Increased student awareness

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**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)	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)	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)	Instructional Technology Coordinator, Principal, Teacher(s)	Aug ; May	(L)Local Funds	Formative - Increased student awareness

## At-Risk Criteria

### Student Eligibility Criteria:

A student at risk of dropping out of school includes each student who is under 21 years of age and who:

1. 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;
2. 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;
3. was not advanced from one grade level to the next for one or more school years;
4. 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;
5. is pregnant or is a parent;
6. has been placed in an alternative education program in accordance with Section 37.006 during the preceding or current school year;
7. has been expelled in accordance with Section 37.007 during the preceding or current school year;
8. is currently on parole, probation, deferred prosecution, or other conditional release;
9. was previously reported through the Public Education Information System (PEIMS) to have dropped out of school;
10. is a student of limited English proficiency, as defined by Section 29.052;
11. 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;
12. is homeless\*, as defined by 42. U.S.C. Section 11302, and its subsequent amendments; or
13. 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.

\***Homeless students**, as defined by 42. U.S.C. Section 11302, and its subsequent amendments-

- 1) The term "homeless" or "homeless individual or homeless person" includes-an individual who lacks a fixed, regular, and adequate nighttime residence; and
- 2) an individual who has a primary nighttime residence that is
  - a. a supervised publicly or privately operated shelter designed to provide temporary living accommodations (including welfare hotels, congregate shelters, and transitional housing for the mentally ill);
  - b. an institution that provides a temporary residence for individuals intended to be institutionalized; or
  - c. a public or private place not designed for, or ordinarily used as, a regular sleeping accommodation for human beings.

The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained pursuant to an Act of the Congress or a State law.

## **At-Risk Criteria (continued)**

### **Student Eligibility Using Local Criteria**

School Districts may use local criteria for identifying “students at risk of dropping out of school” as long as:

- The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and
- The local criteria have been approved by the local board of trustees.

For more SCE Update information, please visit: <http://www.tea.state.tx.us/stcomped/>