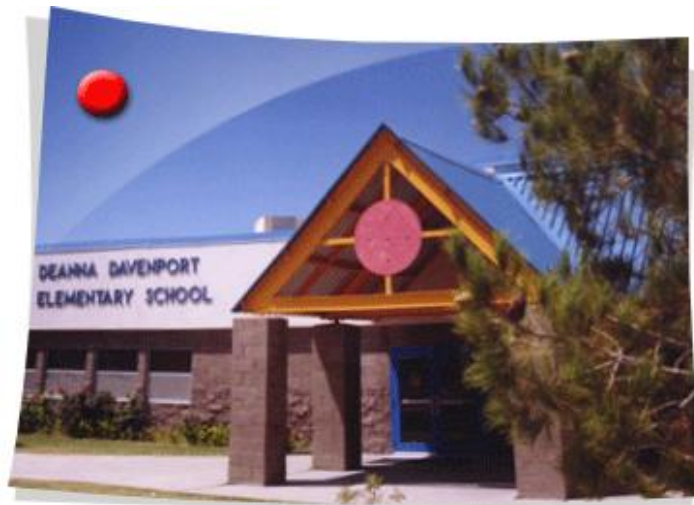


**Canutillo Independent School District
Deanna Davenport Elementary School
2015-2016 Campus Improvement Plan**



Mission Statement

The Deanna Davenport Community will become self-motivated citizens, problem solvers of sound character, and achieve the highest academic and social standards to be prepared for the future.

Vision

Deanna Davenport Elementary students will be actively engaged in the learning process as they acquire the skills and knowledge needed to become responsible, contributing citizens to society.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Achievement	7
School Culture and Climate	8
Staff Quality, Recruitment, and Retention	9
Curriculum, Instruction, and Assessment	10
Family and Community Involvement	11
School Context and Organization	12
Technology	13
Comprehensive Needs Assessment Data Documentation	14
Goals	17
Goal 1: Provide a Safe & Secure Environment	17
Goal 2: Increase Student Academic Achievement	20
Goal 3: Enhance Student Character & Drive Towards a Career/Profession	39
Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education	45
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders	54
State System Safeguard Strategies	57
Federal System Safeguard Strategies	58
State Compensatory	59
Personnel for Deanna Davenport Elementary School:	59
Title I	60
Schoolwide Program Plan	60
Ten Schoolwide Components	60
Title I Personnel	64
2015-2016 Campus Improvement Committee	65

Comprehensive Needs Assessment

Needs Assessment Overview

- Students with different needs need to be identified early on in the students' education. (Speech, learning disability, etc.)
- Having a uniform and consistent program for bilingual education (at the district level).
- Programs to educate parents through Student Support Division.
- Supplemental resources in Spanish for Reading and Math (literature, poetry, etc.)
- Full time certified Science teacher needed.
- Science professional development.
- Funds for extracurricular activities (art supplies, games, etc.) and incentives for teachers and students
- Funds for Professional Development opportunities targeted to specific grade level/teacher needs.
- As the need arises, counselor's lessons will be requested by classroom teacher. tive participation from Science coordinator with 5th grade.
- To raise student achievement in all content areas, in all grade levels.
- Teacher travel for PD.
- More classroom tablet sets for students' instant access to virtual lessons in Science and Math.
- Increase Academic tutors at the campus level.
- Consumables w/ STAAR practice for each at-risk student (STAAR reading, Mentoring Minds, Kamico, STAAR Master, etc.)
- Academic Parent Involvement at home.
- Encourage more volunteers.
- Supplies needed for academic nights
- Distribution of District materials/textbooks in a timely manner to our teachers
- Increase parental involvement
- Continue to search for high quality training.
- Tech support needs to respond in a timely manner. Prompt installation of equipment.

Demographics

Demographics Summary

The population at Deanna Davenport represents the lowest socio-economic community area in Canutillo Independent School District. DDE has maintained the same enrollment every year. DDE has 76% students identified as at-risk. GT enrollment has increased over the last 5 years. 62% of our students are economically disadvantaged. Attendance rate is maintained at 96%.

Demographics Strengths

- DDE has a low mobility rate of 5%.
- No discipline placements, took place.
- Our enrollment has been steady; this year was decreased by 5%.
- 96% attendance rate above state requirement.

Demographics Needs

- Increased number of English language learners is denied Bilingual services by their parents (parent denials) these students are not ready to successfully perform in a monolingual English setting.
- Bilingual students (55% of school population) considered at-risk in need of more supplemental services.
- Students with different needs need to be identified early on in the students' education. (Speech, learning disability, etc.)

Programs for parents to assist their children in:

- Math classes
- English classes
- Citizenship classes (adults)

Student Achievement

Student Achievement Summary

STAAR passing scores met State Standards; however, Science scores did not meet State Safeguards. Overall the campus decreased the number of students meeting readiness criteria as to miss AYP in reading. The campus maintained the meet standards status at state level. AYP data reveals a decrease of students performing at grade level. English proficiency increased the number of students performing at grade level.

Student Achievement Strengths

- Number of bilingual students taking state assessments tests in English has increased.
- Overall improvement in Reading scores except 5th grade.

Student Achievement Needs

- Supplemental resources in Spanish needed for Reading (digital and in print).
- On-line MSTAR/ESTAR test in Spanish.
- Science scores dropped. Training in Science. STEMscope resources.

School Culture and Climate

School Culture and Climate Summary

As per OHI survey, DDE needs to improve in the areas of culture and climate. Specific activities to promote professional communication will be offered during the school year. Deanna Davenport Elementary has procedures in place to promote safety such as EOP (Emergency Operation Plan), No Place for Hate, PBSI(Positive Behavior student Initiative). No Place for Hate Initiative will continue for the 5th year at DDE and students' behavior will improve to reduce to a minimum referrals at the campus.

School Culture and Climate Strengths

- Teachers and students feel physically safe in school.
- Teachers are goal focused.
- Students are given rewards for academics/attendance/behavior.
- Wellness activities are done throughout the year (monthly, weekly, etc.).
- Continue providing enrichment programs such as choir, instrument, KidsExcel, basketball and folklorico.

School Culture and Climate Needs

- Teachers/staff are stressed with deadlines, testing, paper work, and need more verbal praise.
- Teachers on cafeteria duty need to record cafeteria behavior on Shining Star chart.
- We need parental support in behavior and academics through parenting classes on school expectations.
- Based on last two years discipline data, there is a need for an increase in lessons on respect across campus by counselor, teacher, coaches, and administrators.

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

At Deanna Davenport all teachers and instructional paraprofessionals are highly qualified. The district has a well established recruitment program through the Human Resources Division. Deanna Davenport has a low turn over rate, 100% of our teachers stay at the campus until retirement. Few or no resignations occur at DDE. DDE will pilot T-TESS teacher appraisal system.

Staff Quality, Recruitment, and Retention Strengths

- Low Faculty turnover rate
- 100% Highly qualified teachers and paraprofessionals

Staff Quality, Recruitment, and Retention Needs

- Mentor program for new teachers
- Professional development meeting teachers' needs.

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

DDE will continue to implement The Art and Science of Teaching as a district initiative. The campus' resources are tightly aligned with state standards. Through walk-through observations, teachers are monitored to fully implement the curriculum. Common assessments are being used to measure student achievement and assessment score analysis impact curriculum and/or instructional decisions. Placement of students in any special program is based on data analysis, observations, and student study team meetings and discussions.

Curriculum, Instruction, and Assessment Strengths

- Data is being used to guide instruction.
- Strong PLCs (planning, common assessments, data analysis, sharing of strategies)
- Common Goal and Instructional Framework (The Art and Science of Teaching).

Curriculum, Instruction, and Assessment Needs

- Some of the data lacks true validity (District assessments).
- System of accountability for K-2 to ensure mastery of taught SEs
- District needs an assessment bank with current Readiness and Supporting Standards.

Family and Community Involvement

Family and Community Involvement Summary

Communication is sent English and Spanish to meet parents' needs. Communication such as the schools' website, phone master messages, letters, newspaper articles, is sent in a timely manner. Parent education and other services are available to help develop healthy families and strong parent/school relationships such as but not limited to Operation School Bell, Operation Noel, Health Fair, Safety Meetings, Parent Advisory Committee meetings and other school events. Need to improve volunteer participation.

Family and Community Involvement Strengths

- Flyers are sent home to keep parents informed.
- Parent Portal communication
- School Messenger
- Fund raising activities.
- Meetings well prepared throughout the school year (parent liaison)
- Telephone contact.
- Home visits

Family and Community Involvement Needs

- Low academic parent involvement at home.
- Low parental attendance at meetings (PAC, parent sessions etc.)
- Offer Math/Reading/Science nights.

School Context and Organization

School Context and Organization Summary

Students, teachers, parents and community members' perceptions of the school are assessed annually by the district through surveys. The responses indicate that students and community feel safe and trust the educational decisions made at the campus. The majority of the community responded that they feel welcome at DDE. Deanna Davenport maximizes the amount of time spent in instruction by offering extended day instruction, Saturday Camps, extended year instruction and the services of academic tutors.

School Context and Organization Strengths

- Providing students with extended school day to meet areas of need
- Teachers have high expectations and work hard to achieve desired outcomes/goal focused.

School Context and Organization Needs

- Communication with warehouse to distribute material in a timely manner (lack of textbooks needed to be academically successful-missing resources as of February 23).
- Increase parental involvement

Technology

Technology Summary

Technology proficiencies are evaluated through STARChart and data reveals an increase in the use of technology at DDE. Technology support is available for students through three upgraded computer labs and five rolling labs. There at least 4 computers per classroom. A 3-year plan was developed in order to maximize technology funds and complete the campus technology upgrade.

Technology Strengths

We have acquired updated equipment and training for:

- Mimios, Smart boards, tablets, I-pads, laptops, computer labs, projectors, etc.
- Licenses have been updated.
- Wi-Fi hotspots have increased throughout the school.
- Availability of equipment for students has increased.

Technology Needs

- Additional training and refreshers needed for new equipment.
- Some teachers are not incorporating technology into their curriculum.
- Tech support needs to respond in a timely manner.
- Budget for special program teachers to have projectors mounted on the ceiling, white boards installed in classrooms.
- Website filters are not blocking what needs to be blocked, limited access on some websites.
- Data memory needs to be increased for faculty and staff members.

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
- Accountability Distinction Designations
- Federal Report Card Data
- Community and student engagement rating data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Progress of prior year STAAR failers
- STAAR 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
- Texas Success Initiative (TSI) data for postsecondary/college-ready graduates data
- 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
- Running Records results

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
- Male / Female 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
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data
- Teacher/Student Ratio
- Professional development needs assessment data
- Teacher STaR Chart Technology Data

Parent/Community Data

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

Support Systems and Other Data

- Processes and procedures for teaching and learning, including program implementation

- Communications data
- Budgets/entitlements and expenditures data

Goals

Goal 1: Provide a Safe & Secure Environment

Performance Objective 1: Throughout the school year 2015-2016, DDE students in 3rd-5th grade will be offered the opportunity to participate in one or more extracurricular activities such as choir, instrument, Kids Excel, and basketball. Students in K - 2nd grade will be offered folkloric dance twice a week.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide Choir, Band, and Orchestra to include those students with outstanding choir aptitudes to prepare them to participate in middle and high school chamber choir and the CISD School of Music.	10	Music Teacher	Choir practice meetings, choir presentations. Band and orchestra practice meetings and presentations.				
2) All 4th grade students will participate in the KidsExcel program	10	4th grade teachers and program organizers	Weekly classes and school presentations				
3) Students in 4th and 5th grade will be invited to participate in an AT RISK Peer-to-Peer Basketball Program classes once a week as a preventive strategy from drug abuse, and as a modifying behavior strategy for academic success.	2	Administration counselor Community Support Services Coordinator	Attendance sheets				
4) Promote citizenship through Student Patrols.		Counselor	Student participation				
5) By the EOY DDE will have at least three performances showcasing students participating in Music classes, Instrument, Kids Excel, Choir, and /or other performing arts. -Kids Excel Mid-semester and EOY Performances for all students and 4th grade parents. -Winter Music Festival -NPFH Performance at CHS. K - 2nd students participating in the folkloric dance class will perform at the EOY for K - 2nd grade parents.	6	Kids Excel Program and 4th grade teachers Music Teacher Folkloric Dance Teacher	Flyers/Invitations Webpage posting Student Performances				
6) Purchase a STAVES marker board to teach notes to students.	10	Budget Manager and music teacher	Students will be able to recognize notes to play instruments and sing songs.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 1: Provide a Safe & Secure Environment

Performance Objective 2: Throughout the school year 2015-2016, DDE will maintain safe and secure environment to ensure student and staff safety at DDE through monthly meetings.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Update the Emergency Operations Plan as needed.		EOP Incident Command and CISD EOP Planning Team	Meetings as required by CISD Risk Manager Officer. Meeting agendas and sign-in sheets.				
2) All staff will receive training regarding the Emergency Operation Plan and School Safety throughout the school year. District Risk Management Specialist and campus EOP Team will provide topics and training for teachers throughout the year.		District Risk Management Specialist, EOP Team	Sign-in sheets; meeting agendas Safety Drill Forms				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Provide a Safe & Secure Environment


















Performance Objective 3: 100% of routine maintenance projects will be accomplished by the end of the 2015-2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) To purchase supplies to maintain a healthy learning environment for students, staff, and community.	10	Assistant Principal, Custodians	PO				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: Students taking the Reading and Writing STAAR Assessment will perform at high levels of academic success and will increase scores from 75% to 85% in reading and 80% to 85% in writing in the state's proficiency level of academic performance during the 2015-2016 school year and 70% of the EL students will demonstrate growth in the state assessments and meet the federal and state System Safeguards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Examine gaps by grade PLC, TEKS (tested) to increase in readiness and supportive standards in language arts (reading and writing) to meet state and federal safeguards and will develop strategies to set objectives to close the gaps and meet 85% passing measure.	9, 10	Administration and grade level PLCs	1. Planning agendas and minutes for each PLC, analysis of data by PLCs, targeted tutoring by specific objective, and strategies developed by grade level to target students in need of assistance.				
2) Provide professional development training in Reading to meet the STAAR assessment state levels of achievement and targeted System Safeguard for EL students.	5	School administrators, Instructional Coach	1. Professional training information and POs, lesson plans with evidence of use of strategies learned during the training, improved students' scores and grades. 2. Walkthroughs 3. Subject interactive journals for each child in the classroom and monitoring of journals.				
Funding Sources: 185-State Compensatory Education - \$175.00, 185-State Compensatory Education - \$50.00, 185-State Compensatory Education - \$554.00, 185-State Compensatory Education - \$50.00, 211-Title I-Part A - \$1250.00, 185-State Compensatory Education - \$1250.00, 185-State Compensatory Education - \$2500.00, 185-State Compensatory Education - \$2500.00							
3) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards and to implement specific instructional strategies to meet targeted scores.		Teachers, Administration, Instructional Coach	Common assessments (end of unit TEKS resource assessments, ISTATON, Renaissance Learning, Star Reading, and other data programs available at CISD), walk-throughs				
4) Student supplies and materials will be purchased to support instruction aligned to STAAR and TEKS , including copy paper for online resources such as Shurley method.		Budget Manager Principal Teachers Instructional Coach	PO				
Funding Sources: 185-State Compensatory Education - \$197.61, 185-State Compensatory Education - \$199.90, 211-Title I-Part A - \$2039.62, 211-Title I-Part A - \$1118.00							
5) Students who are struggling in a core subject will be provided additional support through tutoring by the teacher and the Academic Tutors.	8, 9	Teachers, Academic Tutors, Instructional Coach	Improved formative assessment, common assessment scores, and grades.				
6) All teachers will display word walls in the classroom with vocabulary related to the core subject.	2	Administrators and teachers	Increase use and mastery of academic vocabulary.				

7) K - 2nd grade level teachers will apply strategies learned through professional development with Ms. Claudia Casillas in reading. Every month teachers will update reading running records to depict and assess students' reading achievement. 2nd grade students will attain a fluency of 80-120 words per minute at EOY. 1st grade students will attain a fluency of 60-90 words per minute at EOY.	8, 9	Instructional Coach K - 2nd grade Teachers	Increased reading performance levels Meeting agendas Sign-in sheets Running Records				
				Funding Sources: 185-State Compensatory Education - \$440.00			
8) 3rd - 5th grade teachers will receive professional development in reading strategies through Region 19 during the 6 week extended PLC Planning period.		Instructional Coach 3rd - 5th grade Teachers	Increased reading performance reading levels Meeting agendas Sign-in sheets Running Records District Assessments Grade level common assessments Improved IStation Reading Levels				
				Funding Sources: 185-State Compensatory Education - \$5400.00			
9) Teachers Pre-K to 2nd grade will receive training on the use and application of Thinking Maps in the classroom.	1, 2, 4, 9, 10	Administration Instructional Coach Teachers	Region 19 training PO Training Agenda Singing-sheet Walkthrough and classroom observations Journals depicting implementation				
				Funding Sources: 211-Title I-Part A - \$2825.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 2: Students taking the Math STAAR Assessment will perform at high levels of academic success and will increase scores to meet state standards and state and federal System Safeguards during the 2015-2016 school year.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Examine by grade PLC gaps, TEKS (tested), increase in the readiness and supportive standards in math to develop strategies and set objectives to close the gaps for EL students.		Administration and grade level PLC's.	Planning agendas and minutes for each PLC, analysis of data by PLC's, specific objective targeted tutoring, and specific objectives and strategies developed by grade level to target students in need of assistance.				
2) Provide professional training in Math to meet the STAAR assessment achievement levels.	5, 10	School administrators	1. Implementation of strategies learned at the training, increased scores, and grades 2. Walkthroughs 3. Subject interactive journals for each child in the classroom and monitoring of journals.				
3) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards .	8, 9	Teachers, Administration, Instructional Coach	Common assessments (end of unit CSCOPE, walk-throughs)				
4) Student supplies and materials will be purchased to support instruction aligned to STAAR and TEKS including copy paper for online resources.	8, 10	Budget Manager Principal Teachers Instructional Coach	PO				
5) Students who are struggling in a core subject will be provided additional support through tutoring by the teacher and the Academic Tutors.	9	Teachers, Academic Tutors, Instructional Coach	Improved formative assessment, common assessment scores and grades.				
6) All Teachers will display vocabulary word walls in the classroom with vocabulary from the core area.	2	PLC, Administration	Word walls displayed in classrooms and mastery of academic vocabulary.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 3: 5th grade students taking the Science STAAR Assessment Program will perform at high levels of academic success and will increase science scores from 47% to 70% in the state's proficiency level of academic performance during the 2015-2016 school year and 65% of EL students will demonstrate growth to meet federal and state System Safeguards.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) Examine by grade PLC gaps, TEKS (tested), to increase in the readiness and supportive standards in science to develop strategies and set objectives to close the gaps and meet targeted System Safeguards.</p>		Administration and grade level PLC's	Planning agendas and minutes for each PLC, analysis of data by PLC's, specific objective targeted tutoring, and specific objectives and strategies developed by grade level to target students in need of assistance.				
<p>State System Safeguard Strategy</p> <p>2) Provide professional training in Science to meet the STAAR assessment levels of academic performance and meet state targeted System Safeguards.</p>	5, 8, 9	School administrators	<p>1. Implementation of strategies learned at the training. Increase in science grades and scores.</p> <p>2. Walkthroughs</p> <p>3. Subject interactive journals for each child in the classroom and monitoring of journals.</p>				
Funding Sources: 185-State Compensatory Education - \$200.00, 185-State Compensatory Education - \$225.00, 185-State Compensatory Education - \$200.00, 185-State Compensatory Education - \$625.00, 185-State Compensatory Education - \$500.00, 185-State Compensatory Education - \$4500.00							
<p>State System Safeguard Strategy</p> <p>3) DDE students will participate in the school Science Fair to be held in the second semester of the school year (5th grade mandatory individual participation).</p>		Science Fair Committee	Science Fair, Science Fair Family Night, PO for awards, communication memos to teachers and parents.				
<p>State System Safeguard Strategy</p> <p>4) Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards and meet targeted System Safeguards.</p>	8, 9	Teachers, Administration, Instructional Coach	Common assessments (end of unit), walk-throughs.				
<p>State System Safeguard Strategy</p> <p>5) Student supplies and materials will be purchased to support instruction aligned to STAAR and TEKS to include copy paper for Concept Links.</p>	8, 9, 10	Budget Manager Principal Teachers Instructional Coach	PO				
Funding Sources: 185-State Compensatory Education - \$1750.00, 185-State Compensatory Education - \$3334.00, 185-State Compensatory Education - \$149.85, 185-State Compensatory Education - \$190.40, 185-State Compensatory Education - \$377.40, 185-State Compensatory Education - \$302.00							

<p align="center">State System Safeguard Strategy</p> <p>6) Students who are struggling in the core subject will be provided additional support through Saturday Science Camp at least twice a month by an assigned Science Camp coordinator to meet targeted System Safeguards.</p>	8, 9, 10	Instructional Coach Science Camp Coordinator	Improved formative assessment, common assessment scores and grades. Interactive Science Camp journal				
<p align="center">State System Safeguard Strategy</p> <p>7) All Teachers will display vocabulary word walls in the classroom with vocabulary from the core areas</p>	2	PLC, Administration	Word walls displayed in classrooms and mastery of academic vocabulary.				
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>8) Provide STEMscope resource to improve science scores in 5th grade.</p>	9, 10	Administration 2-5th grade teachers	Improved scores in science. Increase percentage to a minimum of 70% of the students performing at level.				
Funding Sources: 211-Title I-Part A - \$1254.75							
<p align="center">State System Safeguard Strategy Federal System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>9) DDE will implement PLTW (Project Lead the Way) in K-5th grade starting in 2016 with kindergarten students. PLTW Professional development for 5th grade teachers.</p>	1, 4, 9, 10	Instructional Coach Administrators 5th grade teachers Kindergarten teachers	Professional Training for 5th grade teachers Implementation of Kindergarten Modules PO for supplies Meeting agendas Students' journals and formative/summative assessments				
Funding Sources: 211-Title I-Part A - \$5000.00							
<p align="center">State System Safeguard Strategy</p> <p align="center">Critical Success Factors CSF 1</p> <p>10) Purchase PLTW requirements technology such as IPAD's to launch the program with Kindergarten.</p>	2, 10	Instructional Coach Administrators 5th grade teachers Kindergarten teachers	PO for technology Meeting agendas Students' journals Formative/summative assessments				
<p align="center">State System Safeguard Strategy</p> <p>11) K-5 grade teachers to be trained in STEM Instructional strategies and learning philosophy and in Project Based Learning to implement the PLTW program</p>	1, 2	Instructional Coach Administrators	Walkthroughs Lesson Planning STEM enrichment activities				
<p align="center"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By the end of the 2015-2016, 100% of the students that are considered highly mobile, EL, and academically at risk will be identified and offered an intervention plan through the RTI Committee and /or the Student Study Team to graduate with their cohorts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Identify academic, emotional, and physical needs of highly mobile and EL students in need of intervention by the RTI/Student Study Team composed of the child's teacher, counselor, parent, instructional coordinator, and a campus administrator.	8, 9	Teachers, Instructional Coach, Administration, Counselor, RTI Interventionist	Meeting agendas and minutes. Written Intervention Plan. Extended day, week, and year. Instructional Coach's documentation.				
2) All students 2nd through 5th will receive school agendas to prioritize assignments, to plan, and to pace their assignments and tasks. Agenda serve as a means of communication between school and parents.	2, 9, 10	Teachers	PO's Use of agenda as a means of daily communication with parents				
3) RtI Facilitators will provide support to students in grades K-2 using the CEI lab resources and through inclusion.	8, 9, 10	RIF Facilitators, teachers, Instructional Coach, Reading Interventionist	ISIP English and ISIP Spanish data				
4) Elementary At Risk Teacher		Administration	At risk intervention schedule Reading interactive journals Grades				
5) Provide Summer School for students at risk in grades Pre-K, Kinder and 5th grade.	9, 10	Administrators Instructional Coach Teachers	Attendance Targeted Assistance STAAR test results Grades				
6) Provide professional development to meet the needs of RtI and at risk students.	5, 9, 10	IC administration At Risk Teacher RTI teacher CEI lab paraprofessional At risk Aide	Improved academic performance for At Risk nd RtI students				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 2: Increase Student Academic Achievement

Performance Objective 5: By the end of the 2015-2016, 100% of our student population will participate in integrated technology activities and projects embedded in the curriculum including the use of CISD programs such as, but not limited to, ISTATION, Accelerated Reading Program, and teachers will analyze data generated by these programs to make informed decisions in helping students to be academically successful.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Obtain and upkeep technology resources such as instructional software, computers, and laptops or other media equipment to engage our students in presentations and projects that develop their skills in the use of technology and that sustain online CISD programs to include but not limited to ISTATION, Accelerated Reader, Project Share ESTAR and MSTAR.	1, 10	Teachers, Instructional Coach, Media Specialist, and Technology Committee.	Technology Campus Action Plan for the 2015-2016 school year. Purchase Requisition forms. STAR Chart Survey Lesson Plans				
	Funding Sources: 185-State Compensatory Education - \$9669.50, 185-State Compensatory Education - \$6314.00, 185-State Compensatory Education - \$1397.76, 185-State Compensatory Education - \$181.77, 185-State Compensatory Education - \$489.96						
2) Copy machine rental/lease to provide instructional resources to our students and to send information home.	10	Campus Budget Manager	Community informational notes and memos. Budget summary.				
3) By June 2016 all teachers will integrate technology with high quality-instruction.		Librarian Teachers	Increased Star Chart score.				
4) Committee will meet regularly to update and monitor technology plan and plan for professional development.	8, 10	Technology committee	Technology Plan Training Meeting Agendas and sign-in sheets Committee meeting agendas and sign-in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: By the end of the 2015-2016, 100% of the special education students will meet state average.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide the least restrictive environment for our Special Education students, such as Inclusion in the Regular classroom and team-teaching; and utilize research based programs in special education classes such as Failure Free Reading, Lexia, and FLRT.		Teachers, Sp. Ed. teachers, Sp. Ed. Department	Walkthroughs and appraisals Lesson Plans				
2) Provide training in Team Teaching and Inclusion for Special education and classroom teachers.	1, 4, 8, 9	Special Education Teachers Classroom teachers Administration Instructional Coach	Training Agendas Traveling packets Conference Summaries region 19 certificates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement













Performance Objective 7: By the end of the 2015-2016, 100% of Advanced Academic (GT) students taking the STAAR assessment will achieve at high levels of academic success in their area of giftedness and 100% will meet Level III in STAAR state standards in all tested STAAR subject areas.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide Advance Academic (GT) students with differentiated instruction such as, extension activities, advanced assignments integrated with critical thinking, technology and self initiated projects that will help them to perform at rigorous levels on the state mandated assessment.		Teachers, Advanced Academics Teacher, AA Coordinator	Walkthroughs and appraisals. STAAR scores				
2) 100% of our teachers in grades K - 5th grade will update their Gifted and Talented Certification in order to improve instruction for all students, especially for the advanced academic students in the regular classroom.	3, 4	Teachers, Advanced Academics Teacher, AA Coordinator	Personnel Records/staff development records GT training offered by Curriculum and Inst. STAAR results				
3) 100% of DDE new teachers will complete 6hr GT training required by the state.	3, 4	GT teacher and CISD GT Coordinator	GT training sign-in sheet and district records				
4) GT Program at DDE will achieve satisfactory and/or exceed expectation in the HB5.	8	GT Teacher Classroom Teachers Instruction & Curriculum Department Instructional Coach	Improved HB5				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: By the end of the school year 2015-2016, the number of student retention will decrease from 7 to 3 students. Grade levels with high retention rate during the 2014-2015 school year will be highly monitored.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will complete RtI packets, offer extended day tutoring, and interventions as needed to ensure all students are academically successful and promoted to the following grade level.	9	Instructional Coach, teachers, administrators	RtI packets Academic Tutors' logs Tutoring logs Individual student portfolio SSI meetings/logs/data				
2) Campus Instructional Coach will attend trainer of trainers professional development sessions to provide campus training and develop best teaching practices for students with diverse learning styles.	4	Instructional Coach	Walkthroughs and appraisals. Lesson plans, CISD written curriculum. Teacher training sessions RTI Plans				
Funding Sources: 211-Title I-Part A - \$1500.00							
3) By the end of the 1st Six Weeks of the 2015-2016 school year, DDE teachers and Instructional Coach will identify 100% of the students needing Response to Intervention (RTI), and they will have follow up meetings to ensure their academic success.	9	Teachers, RTI instructional assistants, Instructional Coach, RTI Interventionist, bilingual instructional assistant, Reading Interventionist	Written RTI plans and follow up meeting dates and agendas				
4) Campus Instructional Coach will plan in collaboration with District Support Team to offer technical and resource assistance to campus planning teams, administrators, and individual teachers as needed.	3, 4, 10	Teachers, AA Coordinator, Sp. Ed. Department, ALS Department, RTI Coordinator, Executive Director for Curriculum and Instruction	Calendar and/or meeting dates for CISD instructional coordinators to train or provide classroom demonstrations. Teacher sign in sheets at district curriculum sessions Teacher Feedback and evaluations				
5) Staff Development through book studies at PLC meetings and/or training Waiver Days.	4	School Administrators ILT Team	Teacher sign in sheets				
6) Provide T-TESS training to all teachers.		Principal, teachers, HR	Training Agenda Training Sign-in sheet Training documents				

7) Provide staff development to paraprofessionals and encourage them to attend university courses to complete 60 or more college credit hours.	4	Paraprofessionals, administration	Paraprofessional records of training and university course work.				
8) By the end of 2015-2016, the Principal and Assistant Principal will accrue at least 30 hours of professional development to be able to provide guidance and leadership to teachers and other staff members.	4, 10	Principal, Assistant Principal	Documented record of training attended. Travel Reports Staff Development offered to teachers as a result of administrative training.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 9: By the end of the 2015-2016, 100% of English Learners will participate in instruction enriched by identified curricula, instructional materials, and assessments that will demonstrate a minimum of 10% growth in the EL population in the STAAR and TELPAS assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Bilingual /At Risk Paraprofessional will offer inclusion tutoring to EL's. Bilingual Aide will provide support to Dual Language teachers and academically low performing EL students through tutoring, LPAC placement, and the keeping of LEP records.	9	Bilingual/ At Risk Paraprofessional Academic Tutors Instructional Coach Teachers Administrators	Inclusion Daily Schedule Students' grades Attendance Logs Targeted Objective records Higher TELPAS and language test scores every year				
2) Bilingual teachers will participate in professional training and conferences as needed.	4, 10	IC Dual Language classroom teachers ALS Department	PO's Conference or training registrations Travel reports Classroom application				
3) By the end of June 2016 Dual Language students' progress in K-2nd will be monitored through the district benchmark proficiency standards.		ALS Director/ Administrators	benchmark scales				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 10: Provide academic tutors for in-school tutoring and inclusion to meet the needs of all identified at risk, migrant, and EL students who are in danger of failing Reading, Math, Writing or Science core subjects and/or state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide an Elementary Instructional Coach to meet the needs of at risk students in grades PreK to 5th, mentor new teachers and teachers in need of professional support.	1, 9, 10	Administrators Instructional Coach	Tutoring Logs Meeting agendas, minutes, logs. Grading analysis System Safeguards binder PEIMS binder PLC meetings Instructional Coach modeling lesson records				
2) Provide a migrant academic assistant to meet the needs of at risk migrant students.	1, 9, 10	Administrators Migrant Lead Teacher	Tutoring logs Grading analysis				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By the end of the 2015-2016, 100% of our student population will participate in Social Studies with integrated projects embedded in the TEKS curriculum including the use of TEKS Resource System.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Use of CISD common assessments, teacher created assessments or TEKS resource assessments to monitor the learning of social studies concepts.		Administrators IC Teachers	Eduphoria assessments' analysis				
2) All teachers will display word walls in the classroom with vocabulary related to the core subject.	2	Classroom Teachers	6 weeks passing grades				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 12: 100% of DDE staff will participate in on-campus, in-district, and out of- district professional development targeting needs of students in Reading, Math, Science, Technology, Fine Arts and Physical Education .

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers and or staff's request for training in areas of need.	4, 10	Administration, Teachers	Lesson Plans, PLCs, walk-throughs				
				Funding Sources: 211-Title I-Part A - \$1500.00			
2) Will provide professional development for instructional framework in the Art of Science of Teacher	4, 5, 10	ILT team	attendance, sign in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 2: Increase Student Academic Achievement

Performance Objective 13: By the end of 2015-2016 school year all new DDE teachers will have opportunities to participate in the CISD New Teacher Induction Program

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) New teachers will attend C and I induction program as scheduled.	4, 5, 10	Judy Jimenez, C and I department	Notices sent to teachers Teacher attendance to trainings				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 14: 100% of DDE students will be taught by highly qualified teachers and instructional aides to meet the needs of diverse learners.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All teachers will provide instructional accommodations and modifications for special populations, such as: At-Risk, Economically Disadvantaged, 504, Special Education, Migrant education, ELLs, and Advanced Academics .	9	Administration Curriculum and Instruction Division Teachers	Lesson Plans Students Grades Common Assessments data				
				Funding Sources: 185-State Compensatory Education - \$29.56			
2) DDE teachers will pilot the performance management system linked to measuring learning outcomes by enhancing student success. (TESS)	4, 5	Principal/ Asst Principal	TTESS rubric/goal setting documents/ summaries/ teacher reflections.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 15: Every six weeks in 2015-2016 school year DDE will monitor staff absences to maintain high-quality instruction and increase human resources availability.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administration will monitor every six weeks to decrease staff absences and tardiness.	10	Administration	Reduced tardiness and absences				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 16: By May 2016, 100% of students in 5th grade will participate in activities that facilitate a successful transition from the DDE elementary setting to the AMS middle school setting. Pre-K students at DDE and Santiago Rodriguez Head Start will participate in transition activities to Kindergarten.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Coordinate visit to AMS for all 5th grade students to familiarize students with the campus and campus procedures and classes		Counselor, teachers, administration	Document Field Trip Transportation Request done by AMS Counselors Planning Meeting/sign-in sheet				
2) By May 2016 students in Pre-K will participate in transition activities in coordination with Santiago Rodriguez Headstart to facilitate a successful transition to Kindergarten. Inform the community via webpage and marquee about registration dates for pre-k and kindergarten students.	7	Pre-K and Kindergarten teachers, Head Start Coordinator, Administration.	Flyers, letters from Head Start, meeting agendas. Agendas from ALS department for meetings with parents to enhance bilingual students participation in the bilingual program. Registration notices to parents.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 1: During 2015-2016 school year, 100% of the students at DDE will be instructed in the pillars of character and respect to ensure the physical, social, and emotional well being of each student.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Incorporate a curriculum that is geared to develop healthy minds and bodies and prevent violence among our students, such as, Respect and Protect and Character Counts. Character Counts will increase a heightened level of moral and ethical character.		Counselor, teachers	Walkthroughs and classroom observations. Student agendas with anti-bullying messages.				
2) The Counselor will purchase reading and other materials to be used during group counseling sessions, play therapy, or for individualized counseling to help promote social and emotional healthy children.	1, 10	Counselor	Counselor weekly logs reporting counseling appointments with students. Purchase Orders				
3) Counselor travel for professional growth	3, 4	Counselor	PO Travel Report Walkthrough/Observation				
4) Students identified as highly "at risk" will receive counseling sessions as needed and stated in the SST meeting or GPC recommendation, request from parents or teachers.	9	counselor SST committee GPC committee Instructional Coach	Intervention plans, Agendas of Meeting held with parents Child Study meeting and home school contracts recorded in the discipline file folders. Counselor logs.				
5) Provide suicide prevention and death in immediate family presentations/meetings as needed		Counselor	Counselor logs				
6) All 5th grade students will participate in an etiquette program for success and professional settings		Counselor	Class schedules				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 2: During the 2015-2016 school year 100% of our students kinder through fifth grade will participate in Career Awareness presentations and college awareness to prepare them for real life and be work ready.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Plan an Education Generation TX Week and have presenters through the year for students Pre-kinder through fifth grade to promote and encourage students to pursue a post high school education.	1, 10	Counselor, teachers, administration	Go Get It Week Activities Schedule of presentations Student projects. University of the Month Project.				
2) University of the Month project where a grade level is asked to provide data and interesting facts about the university for all campus to be informed of opportunities to attend different colleges and universities across the U.S.		Counselor, teachers	Daily "Did you know?" university facts sharing				
3) Texas Generation Day		Counselor	School-wide participation pictures				
4) Career Awareness week by a variety of speakers and career paths presentations.		Counselor	Schedules of presentations				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 3: During the school year 2015-2016, DDE will implement the Coordinated School Health (CSH) Program to develop all DDE students' emotional, mental, learning, physical, and social aspects.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All elementary students will participate in Moderate to Vigorous Physical Activity (MVPA) for a minimum of 30 minutes per day or 135 minutes per week while providing instruction from CSH and TEKS. Conduct the mandated FITNESSGRAM assessment for students during Physical Education. Safety procedures to be established if the student/teacher ratio is greater than 45 to 1 in a physical education class.		PE Teachers Campus administrators CSH Committee Counselor	Testing schedules and FITNESSGRAM reports. Lesson Plans including TEKS. Classroom walkthroughs. FITNESSGRAM reports. Safety Plan to address a higher 45 to 1 teacher to student ratio	✓	✓	✓	✓
2) DDE will provide at least one representative for the district School Health Advisory Committee (SHAC). DDE SHAC and CSH committees will quarterly meet to monitor program implementation.		Coordinated SHAC Team CSH Committee, CATCH Committee: Nurse, Campus administrators, PE/ Health Teachers, Counselor, Parent Liaison, Parents, Cafeteria Manager	Sing-in sheets of SHAC meetings, meetings agendas, CSH meeting agendas and sign-in sheets. Minutes of meetings.	✓	✓	✓	✓
3) Appropriate personnel will receive necessary training on CPR, AED, First Aid and UDCA.		Coordinated CSH Committee Nurse PE Teachers Student Support Division	Certificates	✓	✓	✓	✓
4) 5th grade students will be provided with a Growth and Development/Puberty presentation, "Always Changing", or other district approved curriculum.		Coordinated CSH Team Nurse PE Teachers	Class rosters and sign-in parent permission forms.	●	●	●	
5) DDE will recruit two Wellness Coordinators to invite staff to participate in Wellness activities during the year to foster positive attitudes and healthier living.		School Wellness Coordinators School Wellness Committee	Activity logs with description of activity. Rosters with participating members. Meeting Agendas, minutes and sign-in sheets.	✓	✓	✓	✓

<p>6) All DDE students will have access to a highly qualified registered nurse to conduct the required state, local, and district health screenings throughout the 2015-2016 school year. Nurse will ensure that current health screening equipment (i.e. audiometer) is serviced and maintained. Obtain first aid supplies to prepare safe and effective nursing care and document students' records.</p>		Nurse	Data entered in district records. PO				
<p>7) Provide PE and Health Coaches the opportunity to attend state and or national conferences to improve the health and physical education program for at risk students in a low-socio economic area.</p>	3, 4, 10	Administrators PE and Health Coaches	Attend training geared to provide students with physical activities to be fit for the state FitnessGram assessment. PO Travel arrangements Region 19 training SHAC and CATCH Meeting attendance.				
<p> = Accomplished = Considerable = Some Progress = No Progress = Discontinue</p>							










Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 4: During the school year 2015-2016, 100% of DDE staff and students will implement the School Wide Positive Behavior Intervention Support (PBIS) framework for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) A campus PBIS Committee will coordinate the implementation of School Wide Positive Behavior Intervention Support (PBIS). The committee will meet on a monthly basis to conduct needs assessment, analyze data, identify, and target campus needs through the implementation of research-based practices. At least one member of the PBIS team will attend local PBIS meetings and will disseminate information to the Team.		Assistant Principal Counselor PBIS Committee Chair PBIS Committee	Meeting agendas and minutes. Meeting sign-in sheets.				
2) DDE will continue implementing the "No Place for Hate" district wide initiative.		Assistant Principal Counselor PBIS Team Teachers Student reps	DDE being designated as a No Place for Hate School.				
3) Through the School Support Department, DDE will implement a scientific research based substance abuse and violence prevention curriculum to educate students in 5th grade. DDE parents will be informed and educated on substance abuse and violence prevention during PAC meetings and district planned meetings.		School Administrators 5th grade teachers Student Support Department Parent Liaison	Classroom rosters Prevention schedules Meeting agendas and minutes. Meeting sign-in sheets.				
4) DDE will implement CISD's OHI strategies to enhance school's culture and climate. During the 2015-2016 school year DDE campus will focus on Autonomy.		Administrators, teachers and staff	Morning Message Meetings and sign-in sheets				
5) Increase positive discipline strategies by decreasing In-School/Out of School suspension.		Assistant Principal CIC Committee	Decreased number to ISS/OSS referrals				
6) PBIS campus team or team representatives will attend a minimum of 3 local PBIS trainings per year and one regional conference.		School administrators	Meeting agendas and minutes Meeting signing sheets				
7) Assistant Principal will be trained to provide training to campus staff in identifying and reporting bullying in accordance to the Anti-Bullying law.	4, 10	Principal	Training certificate and sign in sheet				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 3: Enhance Student Character & Drive Towards a Career/Profession

Performance Objective 5: By the end of the 2015-2016, all grade levels Pre-K to 5th will participate in at least one field trip to promote career awareness, fine arts, community and environmental issues for their students as reflected in lesson plans.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide field trips and other field experiences for students to include but not limited to universities, colleges, museums, science observatory,public library,and theater. To support character, education, social skills development and behavior management.	10	Teachers, Administration	Teacher field trip forms, purchase orders, and lesson plans. Teachers will conduct before and follow up trip activities not limited to but such as summary report, letters to sponsors, thinking maps, and journal entries.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 1: DDE will attain an attendance rate of 97.1% or better to ensure students graduate on time.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Recognize classes at each grade level with highest attendance percentages through public announcements and provide classroom incentives such as pop corn and or pizzas for winners on a six weeks basis and announcing winners over the intercom and bulletin board.	1	Administration, teachers, office staff	AEIS Report Six weeks announcements for perfect attendance. Grade level winners announcement. Six weeks attendance reports. Attendance clerk provides list with parents that have been called each day for students who are absent.				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 2: Provide the Mother/Daughter and Father/Son programs to encourage Hispanic students in 5th grade to pursue post high school education.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Participate and collaborate with UTEP's Mother/Daughter and Father/Son Program.		Administration, Student Support Division,	Meeting Agendas UTEP Functions				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education









Performance Objective 3: Invite 100% of DDE parents to PAC and other instructional meetings through written notices, phone master, webpage, or other form of communication and at least 15 parents will attend the campus monthly meetings.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct PAC meetings and facilitate communication between school (and other agencies) and families in which parents can receive and provide information and feedback on their children's instructional, health and safety needs. Provide light snacks for parent meetings.	6, 10	Parent Liaison, campus Administration and Executive Director for Student Support Division	Agenda and minutes documentation PO				
				Funding Sources: 211-Title I-Part A - \$225.48, 211-Title I-Part A - \$255.00			
2) Campus will hold a Title I meeting to maintain parents informed about the campus entitlements and to receive and provide feedback to them.	6, 10	Parent Liaison, campus Administration and Executive Director for Student Support Division	Agenda and sign-in sheet				
3) Parent Liaison will attend trainings and conferences to increase parental involvement and to guide parents with strategies and resources to better help their children to be academically successful.		Administration	PO travel requests travel reports Conference agendas training agendas				
4) Parent Liaison will keep clear communication with the community to ensure parents are informed about instructional activities and events happening at the campus concerning the education of their children.	6	Parent Liaison	Notices sent home PO				
5) Parents at DDE will be invited to Reading Nights and Science Fair and other parent school planned activities to encourage and engage parents to assist their children in improving their academic performance.	6, 10	Parent Liaison, Librarian and Library paraprofessional, Reading Interventionist and Instructional Coach	Agenda and minutes, and sign in sheets kept by the Parent Liaison. Parent surveys				
6) Through the Student Support Services Department, parents will be educated on substance abuse and violence prevention at parent meetings or events.	6, 10	School Administrator Parent Liaison	Signing sheets meeting agenda				
7) Parent Liaison will recruit parent volunteers as stated in Needs Assessment.	1	Parent Liaison	Increased number of parent volunteers at DDE				

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

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 4: At least one parent and/or one business/community representative will serve on our Campus Improvement Committee which will meet the third Monday of each month and will maintain a 90% attendance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Hold CIC meetings in which parents and community members can provide information and feedback on their children's instructional and safety needs the third Monday of each month.	6	Parent Liaison, Administration CIC members	Agenda and minutes, and sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 5: 100% of objectives and activities described in the Parenting Component of the School Support Division Action Plan will be completed by June 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) At least 80% of DDE parents will receive and acknowledge the Campus Parent Compact during Parent/Teacher Conferences in October 2015.	1, 6, 10	Parent Liaison, Teachers	Signed compacts				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 6: At least 3 major activities will be done throughout the year to foster a positive campus climate as measured by the District Survey of Teachers in May 2016.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All staff will be invited to participate in activities throughout the year to foster positive morale and communication.	1, 3	Social Committee Wellness Sponsors	Social Committee Participation in activities sponsored by the social committee				
2) At the end of 2015-2016 Professional Learning Community will be developed for all office and support staff member to focus on customer service and creating a family oriented school	6, 10	Administration/ Counselor	Sign in sheets/ meeting agendas				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 7: By May 2016 DDE will have a minimum of 5 activities or events to celebrate and recognize all students' for their successes.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) An Awards Assembly will be held at the end of the school year and parents will be invited to celebrate students being recognized for academic success through awards, certificates and/or ribbons.	6	Administration, Teachers	flyers, awards, ceremony, posts on the webpage				
2) Bulletin board displaying DDE A and A/B Honor Roll stars	10	Administration Counselor	Every 6 weeks grading period posting of stars in bulletin board				
3) Bulletin board displaying DDE highest attendance by classroom		Counselor Attendance Clerk	Six week displays				
4) End of the semester Cake and Ice Cream Social and EOY Lunch with the Principal for all students who maintained "A" Honor Roll will have a special lunch with the principal.	10	Teachers and Administration	Webpage postings Announcements				
5) End of the semester Ice Cream Social and EOY Picnic with the Assistant Principal for all the students who maintained A/B Honor Roll.	10	Teachers and administration	Webpage postings Announcements				
6) Shinning Stars Bulletin Board for those classes displaying the best manners and behavior in the cafeteria.	10	Counselor Assistant Principal Teachers	Every 6 weeks bulletin board display Daily Shinning Stars chart display.				
7) Maintain the Student of the Month recognition bulletin board for all grade levels (PreK - 5th grade).	10	Classroom teachers	Certificates posted on bulletin board				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education

Performance Objective 8: Throughout the 2015-2016 school year, DDE will promote community participation to include parents, grandparents, legal guardians and other family members to become involved in the education of DDE students.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Provide light snack during parent meetings.	6	Parent Liaison	PO Meeting Agendas Sign-in sheets				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 1: 100% of DDE student population will have access to all library resources and supplementary materials to increase student success.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Purchase library books and reading resources to enhance reading skills in grades K-5 .	1, 9, 10	School Librarian	PO				
Funding Sources: 211-Title I-Part A - \$82.00							
2) Provide a Library Assistant	10	Administrators Librarian	Library Records				
3) Provide librarian with professional development and opportunities to attend conferences.		Librarian	PO Conference reports				
4) Obtain supplies needed to keep library resources updated	10	Librarian	PO's				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 2: Campus federal allotments will spend a minimum of 95% by the end of April 2016 to comply with federal guidelines.












Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Review budgets on a timely basis to ensure budget spending is monitored to avoid negative balances and utilize budget efficiently and effectively as planned .	10	Principal and Campus Budget Manager	Budget Summary Reports				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 3: By June 2016 DDE will have a minimum of two partners in education (PIE).

Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders

Performance Objective 4: By June 2016, DDE will be trained how to effectively utilize website contact management system, school messenger and Canutillo APP.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) DDE will update campus websites on a monthly basis.	6	Librarian / Assigned Teacher	website				
2) DDE will promote internal and external communication and to enhances public awareness of Canutillo's students, staff, programs and community.	6	Administration/ office staff/ web manager/parent liaison	flyers/ notices				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	1	Examine by grade PLC gaps, TEKS (tested), to increase in the readiness and supportive standards in science to develop strategies and set objectives to close the gaps and meet targeted System Safeguards.
2	3	2	Provide professional training in Science to meet the STAAR assessment levels of academic performance and meet state targeted System Safeguards.
2	3	3	DDE students will participate in the school Science Fair to be held in the second semester of the school year (5th grade mandatory individual participation).
2	3	4	Common assessments will be utilized by all teachers to analyze student progress towards mastery of standards and meet targeted System Safeguards.
2	3	5	Student supplies and materials will be purchased to support instruction aligned to STAAR and TEKS to include copy paper for Concept Links.
2	3	6	Students who are struggling in the core subject will be provided additional support through Saturday Science Camp at least twice a month by an assigned Science Camp coordinator to meet targeted System Safeguards.
2	3	7	All Teachers will display vocabulary word walls in the classroom with vocabulary from the core areas
2	3	8	Provide STEMscope resource to improve science scores in 5th grade.
2	3	9	DDE will implement PLTW (Project Lead the Way) in K-5th grade starting in 2016 with kindergarten students. PLTW Professional development for 5th grade teachers.
2	3	10	Purchase PLTW requirements technology such as IPAD's to launch the program with Kindergarten.
2	3	11	K-5 grade teachers to be trained in STEM Instructional strategies and learning philosophy and in Project Based Learning to implement the PLTW program

Federal System Safeguard Strategies

Goal	Objective	Strategy	Description
2	3	8	Provide STEMscope resource to improve science scores in 5th grade.
2	3	9	DDE will implement PLTW (Project Lead the Way) in K-5th grade starting in 2016 with kindergarten students. PLTW Professional development for 5th grade teachers.

State Compensatory

Personnel for Deanna Davenport Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Flores, Aracely	Academic Tutor	State Compensatory	100%
Sepulveda, Ericka	At Risk Teacher	State Compensatory	100%
Stephanie Salgado	At Risk Aide	State Compensatory	100%
Ulloa, Carlos Alberto	Bilingual /LPAC Aide	State Compensatory	100%
Veronica Villarreal	Academic Tutor	State Compensatory	100%

Title I

Schoolwide Program Plan

DDE has maintained the same enrollment every year and the population represents the lowest socio-economic population in the district. DDE has 86% students identified as at-risk. Less than 5% of our students is placed in special education. GT enrollment has increased over the last 5 years. 62% of our students are economically disadvantaged. Attendance rate is maintained at 96%.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Vertically aligned teams worked analyzing each one of the ten components pertaining to Title 1. Community and parent representatives were involved to analyze each one of the ten components. Each team was provided the guiding questions and data resources to assess strengths and needs for each one of the components. Data was compiled, prioritized and approved by the Campus Improvement Committee. The needs assessment data was used to develop the campus improvement plan objectives and strategies for the school year 2015-2016.

Priorities:

- District-wide consistency in time and treatment of Bilingual Program.
- Increase parent volunteer program
- Staff development tailored to individual teacher needs tied to campus data
- Continue and possibly increase Academic Tutors
- Instructional resources such as individual student consumables
- Upgrade technology for educational purposes

2: Schoolwide Reform Strategies

- 3rd-5th grade will apply strategies learned through Region 19 Reading Workshops.
- All Kinder through 2nd grade will implement reading strategies learned through Claudia Casilla's Reading Workshops
- Kinder through 5th grade teachers will running records to monitor student's reading skills. PK teacher followed the PK Circle guidelines.
- Students Kinder through 5th grade students will self-monitor their academic gains and set their personal goals for academic improvement,
- Students and school personal will continue participating in the Leader in Me to instill the Seven Habits of Very Effective People through the BOOK of the Monyh School Wide Initiative.
- Use of common assessments to monitor student progress.
- Continue the implementation of the PLC model.
- Use IStation, AR Reading, education Galaxy, Concept Links,and TEKS to guide instruction.

3: Instruction by highly qualified professional teachers

- All teachers at DDE are highly qualified as per state requirements.
- Teachers will receive professional development to meet the needs of students such as but not limited to ELPS, attend BEEMS and Bilingual Conferences, Kagan training, Marzano's training, Writing Workshops, Science and Math trainings as needed.
- The campus participates in the district's Wellness Committee to ensure the physical, social and emotional well being of all stakeholders.
- DDE provides incentives to all faculty and staff members such as but not limited to luncheons and tokens of appreciation.

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

Teacher Training not limited to: Art and Science of Teaching, Monthly Safety Trainings, PLC meetings with an specific instructional focus such as scoring scales, classroom routines and procedures and learning goals. Science trainings through Region 19 and CAST local conference. Technology trainings. TELPAS online training, and GT online training for new teachers, T-TESS training, and other conferences for librarian, Reading Interventionist and Counselor.

- **Admin Conferences** not limited to: Empowering Writers, PBIS.....
- **Teacher Conferences and trainings** :100% of DDE teachers will maintain or complete GT training hours required by the state. C & I department will continue providing professional staff development to teachers in areas of need. Teachers will receive professional development to meet the needs of students as needed. DDE teachers will attend training based on their own personal needs.

5: Strategies to attract highly qualified teachers

DDE follows district procedures to hire highly qualified staff and/or personal to meet the needs of our school population.

The campus has established committees such as PBIS, technology, LPAC, CIC, ILT, SHAC, and other committees. Every teacher is encouraged to participate in at least one of the campus committees. Committee are encouraged to meet on a monthly basis and be part of the campus decision making.

6: Strategies to increase parental involvement

- Parents and community members are invited to be part of the Campus Improvement Committee. This committee meets once a month to discuss issues and concerns of the campus and community. The committee also overviews the Campus Improvement Plan and it is the strongest decision making committee in the campus.
- Parents are also invited to participate in the LPAC committee to understand the importance of maintaining the home language and allowing the students to fully participate in the bilingual program offered at DDE.
- DDE will host Parent/Teacher conferences, one per semester.
- DDE will host a Science Fair, English and Spanish Spelling Bee's, Music recitals one per semester including choir, band, orchestra and instruments, and Kids Excel presentations.
- DDE will conduct monthly PAC meetings.
- DDE will host a campus health fair.
- DDE will hold Entitlement meetings for parents and community members.
- DDE will continue serving the Westway Community Association to hold a community meetings.
- The campus participates in the Mother/Daughter and Father/Son program to instill in our 4th and 5th grade students the desire to continue higher education and receive a Bachelor's Degree.
- DDE will host Reading Nights to encourage parents and students to read at home.

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

- DDE will host Headstart tours at DDE for teachers and incoming students and parents during the month of May.
- DDE will provide information via phone master, web-page, parent notices and posters displayed around the business community about registration dates.
- Program information assistance during registration.
- DDE will provide registration prior to the end of the school year or as indicated by Central Office.
- Conferences offered to pre-school teachers participating in the TexasSchool Ready Project.

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

- Kinder through 5th grade teachers will maintain running records to monitor student's reading skills. PK teacher follows the PK Circle and TSR Project guidelines.
- 2nd-5th grade teachers will participate in ESTAR/MSTAR assessments to monitor student's Math skills.
- Instructional Leadership Team (ILT) will train teachers in The Art and Science Of Teaching and will oversee the implementation of ASOT
- Continue using common assessments and monitor student progress through Eduphoria.
- PLC Weekly Meetings
- T-TESS Walkthroughs and observations

- IC to meet new hires and teachers in need of assistance
- CIC chairs will meet with PLCs to provide information regarding CIC meetings and provide feedback to the DDE CIC committee in regards to their decisions.

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

- DDE will hold SST (student study team) meetings to inform parents of students who are at risk of failing and falling behind grade level.
- DDE will follow RtI procedures through the RtI teacher to ensure all RtI students needs are being met.
- DDE will provide academic tutors to close achievement gaps (3rd-5th grade).
- Provide migrant, ESL, Special Education and classroom instructional aides to work closely with all special population students who are at risk of following behind.
- During PLCs teachers will analyze common assessments, IStation, running records, district wide assessments, ESTAR/MSTAR, STAR ready and other data to ensure mastery of students expectations and academic achievements by grade level.

data on how many times we meet, etc

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

All local, state and federal funds will be geared to provide opportunities for all students to be academically successful and to promote a positive culture and climate to involve all students, parents, community and all stakeholders.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Guzman-Aguilar Hilda	CEI lab Aide/At Risk	Title I	100%
Harmeson, Margarita	Campus Instructional Coach	Title I	100%
Martinez, Sylvia	Parent Liaison	Title I	100%
Rubio, Leticia	Library Aide	Title I	100%

2015-2016 Campus Improvement Committee

Committee Role	Name	Position
Business Representative	Penny Ledesma	ArcelorMittal Business Rep
Chair	Martha Strobach	Chair/Principal
Classroom Teacher	Edna Delgado	Fifth Grade Rep
Classroom Teacher	Martha Barraza	Pre-K and Kindergarten Rep
Classroom Teacher	Susana Contreras	2nd Grade Rep.
Classroom Teacher	Noemi Padilla	First Grade Rep.
Classroom Teacher	Raul Ramos	Special Programs Rep.
Classroom Teacher	Myriam Uribe	Fourth Grade Rep.
Classroom Teacher	Vanessa Zenteno	Third Grade Rep
Co-Chair	Veronica Frias	Co-Chair/Assistant Principal
Community Representative	David Martinez	Community Rep.
District-level Professional	Elvia Moreno	alt rep
District-level Professional	John Warren	Rep.
Non-classroom Professional	Claudia Castanon	counselor
Non-classroom Professional	Dr. Margarita Harmeson	Instructional Coach
Paraprofessional	Sylvia Martinez	Parent Liaison
Parent	Rosa Gonzalez	Parent Rep.
Parent	Denise Lara	Parent. Rep.