

**Channelview Independent School District**  
**De Zavala Elementary**  
**2016-2017 Campus Improvement Plan**

# Mission Statement

**DeZavala Elementary will produce the leaders of tomorrow.**

## Vision

DeZavala students will participate in a rich and rigorous curriculum that will fulfill their desire to learn. We will give students the opportunity to grow both academically and socially by engaging them in a variety of educational and cultural opportunities. Teachers will employ real-life experiences to inspire a love of learning in all children. Students will learn skills such as problem-solving, critical thinking, and decision-making which will contribute to life long success. At the end of their De Zavala educational careers, students will remain motivated and eager to share their learning experiences with others.

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Achievement .....	6
School Culture and Climate .....	9
Staff Quality, Recruitment, and Retention .....	10
Curriculum, Instruction, and Assessment .....	11
Family and Community Involvement .....	12
School Context and Organization .....	13
Technology .....	15
Comprehensive Needs Assessment Data Documentation .....	16
Goals .....	18
Goal 1: Improve the academic performance of all students. ....	18
Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels. ....	30
Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program. ....	37
Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology ...	38
State System Safeguard Strategies .....	41
State Compensatory .....	42
Personnel for De Zavala Elementary: .....	42
Title I .....	43
Schoolwide Program Plan .....	43
Title I Personnel .....	44

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

DeZavala Elementary is one of 13 campuses in the Channelview Independent School District. We opened our doors in 1941 and we serve predominantly middle class to low income families. We are a school-wide Title I school that serves approximately 650 students in grades kindergarten to 5<sup>th</sup>. We serve approximately 85% Hispanic, 14% white, and 1% other. We also house one Life Skills class that is comprised of students from all over the district. Three years ago, we served 570 students and the enrollment has increased every year. Overall, DeZavala has increased its enrollment by 14% over the last three years and we have added four homeroom positions, (one kindergarten bilingual, one first bilingual, one second grade, and one third grade bilingual) during the last three school years. The CIP is written for the purpose of enhancing the educational experience of all our students and maximizing the resources available to us.

<b>Demographic Data (AEIS Report)</b>				
Student Ethnic Distribution:	2013	2014	2015	2016
African American	3%	3%	2%	1%
Hispanic	80%	82%	84%	85%
White	16%	15%	14%	14%
Native American	--	--	--	--
Asian/Pac. Islander	--	--	--	--
Economically Disadvantaged	86%	86%	89%	89%
Limited English Proficient (LEP)	46%	47%	52%	54%

### Demographics Strengths

Based upon campus/district data analysis and information, these are the areas identified and listed in priority order:

DeZavala has a student attendance rate of 97.6%.

We have experienced a steady increase in student enrollment during the last six years.

Students are identified quickly for accelerated instruction.

We continue to make positive strides in Mathematics.

Programs are available to provide interventions to students

### **Demographics Needs**

Based upon campus and district data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

We must adopt a universal system of discipline management that will allow us to decrease the number of discipline incidents from 152 to 120.

We need to do a better job of promoting our brand.

The establishment of a strong Parent Teacher Organization (PTO).

## Student Achievement

### Student Achievement Summary

Guided Reading Levels	Year	All Students	Kindergarten $\geq 3$	First 16 $\geq$	Second 22 $\geq$	
Rigby (on grade level)	2016	88%	90%	88%	89%	
	2015	85%	90%	85%	87%	
	2014	87%	91%	85%	88%	
	2013	86%	92%	87%	87%	
Rigby (above grade level)	2016	58%	66%	57%	60%	
	2015	60%	64%	54%	58%	
	2014	62%	62%	54%	59%	
	2013	58%	60%	51%	55%	

### STAAR

Subject	Year	All Students	Afric.	Hispanic	White	Econ	ELL	Sp. Ed.
			Am.			Disadv		
Reading	2016	%	--	%	%	%	%**	%
	2015	67%	--	65%	80%	67%	64%**	38%
	2014	72%	--	72%	69%	71%	55%	65%
	2013	71%	--	75%	67%	68%	65%	80%
<b>** - Denotes current bilingual and monitored students.</b>								

<b>Mathematics</b>	<b>2016</b>	<b>%</b>	<b>--</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%**</b>	<b>%</b>
	<b>2015</b>	<b>83%</b>	<b>--</b>	<b>84%</b>	<b>77%</b>	<b>82%</b>	<b>87%**</b>	<b>50%</b>
	<b>2014</b>	<b>80%</b>	<b>--</b>	<b>83%</b>	<b>63%</b>	<b>80%</b>	<b>85%</b>	<b>56%</b>
	<b>2013</b>	<b>94%</b>	<b>--</b>	<b>94%</b>	<b>93%</b>	<b>94%</b>	<b>96%</b>	<b>100%</b>
<b>**--Denotes current bilingual and monitored students.</b>								
<b>Science</b>	<b>2016</b>	<b>64%</b>		<b>63%</b>	<b>73%</b>	<b>61%</b>	<b>54%</b>	<b>N/A</b>
	<b>2015</b>	<b>56%</b>	<b>--</b>	<b>54%</b>	<b>67%</b>	<b>55%</b>	<b>59%</b>	<b>80%</b>
	<b>2014</b>	<b>62%</b>	<b>--</b>	<b>59%</b>	<b>72%</b>	<b>65%</b>	<b>61%</b>	<b>N/A</b>
	<b>2013</b>	<b>88%</b>	<b>--</b>	<b>89%</b>	<b>82%</b>	<b>88%</b>	<b>88%</b>	<b>71%</b>
<b>Writing</b>	<b>2016</b>	<b>71%</b>		<b>70%</b>	<b>73%</b>	<b>71%</b>	<b>67%</b>	<b>N/A</b>
	<b>2015</b>	<b>65%</b>	<b>--</b>	<b>54%</b>	<b>67%</b>	<b>55%</b>	<b>59%</b>	<b>N/A</b>
	<b>2014</b>	<b>98%</b>	<b>--</b>	<b>100%</b>	<b>100%</b>	<b>100%</b>	<b>99%</b>	<b>N/A</b>
	<b>2013</b>	<b>94%</b>	<b>--</b>	<b>96%</b>	<b>93%</b>	<b>94%</b>	<b>89%</b>	<b>N/A</b>
<b>All Tests</b>	<b>2016</b>	<b>73%</b>		<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>	<b>%</b>
	<b>2015</b>	<b>73%</b>	<b>--</b>	<b>67%</b>	<b>55%</b>	<b>71%</b>	<b>68%</b>	<b>66%</b>
	<b>2014</b>	<b>76%</b>	<b>--</b>	<b>77%</b>	<b>76%</b>	<b>75%</b>	<b>72%</b>	<b>99%</b>
	<b>2013</b>	<b>73%</b>	<b>--</b>	<b>74%</b>	<b>73%</b>	<b>71%</b>	<b>67%</b>	<b>73%</b>

<b>Year</b>	<b>Attendance</b>	<b>Mobility</b>
<b>2015-16</b>	<b>98.0%</b>	<b>26.2%</b>
<b>2014-15</b>	<b>97.0%</b>	<b>25.2%</b>
<b>2013-14</b>	<b>97.8%</b>	<b>26.3%</b>
<b>2012-13</b>	<b>97.67%</b>	<b>25.9%</b>

## **Student Achievement Strengths**

The performance of every sub-population is at or above the system safeguards (55%) in all subjects tested, except for ELL Science. We will ensure that all 5th grade ELL students receive extra support in the form of pullouts. Furthermore, we will continue to train our teachers on Professional Learning Communities (PLCs) and we have designated two extra days for addressing LEP students and teachers. Our overall scores increased in Mathematics by 3 points, Science by 9 points, and Writing by 6 points. The only decrease is reflected in Reading, but that seems to be a state wide trend. Only two (2) students were assigned to the district's alternative education program during the entire school year. The number of students participating in extra curricular activities increased from 20% to 23%. The student ADA remained above 97% for the sixth consecutive year.

## **Student Achievement Needs**

Based upon campus and district data analysis and information on the STAAR exam, these areas of need are identified and listed in priority order:

We must target our 5th grade Science teachers for extra training on PLCs.

We must provide extended time for 5th grade students to get extra support in Science.

Even though we have seen steady growth in the area of Reading, it continues to be our area of greatest need.

We must continue to ensure a transition to STAAR in Language Arts, Math, and Science (3-5).

In K-2, we must continue to ensure that our students are reading on grade level by the end of third grade.

We have seen slow, steady increase in the performance of our students to 86% of the students reading on grade level at the end of second grade.

70% of our ELL students improved at least one proficiency level in TELPAS, but we must continue to address their needs due to high mobility rates.

We must ensure a smooth implementation of the district's RtI system to ensure proper interventions and support for our at-risk students.

We have a need for more leveled, audio, and big books in our leveled text library.



## **School Culture and Climate**

### **School Culture and Climate Summary**

The average daily attendance (ADA) for our school is 97.5% . This places us in the first quartile of our comparison schools. We will continue to make efforts to sustain or improve our student attendance rates for all grade levels and populations.

During the 2013-14 school year there were 179 discipline referrals issued by our staff, which is an increase of 60 from the previous two school years. Our staff will implement a school wide Positive Behavior Intervention and Support System. Our counselor will implement a school wide anti-bullying campaign through the "groups" classes. Ms. G. Kyles, Channelview ISD's behavior specialist will train all instructional staff on CHAMPS. We will strive to decrease the number of discipline incidents by ten percent. Our primary focus will be reducing the incidents related to verbal aggression, physical aggression, and insubordination.

### **School Culture and Climate Strengths**

Our staff enjoys cohesive relationships with each other and the administration. Teachers feel appreciated and included in the decision-making process. All teachers are involved with CIP development and we continue to have low staff turnover. Teachers continue to actively engage students and to challenge them intellectually. Our parents are welcomed to visit the school and they continue to express satisfaction with the services provided to their children. Surveys show a 97% "satisfied" or "completely satisfied" rating from parents. Also, students participate in the decision-making process by getting opportunities to select menu items in the cafeteria.

### **School Culture and Climate Needs**

The biggest need for our school is in the number of discipline referrals that were submitted by our staff for bullying type behavior. Our students need to demonstrate respect for each other. Frequency, severity and recurrence of discipline referrals for verbal and physical aggression are still a concern. Awareness and education will be provided by the campus counselor.

## **Staff Quality, Recruitment, and Retention**

### **Staff Quality, Recruitment, and Retention Summary**

The staff population is 20% African-American, 24% Anglo, 2% Asian, 54% Hispanic, 21% male, and 79% female with an average of 6.1 years of experience. 100% of our professional staff meets the criteria for “highly qualified” and 100% of our paraprofessionals meet the criteria for “highly qualified.” 38% of our professional staff holds master’s degrees and 45% hold multiple certifications. 4 out of the 6 instructional aides have at least a bachelor’s degree and the other two have between 50 and 100 college credit hours. 4 of the 6 instructional aides are working towards teacher certification. The average daily attendance rate for staff is 86%.

### **Staff Quality, Recruitment, and Retention Strengths**

We have been able to achieve a staff retention above 90%.

Our staff has developed into a cohesive unit that plans together and supports each other.

Our staff participates in on-going professional development that has resulted in a staff that is knowledgeable and equipped to meet the varied needs of learners.

All staff meets the criteria for “highly qualified” as defined by NCLB.

### **Staff Quality, Recruitment, and Retention Needs**

Our staff requires extensive training on a system that fosters positive behavior among students.

We need to prepare our staff to be able to meet the rigors and requirements of STAAR.

We also need to continue the training of our literacy coach.

We will implement an incentive program that rewards staff for positive performance and leadership.

We must refine RtI and its implementation within our school system.

## **Curriculum, Instruction, and Assessment**

### **Curriculum, Instruction, and Assessment Summary**

Our teachers participate in district curriculum development teams and we adhere to all district guidelines and initiatives. We have developed a system of embedded support for our teachers to ensure that we meet the varied needs of learners. Our teachers continue to accumulate valuable professional development and experience, especially in the area of balanced literacy and professional learning communities (PLCs).

### **Curriculum, Instruction, and Assessment Strengths**

A strong system of embedded support for teachers has resulted in a staff that has developed a lot of capacity and expertise in Mathematics, balanced literacy, and professional learning communities (PLCs). Our specialists are developing into true campus experts that help guide our school's instruction. A group of interventionists help close academic gaps in both Reading and Math. The district and campus initiatives are being implemented and appear to be having a positive impact on student academic gains. Teachers have been provided with a common planning period to help with building consistency and communication. ELL transition students and former ELL students continue to demonstrate significant academic gains. The quality and quantity of TIER I interventions provided by classroom teachers is resulting in gains in student performance.

### **Curriculum, Instruction, and Assessment Needs**

We must ensure alignment between the curriculum, instruction, and assessment. Our staff will continue to participate in the district's curriculum teams, education improvement committees and professional development initiatives. Every teacher will follow the district's scope and sequence and maintain appropriate lessons on Eduphoria. Content area instruction needs to meet STAAR expectations, reading instruction/ use of balanced literacy activities not consistent in frequency and proficiency. Reading proficiency continues to impact students struggling with math concepts and problem solving, science concepts and vocabulary.

## **Family and Community Involvement**

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

We have established long standing relationships with Kids' Hope, Harris County Department of Education, DaCamera, the Houston Ballet, and Recipe for Success. We have recently completed renovations to the entire campus.

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

The parents of our students value and support their children's education. They attend family nights and engage in communication with the teachers. They also encourage their children to make good choices and strive for academic success. We have established partnerships with community entities, including GE-Energy, SecondBaptistChurch, Children's Museum of Houston, and Harris County Department of Education. With the aide of these partnerships, we have successfully established summer camps, DeCamera percussions classes, and Family Night at the Children's Museum.

### **Family and Community Involvement Needs**

Based upon campus data analysis and information theses are are the area of needs placed in priority order. We need more parents to participate and serve as volunteers. The main priority is to gain volunteers for cafeteria duty in order to free up professional staff time. Furthermore, we need parents to assume leadership roles within the school to assist in forming an active PTO committee. We also need to continue to have activities during the school day for our parents.

## **School Context and Organization**

### **School Context and Organization Summary**

DeZavala staff strives to live the school's mission statement: "...[to] produce the leaders of tomorrow." We encourage problem-solving, critical thinking, and decision-making in an environment that supports developing campus leadership. There is an open collaboration between the administrators, the staff, and the parents that ensures a safe and orderly environment for work and learning. Organization and day-to-day operations run smoothly. The administration seeks to make the entire school program a collaborative effort by seeking input from staff through a variety of methods - team leader meetings, staff meetings, surveys, PLC meetings, CEIC meetings, etc.

### **School Context and Organization Strengths**

Based upon campus data analysis and information collected, these areas are identified and listed as needs in priority order:

There are systems in place that have become culture (i.e. Balanced literacy, Sheltered instruction, anchor charts, professional learning communities, etc.)

Our library supports the curriculum by affording AR books, and an extensive leveled library.

There is adequate coverage for duties.

Student agendas are used to promote communication between the parents and the teachers.

Each staff member participates in on-going evaluation of programs and systems.

### **School Context and Organization Needs**

Based upon district data analysis and information on the new STAAR exam, these areas of need are identified and listed in priority order:

Incorporate a designated school-wide time to enrich/fill gaps for students.

We need a school wide positive behavior systemt (CHAMPS).

We need to improve our master schedule to ensure students are receiving appropriate interventions and that we are maximizing instructional time.

We should incorporate with innovative methods of communicating with parents (school website, twitter, facebook, pinterest, etc.)

We should continue to pursue Professional Learning Communities (PLCs) to help maximize resources and time.

## **Technology**

### **Technology Strengths**

Every staff member has access to multimedia instructional instruments (document cameras, smart boards, interactive projectors, clicker system, etc.). According to our STaR report, our staff feels competent with their understanding of the available technology. We maintain an interactive school website with multiple websites that are available for parents to support their students.

### **Technology Needs**

Our school needs to continue to invest in upgrading the available technology and providing more products that assist with classroom instruction. Currently, we have 6 smart boards and 15 interactive projectors. We also need to replace about 20% of our student computer stations. We need to provide each classroom with an interactive projector or smart board by the end of the 2016 school year. We also have to identify a method to protect our technology devices from daily hazards and maintain accurate inventories of all available technology.

# 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
- Federal Report Card Data

## Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- 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
- 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
- Career and Technical Education (CTE) data, including academic achievement, program growth, 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
- Discipline records
- Student surveys and/or other feedback

### **Employee Data**

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- PDAS and/or T-TESS

### **Parent/Community Data**

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

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

- Study of best practices
- Other additional data

# Goals

## Goal 1: Improve the academic performance of all students.






**Performance Objective 1:** All students shall increase their academic performance in English Language Arts, Math, Science, and Social Studies to meet or exceed the state average on assessments.

**Evaluation Data Source(s) 1:** Unit Assessments, PDAS walk through observations, STAAR reports, Rigby reports, Student profiles, AEIS, District reports, Parent survey, STAAR Reading, TPRI/Tejas LEE, AR logs, Professional Development reports

### Summative Evaluation 1:

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Language Arts Committee will continue to hold meetings on a monthly basis to ensure campus wide alignment.	2, 8	Reading Specialist	Meeting calendar Sign in sheets Agenda				
2) Continue to promote the use of a leveled library and Waterford (leveled books, manipulatives, big books etc.). Provide site license for teachers for additional take home readers and Dyned software for bilingual students.	1, 2, 9	Reading Specialist	Purchase order Level library inventory records Improved Rigby scores for students				
Funding Sources: 199 - SCE - \$3000.00							
3) Continue to train teachers on the implementation of professional learning communities (PLCs).(Consultant=6 days and 17 subs. per day).	2, 4, 10	Reading Specialist Team Leaders	Sign-in sheets Agendas Improvement in Rigby scores				
Funding Sources: 299 - Title I & II Pooled Funds - \$12000.00							
4) Provide Family Reading Night in conjunction with Math and Science Night.	1, 6, 10	Reading Specialist Team Leaders	Unit Assessments Sign in sheets				
Funding Sources: 299 - Title I & II Pooled Funds - \$300.00							
5) Use the Reading Specialist as a Literacy Coach to provide the necessary support to the L.A. teachers. Also, employ a computer lab. aide and a rdg. aide.	2, 3, 4, 5	Principal Assistant Principal	Training logs Support schedule Teacher surveys				
6) Students will participate in the district's unit assessments to measure academic performance on TEKS and College Readiness standards.	2, 8, 9	Team Leaders Counselor	Student profiles Campus reports Data conferences results				
7) All at-risk/struggling students will be required to participate in additional support instruction to master STAAR objectives and College Readiness standards (K-5).	9, 10	Reading Specialist & Math Specialist	Classroom observations Tutors' rosters				
Funding Sources: 199 - SCE - \$20603.00							

8) Purchase instructional materials and supplies for our die cut machine and poster maker. These machines help with the production of hands-on materials, anchor charts, and manipulatives that support a better understanding of abstract academic concepts.	9, 10	Reading Specialist and Read 180 teacher.	Sp. Ed. Referrals Reading Lab roster				
Funding Sources: 299 - Title I & II Pooled Funds - \$5000.00							
9) Continue our volunteer program with Kids Hope and General Electric to meet the varied needs of our students.	1, 6	Principal Counselor	Volunteer sign-in sheets (F) Volunteer reports				
10) Provide instructional materials for work with consultant (Guided Rdg., Manuals, materials for professional library, Reading and Writing Notebooks [3-5], LLI KIts, horseshoe tables, instructional and intervention materials, Accelerated Reading rewards, two color printers, etc.) to assist at-risk students.	9, 10	Reading Specialist Sp. Ed. (inclusion) teacher	PDAS walk-through evaluations				
Funding Sources: 299 - Title I & II Pooled Funds - \$14044.00, 199 - SCE - \$3000.00							
11) Provide literacy rewards programs (Read, Play, Win, Read to Succeed, AR rewards, etc.) This money will be utilized to purchase the family kit.	2, 10	Reading Specialist	Regsitration Packet				
Funding Sources: 299 - Title I & II Pooled Funds - \$500.00							
12) Provide new books and site licenses (Ato Z, etc.) for the lending/leveled library.	2, 10	Reading Specialist Library aide Special Ed. Teacher	Purchase Orders Teacher surveys				
13) Continue to provide training for literacy coach and allow for travel expenses	2, 4, 9, 10	Literacy Coach	Sign in sheets Meeting Schedule				
14) Provide computer aided, small group intervention, and tutorials at least once per week for all students (22 Ipads and a cart will be purchased to assist students in the classroom with computer programs, as well as two overhead/interactive projectors for two bilingual classrooms.)	2, 9, 10	Literacy Coach Computer lab. aide	Progress reports from computer lab. Lesson plans Purchase Order				
Funding Sources: 299 - Title I & II Pooled Funds - \$12000.00							
15) Provide for participation in training/conferences through the Reading/Language Arts and Dyslexia/Phonics departments of Region IV, HCDE, Associations for continued support of our balanced literacy initiative and to allow for travel expenses.	1, 2, 5, 10	Literacy Coach Principal	Purchase order Attendance certificates				
Funding Sources: 299 - Title I & II Pooled Funds - \$2500.00, 299 - Title I & II Pooled Funds - \$5000.00							
16) Continue to employ a Math Specialist to ensure that we provide a system of embedded support to novices and teachers in need of improvement.	1, 2, 9	Principal Asst. Principal	Professional development logs Math Specialist-weekly schedule				
17) Employ a consultant to train all Math teachers on Professional Learning Communities-PLCs(Consultant=2 days).	4, 5, 10	Math Specialist	Sign in sheets Meeting agendas				
18) Continue to promote use of a lending library that will include hands-on teaching resources to assist students that are struggling in Math. Purchase materials for color printer, die cut machine, and poster maker.	1	Reading Specialist Library Staff Team leaders	Tier II and Tier III referrals Library check-out logs				
19) Re- establish partnership with General Electric-Energy to assist struggling students.	1	Principal Counselor	Visitor sign-in sheets (F) Pull out schedule				
20) All at-risk/struggling students will be required to participate in additional support to master STAAR objectives and College Readiness standards.	9	Math Specialist Team leaders	Pullout rosters				


21) Provide Family Math Night in conjunction with Reading Night and Science Night	6	Math Specialist Team Leaders	Sign-in sheets Agenda				
Funding Sources: 199 - SCE							
22) Ensure that every grade level be represented in the district's Math Academies.	8	Principal Math Specialist	Sign-in sheets Agenda PDAS walk through observations				
23) Provide instructional materials/supplies for interventions to assist at-risk students (supplemental materials for pullouts and tutorials).	4	Math Specialist Team Leaders	Inventory lists Meeting agendas				
24) Based on disaggregated data from the AYP campus progress report and other district reports, our campus will implement targeted instruction for areas of concern.	8	Principal Team Leaders Math Specialist	Walk throughs				
25) We will utilize the program Think through Math.	1, 2, 10	Math Specialist	Usage logs				
<b>State System Safeguard Strategy</b> 26) Maintain and promote the use of the Science Lab.	2	5th Grade Science teacher Team Leaders	Updated supply list Reservation Sheets Lab usage logs				
<b>State System Safeguard Strategy</b> 27) Participate in the district's curriculum based assessments. Students will take curriculum based assessments periodically throughout the academic school year.	2, 8, 9	Asst. Principal Team Leaders	CBAs District's assessment calendar				
28) Host Science Fair in conjunction with a Family Science Night.	6, 10	5th Grade Science teacher 4th Grade Team Leader	Campus Science Fair flyer Parents sign-in sheets Planning meeting agenda and sign in sheets				
<b>State System Safeguard Strategy</b> 29) Based on disaggregated data, each grade level will implement targeted instruction in areas of concern.	8	Team Leaders	Data conferences reports Data conferences schedule				
<b>State System Safeguard Strategy</b> 30) All Science teachers will participate in district professional development opportunities.	8	Principal Team Leaders	Eduphoria reports Sign-in sheets				
31) Develop a schedule that allows time for Social Studies instruction according to district guidelines.	1	Team Leaders	Lesson Plans Weekly/Daily teaching schedules				
32) Provide Scholastic Weekly Readers for all students.	9	Social Studies CEIC Rep.	Purchase order				
33) Provide 1 school wide Social Studies event per semester	6, 10	Social Studies CEIC Rep.	Flyer Participation reports				
34) Utilize calendar of historical significant events.	10	Second Grade team leader disignee.	Calendar of events				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Improve the academic performance of all students.

**Performance Objective 2:** Increase GT/AP and AVID programs implementation and participation in the district.

**Evaluation Data Source(s) 2:** STAAR reports, AEIS and AYP reports, PDAS walk-through observations, Six weeks student lab reports, PEIMS report

**Summative Evaluation 2:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Develop and implement daily schedule that allows specific times for small group instruction.	2, 9	Team Leaders	Class schedule PDAS walk-through observations				
2) Continue to participate in the district's Sheltered Instruction Plus initiative.	3	District's Bilingual Coordinator Campus TOTs	Meeting Agendas Sign-in sheets TOT certificates				
3) Develop and implement a daily schedule that allows specific computer lab. time for all students.	2	Asst. Principal Computer lab. aide	Class schedules				
<b>State System Safeguard Strategy</b> 4) Continue to train teachers on Professional Learning Communities (PLCs) to allow our educators time for working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students we serve. We will continue to hire a consultant that will train our staff on PLCs (Consultant=3 Days @ \$1,300 each).	1, 2, 3, 4, 8, 9, 10	Math Specialist Reading Specialist Principal	PLC schedule Class schedules Better use of our resources				
<b>State System Safeguard Strategy</b> 5) Continue to employ "Prime Time" from 8:30-9:00 a.m. in which no new instruction takes place. Every staff member is involved and students get individualized instruction (i.e. remediation, enrichment, close gaps, etc.).	2, 9	Assistant Principal Principal	Prime time schedule, Teachers' schedules				
							

**Goal 1:** Improve the academic performance of all students.

**Performance Objective 3:** Students who are served through intervention programs will be monitored for progress and improvement of performance on state assessment.

**Evaluation Data Source(s) 3:** School Report Card, AYP Report, Federal Guidelines Report, State report card, District reports

**Summative Evaluation 3:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide support systems to ensure that at-risk students achieve the curriculum.	9	Support Staff	Pullout rosters RtI lists				
2) Provide tutorials for all at-risk students (LLI for K-2 and STAAR for 3-5).	9	Reading Specialist	Read 180 roster				
3) We will include didactic in-school field trips for students as part of literacy plan.	2, 10	Principal Asst. Principal	Calendar				
<b>State System Safeguard Strategy</b> 4) Implement enrichment/RtI time during the school day to provide individualized instruction for all students.	2, 9, 10	Literacy Coach Math Coach Team Leaders	Classroom schedules Lesson plans				
							

**Goal 1:** Improve the academic performance of all students.

**Performance Objective 4:** Hire and retain highly qualified employees.

**Evaluation Data Source(s) 4:** Teacher surveys, enrollment reports, certificates of completion, staff election ballots

**Summative Evaluation 4:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Participate in the district's mentor program for novice teachers, including participation in the FYTA.	3, 4, 5	Principal Assistant Principal	Meeting agendas Sign-in sheets				
2) Continue to support and assist the Social Committee with its events (Monthly meetings will be held in conjunction with faculty meetings).	5	Social Committee Chairperson	Sign-in logs				
3) Update and distribute staff handbook. Review contents with all staff in detail.	2	Asst. Principal	Handbook Meeting Agenda Sign-in sheet				
4) Continue to support the Certified Educational Office Professionals (CEOP) trainings for paraprofessionals.	4	Principal	Application/Requests from interested paraprofessionals				
5) Provide teacher incentives (parking spot, jeans, etc.)	5	CEIC Rep.	Parking spot Calendar of Events				
6) Establish an interview committee to ensure that the staff always has input when hiring new employees that meet the definition of "highly qualified (Principal designee, grade level team leader, 2 elected members, etc.)	5	Principal	Interview committee Sign in sheets				
7) Continue to dedicate funds for payroll costs to maintain employment of highly effective personnel to help increase student academic performance.	1, 3, 9	Principal	Staff log				
Funding Sources: 299 - Title I & II Pooled Funds - \$73949.00, 199 - SCE - \$111237.00							
							

**Goal 1:** Improve the academic performance of all students.






**Performance Objective 5:** Continue to promote and develop opportunities to increase parental involvement, foster, a strong home-school partnership resulting in increased student achievement.

**Evaluation Data Source(s) 5:** End of year report, Parental Involvement Policy approved by CVISD board, Update Annually, School- Parent Compact, Completion of Comprehensive Needs Assessment, Updated Campus Improvement Plan, End of Year Compliance Report, Documentation of parental support on campus, Completion of Public School Week, Calendar of activities, Parent survey, Parental involvement report

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Participate in the district's Parental Advisory Committee (PAC).	2, 10	Principal Federal Programs Coordinator	Sign-in sheets Agenda minutes				
2) Develop and distribute a campus level written parental involvement policy.	1, 2, 10	Counselor Team leaders					
3) Develop, jointly with parents, a written school-parent compact and parental involvement policy.	1, 6	Counselor Team leaders	Sign-in sheets Agenda minutes				
4) Develop a school-wide plan, with the involvement of parents, that includes a comprehensive needs assessment and addresses the ten components of a school-wide program.	1, 6	Principal CEIC Members					
5) DeZavala will conduct an Annual Title 1 Meeting to inform parents about the school's participation in the Title 1, Part A program and explain the requirements, their right to be involved, and opportunity to request regular meetings.	6	Principal Counselor	Sign in sheets Agenda minutes				
6) Continue to promote a Parent Volunteer Program, including participation in Parenting Partners. We will purchase refresshments, materials, supplies, and some toys for our child care room (pre-school).	1, 6, 10	Counselor Team leaders	Sign-in sheets Training agendas				
Funding Sources: 299 - Title I & II Pooled Funds - \$1324.00							
7) Inform parents of "Right To Know" regarding teacher/paraprofessional qualifications, HQ status.	3	Principal Asst. Principal	Letters sent to parents via student Personnel report from Human Resources Office				
8) Coordinate activities to recognize Texas Public School Week.	6, 10	Team Leaders	Recognition in local newspaper Lesson plans Sign-in sheets				



9) Encourage volunteerism and visits through such activities as book fairs, Reading & Math Nights, PTO meetings and make and take activities	6	Principal Counselor	Meeting agenda Sign-in sheets				
10) Hold "Open House"	6	Team Leaders Counselor	Flyer Invitation Summer letter to parents Sign-in sheets Calendar of activities				
11) Host both a Family Reading Night and a Math Night.	6	Reading Specialist Math Specialist Team Leaders	Calendar of activities sign-in sheets Invitations				
12) Utilize various strategies throughout the school year to encourage parental involvement (Student agendas, campus/district web page, monthly programs, celebrations, etc.).	6	Team Leaders	Calendar of events Sign-in sheets				
13) Participate in a community, school, family event away from the campus.	6	Principal	Event flyer Sign-in sheets				
14) Hold transition activities that enable smooth transitions for pre-k and 5th grade students (PK students visit our school, 5th grade students visit the middle school, etc.).	7	Asst. Principal Counselor	Calendar of events				
15) Host an "Open House" experience for the parents of incoming kindergarten students in the Spring. This is an evening visit to ensure a smooth transition for the families (School tour, summer packet, objectives, goals, etc.).	7	Kindergarten team leader Counselor	Calendar of events Sign-in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							






**Goal 1:** Improve the academic performance of all students.

**Performance Objective 6:** Provide a safe learning and working environment for students, employees and parents.

**Evaluation Data Source(s) 6:** Parent/Teacher Surveys, Walk through observations, Student surveys, Fitness Gram report, Report compiled by Nutrition Dept., Attendance reports, Federal Program Report, Garden Build, Classrooms

**Summative Evaluation 6:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Adults must present valid I.D. before being allowed to pick up child from school (Raptor).	2	Secretary Office Staff	Student sign-out logs Incident Reports Raptor reports				
2) Require all visitors to sign in and wear visitor sticker while in the building.	2	Secretary Office Staff	Visitor log Incident Reports				
3) Ensure that all doors remain locked to visitors and that they work correctly. Proper signage will also be clearly posted to all outside visitors and students.	2	Asst. Principal Day Custodian	Work Orders log Signs Lesson plans				
4) Continue to implement recommendations of safety audits conducted by Harris Co. Dept. of Education, and CISD Fire Dept., etc.	2, 10	Assistant Principal Team Leaders	Checklist, Audit findings				
5) The classroom guidance program will include at least one lesson on each (as appropriate): Dating violence Suicide Prevention Violence prevention and intervention. Necessary copies will be made through the Print Shop. School Counselor will gain necessary knowledge through current workshops or conferences.	2	Counselor	Lesson Plans				
Funding Sources: 199 - Local Funds - \$2000.00							
6) Our school will support and participate in all district activities related to violence prevention and intervention.	2	Counselor	District flyers Home memorandum Posters Sign-in sheets				
7) Our school will launch an anti-bullying campaign through the "groups" classes aimed at decreasing incidents of aggression, and insubordination.	1, 2, 10	Counselor Groups teachers	Groups schedule, counselor schedule				
8) Review campus safety plans and share with all staff members.	2	Assistant Principal	Visitor Logs Meeting Agenda				


9) Ensure that all students participate in the state's annual physical fitness assessment (Fitness Gram)	2, 10	P.E. Teacher	Lesson Plans				
10) P.E. Classes will include at least two safety lessons per semester.	2	Counselor P.E. Teacher	Lesson Plans				
11) DeZavala will continue to participate in the "Breakfast for All" program	2	Principal Cafeteria Manager Nutrition Director					
12) We will ensure coordinated health between the physical education program, nutritional dept., and the school nurse (CATCH).	10	Nurse Cafeteria Manager P.E. Teacher	Meeting Agenda Sign-in sheets				
13) Participate in the "Recipe for Success" program through Harris Co. Dept. Of Ed.	6, 10	Principal Asst. Principal					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 1:** Improve the academic performance of all students.

**Performance Objective 7:** Effectively utilize counselors to promote social, emotional, and academic health of the students.

**Evaluation Data Source(s) 7:** Discipline referrals, classroom guidance schedule, master schedule, counselor log

**Summative Evaluation 7:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) The counselor will dedicate two days per week to classroom guidance.	2, 10	Counselor	Classroom guidance schedule				
2) The counselor will provide individual counseling for students in need of services	2, 10	Counselor	Sign in sheets				
3) The counselor will provide small group counseling for students in need of services.	2, 10	Counselor	Sign in sheets				
4) The counselor will provide parenting classes through Parenting Partners.	2, 10	Counselor	Sign in sheets				
5) The counselor will take fifth grade students on college field trip	2, 10	Counselor	Parent permission slips				
6) The counselor will identify and enroll children who will be participating in the Backpack Buddy program.	2, 10	Counselor	Parent permission slips				
7) The counselor will provide a Pals (Peer Assisted Leadership Skills) referral form for teachers to complete.	2, 10	Counselor	Pals referral and sign in sheets				
8) The counselor will refer students to CYS (Community Youth Services) and The Harris Center for Mental Health.	2, 10	Counselor	Referral form				
9) The counselor will set up and conduct 504 meetings.	2, 10	Counselor	504 Evaluation				
10) The counselor will administer a screening assessment for gifted elementary students	2, 10	Counselor	GT Prescreening				
11) The counselor will schedule RTI meetings.	2, 10	Counselor	RTI documentation				
12) The counselor is the campus homeless liaison.	2, 10	Counselor	McKinney-Vento Form				
13) The counselor will recognize student of the month with a certificate.	2, 10	Counselor	Student of the month nomination				
14) The counselor will identify and provide holiday food baskets and gifts for families.	2, 10	Counselor	Family information and donation letter				
							

**Goal 1:** Improve the academic performance of all students.

**Performance Objective 8:** Implement and monitor State/Federal Program requirements to maintain district compliance.

**Evaluation Data Source(s) 8:** School Report Card, AYP Report, Federal Guidelines Report, State report card, District reports

**Summative Evaluation 8:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Participate in the district's Parental Advisory Committee (PAC).	2, 10	Principal Federal Programs Coordinator	Sign-in sheets Agenda minutes				
2) Develop and distribute a campus level written parental involvement policy.	1, 2, 10	Counselor Team leaders					
3) Develop, jointly with parents, a written school-parent compact and parental involvement policy.	1, 6	Counselor Team leaders	Sign-in sheets Agenda minutes				
4) Develop a school-wide plan, with the involvement of parents, that includes a comprehensive needs assessment and addresses the ten components of a school-wide program.	1, 6	Principal CEIC Members					
5) DeZavala will conduct an Annual Title 1 Meeting to inform parents about the school's participation in the Title 1, Part A program and explain the requirements, their right to be involved, and opportunity to request regular meetings.	6	Principal Counselor	Sign in sheets Agenda minutes				
							

**Goal 2: Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.**

**Performance Objective 1:** Students in Special Education shall improve their performance in Reading/ELA, Math, Science and Social Studies to address system safeguards missed along with PBMAS Indicators

**Evaluation Data Source(s) 1:** PBMAS, TAPR

**Summative Evaluation 1:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative		Summative	
				Oct	Jan	Mar	May
1) Language Arts Committee will continue to hold meetings on a monthly basis to ensure campus wide alignment.	2, 8	Reading Specialist	Meeting calendar Sign in sheets Agenda				
2) Continue to promote the use of a leveled library and Waterford (leveled books, manipulatives, big books etc.). Provide site license for teachers for additional take home readers and Dyned software for bilingual students.	1, 2, 9	Reading Specialist	Purchase order Level library inventory records Improved Rigby scores for students				
3) Continue to train teachers on the implementation of professional learning communities (PLCs).(Consultant=3 days and 17 subs. per day).	2, 4, 10	Reading Specialist Team Leaders	Sign-in sheets Agendas Improvement in Rigby scores				
4) Provide Family Reading Night in conjunction with Math and Science Night.	1, 6, 10	Reading Specialist Team Leaders	Unit Assessments Sign in sheets				
5) Use the Reading Specialist as a Literacy Coach to provide the necessary support to the L.A. teachers. Also, employ a computer lab. aide and a rdg. aide.	2, 3, 4, 5	Principal Assistant Principal	Training logs Support schedule Teacher surveys				
6) Students will participate in the district's unit assessments to measure academic performance on TEKS and College Readiness standards.	2, 8, 9	Team Leaders Counselor	Student profiles Campus reports Data conferences results				
7) All at-risk/struggling students will be required to participate in additional support instruction to master STAAR objectives and College Readiness standards (K-5).	9, 10	Reading Specialist	Classroom observations Tutors' rosters				
8) Purchase instructional materials and supplies for our die cut machine and poster maker. These machines help with the production of hands-on materials, anchor charts, and manipulatives that support a better understanding of abstract academic concepts.	9, 10	Reading Specialist and Read 180 teacher.	Sp. Ed. Referrals Reading Lab roster				
9) Continue our volunteer program with Kids Hope and General Electric to meet the varied needs of our students.	1, 6	Principal Counselor	Volunteer sign-in sheets (F) Volunteer reports				

10) Provide instructional materials for work with consultant (Guided Rdg., Manuals, materials for professional library, Reading and Writing Notebooks [3-5], LLI KIts, horseshoe tables, instructional and intervention materials, Accelerated Reading rewards, two color printers, etc.) to assist at-risk students.	9, 10	Reading Specialist Sp. Ed. (inclusion) teacher	PDAS walk-through evaluations				
11) Provide literacy rewards programs (Read, Play, Win, Read to Succeed, AR rewards, etc.) This money will be utilized to purchase the family kit.	2, 10	Reading Specialist	Regsitration Packet				
12) Provide new books and site licenses (Ato Z, etc.) for the lending/leveled library.	2, 10	Reading Specialist Library aide Special Ed. Teacher	Purchase Orders Teacher surveys				
13) Continue to provide training for literacy coach and allow for travel expenses	2, 4, 9, 10	Literacy Coach	Sign in sheets Meeting Schedule				
14) Provide computer aided, small group intervention, and tutorials at least once per week for all students (25 computers will be purchased to assist students in the classroom with computer programs, as well as two overhead/interactive projectors for two bilingual classrooms.)	2, 9, 10	Literacy Coach Computer lab. aide	Progress reports from computer lab. Lesson plans Purchase Order				
15) Provide for participation in training/conferences through the Reading/Language Arts and Dyslexia/Phonics departments of Region IV, HCDE, Associations for continued support of our balanced literacy initiative and to allow for travel expenses.	1, 2, 5, 10	Literacy Coach Principal	Purchase order Attendance certificates				
16) Continue to employ a Math Specialist to ensure that we provide a system of embedded support to novices and teachers in need of improvement.	1, 2, 9	Principal Asst. Principal	Professional development logs Math Specialist-weekly schedule				
17) Employ a consultant to train all Math teachers on Professional Learning Communities-PLCs(Consultant=2 days).	4, 5, 10	Math Specialist	Sign in sheets Meeting agendas				
18) Continue to promote use of a lending library that will include hands-on teaching resources to assist students that are struggling in Math. Purchase materials for color printer, die cut machine, and poster maker.	1	Reading Specialist Library Staff Team leaders	Tier II and Tier III referrals Library check-out logs				
19) Re- establish partnership with General Electric-Energy to assist struggling students.	1	Principal Counselor	Visitor sign-in sheets (F) Pull out schedule				
20) All at-risk/struggling students will be required to participate in additional support to master STAAR objectives and College Readiness standards.	9	Math Specialist Team leaders	Pullout rosters				
21) Provide Family Math Night in conjunction with Reading Night and Science Night	6	Math Specialist Team Leaders	Sign-in sheets Agenda				
22) Ensure that every grade level be represented in the district's Math Academies.	8	Principal Math Specialist	Sign-in sheets Agenda PDAS walk through observations				
23) Provide instructional materials/supplies for interventions to assist at-risk students (supplemental materials for pullouts and tutorials).	4	Math Specialist Team Leaders	Inventory lists Meeting agendas				

24) Based on disaggregated data from the AYP campus progress report and other district reports, our campus will implement targeted instruction for areas of concern.	8	Principal Team Leaders Math Specialist	Walk throughs				
25) We will utilize the program Think through Math.	1, 2, 10	Math Specialist	Usage logs				
<b>State System Safeguard Strategy</b> 26) Maintain and promote the use of the Science Lab.	2	5th Grade Science teacher Team Leaders	Updated supply list Reservation Sheets Lab usage logs				
<b>State System Safeguard Strategy</b> 27) Participate in the district's curriculum based assessments. Students will take curriculum based assessments periodically throughout the academic school year.	2, 8, 9	Asst. Principal Team Leaders	CBA's District's assessment calendar				
28) Host Science Fair in conjunction with a Family Science Night.	6, 10	5th Grade Science teacher 4th Grade Team Leader	Campus Science Fair flyer Parents sign-in sheets Planning meeting agenda and sign in sheets				
<b>State System Safeguard Strategy</b> 29) Based on disaggregated data, each grade level will implement targeted instruction in areas of concern.	8	Team Leaders	Data conferences reports Data conferences schedule				
<b>State System Safeguard Strategy</b> 30) All Science teachers will participate in district professional development opportunities.	8	Principal Team Leaders	Eduphoria reports Sign-in sheets				
31) Develop a schedule that allows time for Social Studies instruction according to district guidelines.	1	Team Leaders	Lesson Plans Weekly/Daily teaching schedules				
32) Provide Scholastic Weekly Readers for all students.	9	Social Studies CEIC Rep.	Purchase order				
33) Provide 1 school wide Social Studies event per semester	6, 10	Social Studies CEIC Rep.	Flyer Participation reports				
34) Utilize calendar of historical significant events.	10	Second Grade team leader disignee.	Calendar of events				

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




**Goal 2:** Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

**Performance Objective 2:** Staff serving students in special education shall provide high quality instruction and evaluation services.

**Evaluation Data Source(s) 2:** The State Performance Plan will reflect at least 95% compliance with all indicators for Special Education, and the TAIS report will reflect progress for students served by Special Education.

**Summative Evaluation 2:**

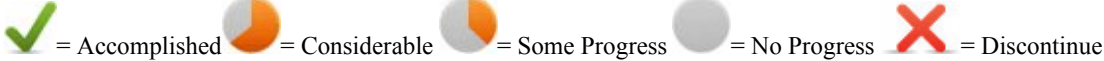
Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue to train teachers on the implementation of professional learning communities (PLCs).(Consultant=3 days and 17 subs. per day).	2, 4, 10	Reading Specialist Team Leaders	Sign-in sheets Agendas Improvement in Rigby scores				
2) Use the Reading Specialist as a Literacy Coach to provide the necessary support to the L.A. teachers. Also, employ a computer lab. aide and a rdg. aide.	2, 3, 4, 5	Principal Assistant Principal	Training logs Support schedule Teacher surveys				
3) Continue to provide training for literacy coach and allow for travel expenses	2, 4, 9, 10	Literacy Coach	Sign in sheets Meeting Schedule				
4) Provide computer aided, small group intervention, and tutorials at least once per week for all students (25 computers will be purchased to assist students in the classroom with computer programs, as well as two overhead/interactive projectors for two bilingual classrooms.)	2, 9, 10	Literacy Coach Computer lab. aide	Progress reports from computer lab. Lesson plans Purchase Order				
5) All at-risk/struggling students will be required to participate in additional support to master STAAR objectives and College Readiness standards.	9	Math Specialist Team leaders	Pullout rosters				
							

**Goal 2:** Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

**Performance Objective 3:** Reduce Drop-out and Retention rates.

**Evaluation Data Source(s) 3:** Increased access to post-secondary employment, increased rate completion of graduation requirements and mandated state assessment within four years of the student's entrance into high school, and increased percentage of students served by special education graduating on the recommended and distinguished or the foundation plan with endorsement.

**Summative Evaluation 3:**







Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue to notify and file with court on parents of students that maintain excessive absences and tardies.	2, 10	Assistant Principal Attendance Clerk	Daily and nine week attendance reports				
2) Provide incentives for students with perfect attendance at the end of each nine weeks such as pencils, nine week raffles, semester and yearly awards.	2	Assistant Principal Attendance Clerk	Daily and nine week attendance report				
							

**Goal 2:** Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

**Performance Objective 4:** The Bilingual/ESL department will provide services that will improve academic performance to meet all Performance Based Monitored Assessment System (PBMAS) indicators at 0 or 1 and address system safeguards missed in Reading/ELA, Math, Science and Social Studies.

**Evaluation Data Source(s) 4:** PBMAS, TAPR

**Summative Evaluation 4:**


Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Continue to train teachers on the implementation of professional learning communities (PLCs).(Consultant=6 days and 17 subs. per day).	2, 4, 10	Reading Specialist Team Leaders	Sign-in sheets Agendas Improvement in Rigby scores				
				Funding Sources: 263 - Title III - \$3028.00, 263 - Title III - \$230.00			
2) Provide new books and site licenses (Ato Z, etc.) for the lending/leveled library.	2, 10	Reading Specialist Library aide Special Ed. Teacher	Purchase Orders Teacher surveys				
				Funding Sources: 263 - Title III - \$600.00			
3) Provide instructional materials/supplies for interventions to assist at-risk students (supplemental materials for pullouts and tutorials).	4	Math Specialist Team Leaders	Inventory lists Meeting agendas				
				Funding Sources: 263 - Title III - \$5272.00			
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Goal 2:** Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

**Performance Objective 5:** The Bilingual/ESL department will provide professional development to all campus personnel in Sheltered Instruction Plus and the ELL Monitoring Process to impact performance in Reading/ELA, Math, Science, and Social Studies.

**Evaluation Data Source(s) 5:** TAPR, TELPAS Report, PBMAS, PEIMS data

**Summative Evaluation 5:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Participate in the district's Sheltered Instruction Plus initiative.	4, 9	District's Bilingual Coordinator Campus TOTs	Meeting Agendas Sign-in sheets TOT certificates				
							

**Goal 2:** Improve academic performance of students served by Special Education and Limited English Proficient students on state and federal accountability levels.

**Performance Objective 6:** The department will review, evaluate, and research Instruction/Instructional Planning/Instruction Materials/Other Resources for the purpose of improving teacher delivery of instruction for students to impact academic performance and to address system safeguards missed along with PBMAS indicators.

**Evaluation Data Source(s) 6:** Rosetta Stone End-of-year Report, TELPAS, TAPR, PBMAS, DRA/EDL Reading Report

**Summative Evaluation 6:**

**Goal 3: To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.**

**Performance Objective 1:** Provide a quality career guidance program for all students that promotes career awareness, exploration and preparation

**Evaluation Data Source(s) 1:** TAPR, PBMAS, Career Assessments, 4-6 Year Plans, Stakeholder Feedback

**Summative Evaluation 1:**

**Goal 3:** To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

**Performance Objective 2:** Increase career and college planning activities and resources for high school grades

**Evaluation Data Source(s) 2:** 4-6 Year Plans, PER, State and Federal Accountability Reports , PSAT/SAT/ACT results, Student & Speaker Evaluation, Evaluation & Feedback Survey, PBMAS results

**Summative Evaluation 2:**

**Goal 3:** To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

**Performance Objective 3:** Increase student enrollment in CTE courses

**Evaluation Data Source(s) 3:** E-School, PER, Updated Promotional Materials, Sign In Sheets, Program Evaluations and number of industry partnerships, Completed Secondary Course Guide

### **Summative Evaluation 3:**

**Goal 3:** To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

**Performance Objective 4:** Continue to provide multiple proven pathways to graduation and credit recovery

**Evaluation Data Source(s) 4:** PEIMS, 4-6 Yr. Plans and Exposure to various career opportunities, Reports from the National Student Clearinghouse, End of year attendance rate

### **Summative Evaluation 4:**

**Goal 3:** To provide abundant, varying, and meaningful opportunities for the students of Channelview ISD by offering opportunities through the Career and Technical Education (CTE) program.

**Performance Objective 5:** Create and build a Health Science Academy that allows multiple pathways to Healthcare fields

**Evaluation Data Source(s) 5:** Signed MOU's and Agreements

### **Summative Evaluation 5:**

**Goal 4: To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology**

**Performance Objective 1:** Provide infrastructure and network resources to support the effective use of technology.

**Evaluation Data Source(s) 1:** Included in Tech Plan Status Summative Review

### **Summative Evaluation 1:**

**Goal 4:** To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

**Performance Objective 2:** Integrate technology into teaching and learning.

**Evaluation Data Source(s) 2:** Included in Tech Plan Status Summative Review, Technology Integration Survey Results


### **Summative Evaluation 2:**

**Goal 4:** To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

**Performance Objective 3:** Provide the necessary technology tools for effective teaching and learning.

**Evaluation Data Source(s) 3:** Included in Tech Plan Status Summative Review

**Summative Evaluation 3:**

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Reviews			
				Formative			Summative
				Oct	Jan	Mar	May
1) Provide a document camera and a projector for every instructional classroom.	2, 10	CEIC Technology Rep.	Purchase orders				
2) Purchase three interactive projectors with sound system for instructional classrooms.	2, 10	CEIC Technology Rep.	Purchase orders				
<b>State System Safeguard Strategy</b> 3) Purchase toner and ink cartridges for color printers that will assist teachers in creating hands-on materials, anchor charts, etc. to assist at-risk students (one per grade level).	2, 10	CEIC Technology Rep.	United Streaming Video library				
<b>State System Safeguard Strategy</b> 4) Purchase 17 computers and computer accessories (headphones, microphones, protective cases) to ensure that every classroom teacher has at least two student stations to assist with accelerated programs like think through math, i stations, waterford, etc.							
							

**Goal 4:** To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

**Performance Objective 4:** Support effective communication utilizing technology resources.

**Evaluation Data Source(s) 4:** Number of completed teacher webpages posted, Number of calendars and conferences in use in First Class, Included in Tech Plan Status Summative Review, Number of users

**Summative Evaluation 4:**

**Goal 4:** To provide 21st century skills and opportunities for the students of Channelview ISD by actively looking at instruction using technology

**Performance Objective 5:** Achieve an average at or above the Advanced Tech level on the Texas Teacher STaR (State Technology and Readiness) Chart by the end of the 2017-18 school year.

**Evaluation Data Source(s) 5:** Teacher STaR results.

**Summative Evaluation 5:**



## State System Safeguard Strategies

Goal	Objective	Strategy	Description
1	1	26	Maintain and promote the use of the Science Lab.
1	1	27	Participate in the district's curriculum based assessments. Students will take curriculum based assessments periodically throughout the academic school year.
1	1	29	Based on disaggregated data, each grade level will implement targeted instruction in areas of concern.
1	1	30	All Science teachers will participate in district professional development opportunities.
1	2	4	Conitnue to train teachers on Professional Learning Communities (PLCs) to allow our educators time for working collaboratively in ongoing processes of collective inquiry and action research in order to achieve better results for the students we serve. We will continue to hire a consultant that will train our staff on PLCs (Consultant=3 Days @ \$1,300 each).
1	2	5	Continue to employ "Prime Time" from 8:30-9:00 a.m. in which no new instruction takes place. Every staff member is involved and students get individualized instruction (i.e. remediation, enrichment, close gaps, etc.).
1	3	4	Implement enrichment/RtI time during the school day to provide individualized instruction for all students.
2	1	26	Maintain and promote the use of the Science Lab.
2	1	27	Participate in the district's curriculum based assessments. Students will take curriculum based assessments periodically throughout the academic school year.
2	1	29	Based on disaggregated data, each grade level will implement targeted instruction in areas of concern.
2	1	30	All Science teachers will participate in district professional development opportunities.
4	3	3	Purchase toner and ink cartridges for color printers that will assist teachers in creating hands-on materials, anchor charts, etc. to assist at-risk students (one per grade level).
4	3	4	Purchase 17 computers and computer accesories (headphones, microphones, protective cases) to ensure that every classroom teacher has at least two student stations to assist with accelerated programs like think through math, i stations, waterford, etc.

# State Compensatory

## Personnel for De Zavala Elementary:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Brandy Tyler	Computer Lab. Aide	SCE	1
Gethsemani Rodriguez	Reading Lab Aide	SCE	1
Karen Barnes	Reading Specialist	SCE	1

# Title I

## Schoolwide Program Plan

Allocation-\$78,145

Our School-wide Title I program consists of parent involvement activities, pullout tutorials (during the school day), professional development in guided math, accelerated instruction for at-risk students, and music encounters through DaCamera for at-risk students in Math. We will fund one instructional specialist (Math) that will provide co-teaching in classrooms that have high percentages of at-risk students. Furthermore, Title I supports existing services and systems that allow us to meet/enrich the needs of our students. We will also set aside \$800 that will support parental involvement activities (supplies and refreshments). Without Title I funds, these activities would not be possible for our students.

## Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Cheryl Ballou	Math Specialist	Title I	1.0