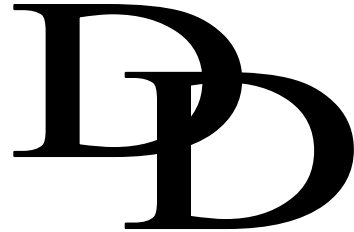


# **Dumas Independent School District**



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

Expect Success

## **Cactus Improvement Plan 2008-2009**

**Campus Council Approval 9/25/08**

**School Board Approval 10/13/08**



## Cactus Elementary Needs Assessment

### 1. Cactus Elementary implements a plan to align and coordinate the curriculum.

| Answer Options | Response Percent |
|----------------|------------------|
| Agree          | 100.0%           |
| Disagree       | 0.0%             |
| Comments:      |                  |

**Number** | **Comments:**

### 2. Cactus Elementary provides offerings in the curriculum to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**Number** | **Comment:**

### 3. Cactus Elementary provides vertical and horizontal alignment of its curriculum through instructional coordination.

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**Number** | **Comment:**

### 4. Principals (with advisement from curriculum directors and the SBDM team) monitor development of curriculum.

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**Number** | **Comment:**

**5. Cactus Elementary provides a classroom learning environment which maximizes learning time.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**Number** | **Comment:**

**6. Students are encouraged and challenged to meet their full potential and demonstrate exemplary performance in reading, writing, math, and science.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**Number** | **Comment:**

**7. Cactus Elementary promotes accountability and achievement.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**8. Cactus Elementary has taken necessary steps to ensure that discipline and classroom management will be coordinated at the campus level.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 72.0%            |
| Disagree                 | 28.0%            |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

**Number** | **Comment:**

**9. Cactus Elementary boosts spirit, pride and morale.**

| Answer Options  |  | Response Percent |
|---|--|------------------|
| Agree   |  | 43.0%            |
| Disagree  |  | 57.0%            |
| Comment:  |  |                  |
| <i>answered question</i>  |  |                  |
| <i>skipped question</i>   |  |                  |
| Number  | Comment:   |                  |
|   | Teacher pride and morale should be addressed as it directly affects that of the students. I would like to see a return of the teacher share program where during staff meetings teachers showed some of the activities that their classes had completed. |                  |
| <b>10. Cactus Elementary provides staff development opportunities for all personnel to meet identified need in order to increase student performance.</b> |  |                  |
| Answer Options  |  | Response Percent |
| Agree   |  | 72.0%            |
| Disagree  |  | 14.0%            |
| Comment:  |  |                  |
| <i>answered question</i>  |  |                  |
| <i>skipped question</i>   |  |                  |
|   |  | 14.00%           |
| Number  | Comment:   |                  |
|   | <b>11. Cactus Elementary provides staff development opportunities for all personnel to meet the diverse needs of students. (SpEd, LEP, Migrant, G/T, At-risk, etc.)</b>  |                  |
| Answer Options  |  | Response Percent |
| Agree   |  | 86.0%            |
| Disagree  |  | 0.0%             |
| Comment:  |  |                  |
| <i>answered question</i>  |  |                  |
| <i>skipped question</i>   |  |                  |
|   |  | 14.00%           |
| Number  | Comment:   |                  |
|   | <b>12. Cactus Elementary provides staff development for violence prevention and intervention as well as dating violence and bullying.</b>  |                  |
| Answer Options  |  | Response Percent |
| Agree   |  | 72.0%            |
| Disagree  |  | 14.0%            |
| Comment:  |  |                  |
| <i>answered question</i>  |  |                  |

|   |                         |        |
|---|-------------------------|--------|
| <i>skipped question</i>   |                         | 14.00% |
| <b>Number</b>   | <b>Comment:</b>         |        |
| <b>13. Cactus Elementary provides staff development for conflict resolution and discipline strategies including classroom management, district discipline procedures, etc.</b>  |                         |        |
| <b>Answer Options</b>   | <b>Response Percent</b> |        |
| Agree   | 86.0%                   |        |
| Disagree  | 0.0%                    |        |
| Comment:  |                         |        |
| <i>answered question</i>  |                         |        |
| <i>skipped question</i>   |                         | 14.00% |
| <b>Number</b>   | <b>Comment:</b>         |        |
| <b>14. Cactus Elementary recruits and retains Highly Qualified teachers.</b>  |                         |        |
| <b>Answer Options</b>   | <b>Response Percent</b> |        |
| Agree   | 72.0%                   |        |
| Disagree  | 14.0%                   |        |
| Comment:  |                         |        |
| <i>answered question</i>  |                         |        |
| <i>skipped question</i>   |                         | 14.00% |
| <b>Number</b>   | <b>Comment:</b>         |        |
| <b>15. Cactus Elementary has developed a variety of communication options to enable clear, concise and accurate exchange of information, and understanding and implementation of policy with the community, parents, teachers and students.</b> |                         |        |
| <b>Answer Options</b>   | <b>Response Percent</b> |        |
| Agree   | 72.0%                   |        |
| Disagree  | 28.0%                   |        |
| Comment:  |                         |        |
| <i>answered question</i>  |                         |        |
| <i>skipped question</i>   |                         |        |
| <b>Number</b>   | <b>Comment:</b>         |        |
| <b>16. Cactus Elementary encourages parent involvement through staff communication and school programs related to inclusive parent involvement.</b>   |                         |        |
| <b>Answer Options</b>   | <b>Response Percent</b> |        |
| Agree   | 28.0%                   |        |
| Disagree  | 57.0%                   |        |

|                          |        |
|--------------------------|--------|
| Comment:                 |        |
| <i>answered question</i> |        |
| <i>skipped question</i>  | 14.00% |

| Number | Comment:   |
|--------|--|
|        | I feel that there should be a more open door policy for parents. The classrooms should have parent volunteers working with the students. Parents should be used as sponsors for field trips. The open houses should be divided by grade level and long enough for teachers as a grade level group to present rules and curriculum for their grade level. |

**17. Cactus Elementary is making efforts to increase parental and community involvement and awareness of what is happening in the district.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 72.0%            |
| Disagree                 | 28.0%            |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

| Number | Comment: |
|--------|----------|
|--------|----------|

**18. Cactus Elementary provides a well-balanced and appropriate curriculum to all students utilizing creative and innovative techniques in instruction and technology.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 72.0%            |
| Disagree                 | 28.0%            |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |

| Number | Comment: |
|--------|----------|
|--------|----------|

**19. Cactus Elementary has set well-defined behavioral standards to create a safe learning environment based upon high expectations.**

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 100.0%           |
| Disagree                 | 0.0%             |
| Comment:                 |                  |
| <i>answered question</i> |                  |

| <i>skipped question</i>  |                         |
|--|-------------------------|
| Number   | Comment:                |
| <b>20. Cactus Elementary provides a safe and orderly learning environment.</b>                               |                         |
| <b>Answer Options</b>  | <b>Response Percent</b> |
| Agree  | 100.0%                  |
| Disagree   | 0.0%                    |
| Comment:   |                         |
| <i>answered question</i>   |                         |
| <i>skipped question</i>  |                         |
| Number   | Comment:                |
| <b>21. Cactus Elementary has established local criteria for identifying At-Risk students in grades PK-4.</b> |                         |
| <b>Answer Options</b>  | <b>Response Percent</b> |
| Agree  | 100.0%                  |
| Disagree   | 0.0%                    |
| Comment:   |                         |
| <i>answered question</i>   |                         |
| <i>skipped question</i>  |                         |
| Number   | Comment:                |
| <b>22. Cactus Elementary has policies in place to identify and serve At-risk students appropriately.</b>     |                         |
| <b>Answer Options</b>  | <b>Response Percent</b> |
| Agree  | 100.0%                  |
| Disagree   | 0.0%                    |
| Comment:   |                         |
| <i>answered question</i>   |                         |
| <i>skipped question</i>  |                         |
| Number   | Comment:                |
| <b>23. Cactus Elementary has taken necessary steps to improve attendance.</b>                                |                         |
| <b>Answer Options</b>  | <b>Response Percent</b> |
| Agree  | 72.0%                   |
| Disagree   | 28.0%                   |
| Comment:   |                         |
| <i>answered question</i>   |                         |
| <i>skipped question</i>  |                         |
| Number   | Comment:                |

24. Cactus Elementary has strategies in place to promote attendance so that the attendance rate will meet or exceed the exemplary rating standards for all students.

| Answer Options           | Response Percent |
|--------------------------|------------------|
| Agree                    | 72.0%            |
| Disagree                 | 28.0%            |
| Comment:                 |                  |
| <i>answered question</i> |                  |
| <i>skipped question</i>  |                  |
| Number                   | Comment:         |

25. Comment on any school related program, activity, etc you feel is a strength or need. Be specific.

| Answer Options           | Response Count |
|--------------------------|----------------|
|                          |                |
| <i>answered question</i> |                |
| <i>skipped question</i>  |                |
| Number                   | Response Text  |

|                     |
|---------------------|
| <b>Strength</b>     |
| <b>Area of Need</b> |

## **Cactus Needs Assessment Summary 2008-2009**

The major strengths and areas of need for the 2008 – 2009 school year, as identified by the needs assessment will be:

### Areas of Strengths:

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

### Areas of Need:

1. Increased of inclusive parent involvement through staff communication and school programs.
2. Boosting spirit, pride and moral

The complete Needs Assessment Survey is on file at the Central Administration Office.


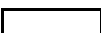


**2008 TAKS Results Panel  
Cactus Elementary Preliminary**

| <b>READING/ELA</b>         | <b>GR. 3</b> | <b>GR. 4</b> | <b>GR. 5</b> | <b>GR. 6</b> |
|----------------------------|--------------|--------------|--------------|--------------|
| All Students               | 74           | 77           | 85           | 95           |
| African American           | ---          | ---          | ---          | ---          |
| Hispanic                   | 74           | 76           | 85           | 94           |
| White                      | ---          | ---          | ---          | ---          |
| Economically Disadvantaged | 73           | 78           | 83           | 94           |

| <b>WRITING</b>             | <b>GR. 4</b> |
|----------------------------|--------------|
| All Students               | 95           |
| African American           | ---          |
| Hispanic                   | 95           |
| White                      | ---          |
| Economically Disadvantaged | 94           |

| <b>MATH</b>                | <b>GR. 3</b> | <b>GR. 4</b> | <b>GR. 5</b> | <b>GR. 6</b> |
|----------------------------|--------------|--------------|--------------|--------------|
| All Students               | 46           | 98           | 88           | 100          |
| African American           | ---          | ---          | ---          | ---          |
| Hispanic                   | 49           | 98           | 88           | 100          |
| White                      | ---          | ---          | ---          | ---          |
| Economically Disadvantaged | 44           | 100          | 86           | 100          |

| <b>SCIENCE</b>             | <b>GR. 5</b> |
|----------------------------|--------------|
| All Students               | 70           |
| African American           | ---          |
| Hispanic                   | 72           |
| White                      | ---          |
| Economically Disadvantaged | 85           |

|   |   |                           |             |       |
|---|---|---------------------------|-------------|-------|
| <b>Accountability Absolute Performance Standard</b><br>(rating based on sum of grades 3-11 accountability subset) |  | >=90% Exemplary           |             |       |
|   |  | >=75% Recognized          | R/ELA       | >=70% |
|   |  | Academically Acceptable   | W, SS       | >=65% |
|   |  | Academically Unacceptable | Mathematics | >=50% |
|   |   |                           | Science     | >=45% |

\*=counted for AYP, but not State Accountability rating


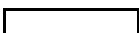


**2008 TAKS Results Panel  
Cactus Elementary Preliminary**

| READING/ELA                 | GR. 3 | GR. 4 | GR. 5 | GR. 6 |
|-----------------------------|-------|-------|-------|-------|
| *Limited English Proficient | 76    | 63    | 74    | 82    |
| *Special Education          | ---   | ---   | ---   | ---   |

| WRITING                     | GR. 4 |
|-----------------------------|-------|
| *Limited English Proficient | 94    |
| *Special Education          | ---   |

| MATH                        | GR. 3 | GR. 4 | GR. 5 | GR. 6 |
|-----------------------------|-------|-------|-------|-------|
| *Limited English Proficient | 49    | 100   | 83    | 100   |
| *Special Education          | ---   | ---   | ---   | ---   |

| SCIENCE                     | GR. 5 |
|-----------------------------|-------|
| *Limited English Proficient | 50    |
| *Special Education          | ---   |

|  |   |       |                           |             |       |
|--|---|-------|---------------------------|-------------|-------|
| <b>Accountability Absolute Performance Standard</b>        |    | >=90% | Exemplary                 |             |       |
|  |  | >=75% | Recognized                | R/ELA       | >=70% |
| (rating based on sum of grades 3-11 accountability subset) |  |       | Academically Acceptable   | W, SS       | >=65% |
|  |  |       | Academically Unacceptable | Mathematics | >=50% |
|  |   |       |                           | Science     | >=45% |

\*=counted for AYP, but not State Accountability rating

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #1: Cactus Elementary will refine its Eight Step Process to regain TEA's Recognized Rating.**

**Summative Evaluation: State Assessment results, AEIS, walk-thrus**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible   |                          | Timeline Start/End | FTE | Financial Implications | Evidence of Completion              | Met Yes or No | Formative Evaluation                          | Accomplished Yes or No |
|---------|--|-------------------------|--------------------------|--------------------|-----|------------------------|-------------------------------------|---------------|---|------------------------|
|         |  | Campus                  | District                 |                    |     |                        |                                     |               |   |                        |
| A,C     | Mini-Assessments and benchmarks revised during LEAD teacher retreats to address TEKS/TAKS needs  | Teachers                | Curriculum Director      | May-09             | 0   | Local                  | New Assessments                     | Yes           | Increased scores on state assessments         | No                     |
| A,C     | Mini-Assessments and Benchmarks analyzed during academic team meetings to address TEKS and TAKS needs. TEKS will be set up on a weekly basis that will allow for time allocation based on student needs. | Principal, 3-6 Teachers | Curriculum Director      | Aug 08 - May 09    | 0   | 0                      | Academic Teaming Agendas            | Yes           | Increase scores on state assessments          | No                     |
| PD, NA  | New staff will be trained by DANA Center on how to correctly read the TEKS   | New Certified Staff     | Assistant Superintendent | Sept. 2008         | 0   | \$771.43 TIA           | Certificates of Attendance          | Yes           | Increase in state assessment scores           | No                     |
| PD, A   | Teachers will be instructed and evaluated in the 8 Step Process  | Principal, Teachers     | Curriculum Director      | Aug 08 - May 09    | 0   | 0                      | Agendas, Sign in Sheets, Walk-thrus | Yes           | Increase in state assessment scores           | No                     |
| PD      | Academic Teaming Meetings will be held on a weekly basis to address campus and grade level goals.  | Principal, Teachers     | Curriculum Director      | Aug 08 - May 09    | 0   | 0                      | Agendas, Sign in Sheets, Walk-thrus | Yes           | Increase in state and local assessment scores | No                     |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #1: Cactus Elementary will refine its Eight Step Process to regain TEA's Recognized Rating.**

**Summative Evaluation: State Assessment results, AEIS, walk-thrus**

**Schoolwide Components**

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp    | Actions/ Strategies   | Person(s) Responsible   |                     | Timeline Start/End | FTE | Financial Implications | Evidence of Completion      | Met Yes or No | Formative Evaluation                | Accomplished Yes or No |
|------------|---|-------------------------|---------------------|--------------------|-----|------------------------|-----------------------------|---------------|-------------------------------------|------------------------|
| PI         | Students who achieve Commended Status on TAKS will be recognized and celebrated | Principal, 3-6 Teachers | Curriculum Director | May-09             | 0   | 0                      | Award Ceremony Rosters      | Yes           | Increase in state assessment scores | No                     |
| PADU A, NA | Implementation of C-Scope over 3 year period                                    | Teachers                | Curriculum Director | 2008-2011          | 0   | \$903.57 TIIA          | Walk-thrus and Lesson Plans | Yes           | Increase state assessment scores    | No                     |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #2: Cactus Elementary will promote highly effective instruction so that students perform at a level commensurate with TEA's Recognized Rating, with an emphasis placed on all areas below 80% as identified on Attachment A.**

**Summative Evaluation: State Assessment results**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible                                    |   | Timeline Start/End      | FTE | Financial Implications | Evidence of Completion                                       | Met Yes or No | Formative Evaluation  | Accomplished Yes or No |
|---------|--|--|---|-------------------------|-----|------------------------|--|---------------|---|------------------------|
|         |  | Campus   | District                                  |                         |     |                        |  |               |   |                        |
| M       | Reading Recovery Program for 1st grade at-risk students                          | Principal<br>RR<br>Teachers                              | Literacy Director                         | Jan & May 2009          | 2   | \$108329.67SCE         | Recovery Records   | Yes           | Increased reading proficiency among participants                              | Yes                    |
| T,C,M   | Balanced Literacy w/ Literacy Coordinators at each elementary                    | Principal<br>Literacy Coordinator.<br>PR-K-3             | Literacy Director                         | Each reporting period   | 1   | \$63,628.82 SCE        | Literacy records   | Yes           | Increased reading proficiency as measured by K-3 testing and TAKS             | Yes                    |
| T,M     | Provide a seamless transition from 2nd early literacy to 3rd TAKS accountability | Principal<br>Literacy Coordinator.<br>PR-K-3<br>Teachers | Literacy Director,<br>Curriculum Director | Aug. 2008-<br>May 2009  | 0   | Local                  | Sign In Sheets   | Yes           | Increased reading proficiency as measured by 2nd testing and 3rd reading TAKS | Yes                    |
| M       | Use of New Jersey Writing Project in Texas process                               | ELA Teachers   | Assessment Director                       | Nov. 2008-<br>Feb. 2009 | 0   | Local                  | Student work samples, training records, teacher lesson plans | Yes           | Increased R/LA Takes scores in the written composition                        | Yes                    |

|            |   |   |   |                        |   |  |   |     |  |     |
|------------|---|---|---|------------------------|---|--|---|-----|--|-----|
| M          | Extended Day and Year Program   | Principals, K<br>6 teachers                       | Curriculum<br>Director,<br>Asst.Super-<br>intendent | Jan & May<br>2009      | 0 | OEY, ARI, AMI                              | Class rosters                                   | Yes | Retention rate<br>Reduction,<br>Increased R/LA<br>state assessment<br>scores | No  |
| M          | Additional teacher units to provide<br>smaller class size for<br>ELA/Reading            | Teacher   | Curriculum<br>Director                              | Jan & May<br>2009      | 1 | \$51,222.46 SCE<br>and \$46,870.68<br>TIIA | Employee<br>contract &<br>Enrollment<br>reports | Yes | Increased reading<br>levels and state<br>assessment<br>scores                | No  |
| M          | Additional teacher units to provide<br>smaller class size for Math                      | Teacher   | Curriculum<br>Director                              | Jan & May<br>2009      | 1 | \$21,823.63 SCE                            | Employee<br>contract &<br>Enrollment<br>reports | Yes | Increase in math<br>state assessment<br>scores                               | No  |
| M          | Science Projects  | Science<br>Teachers                               | Curriculum<br>Director                              | May-09                 | 0 | Local                                      | Projects  | Yes | Increase in 5th<br>grade science<br>state and local<br>assessment<br>scores  | Yes |
| M          | Loose in the Lab and Shake-n-<br>Learn multi-sensory system to<br>help at-risk students | Science<br>Teachers                               | Curriculum<br>Director                              | Jan & May<br>2009      | 0 | Local                                      | Lesson Plans,<br>Lab activity<br>schedules      | Yes | Increase in 5th<br>grade science<br>state and local<br>assessment<br>scores  | Yes |
| M, NA      | CCC (enrichment) time will be<br>scheduled daily  | 3-6 Staff   | Curriculum<br>Director                              | Aug. 2008-<br>May 2009 | 0 | Local                                      | Student Roster                                  | Yes | Increase in state<br>assessment  | No  |
| T, C,<br>M | Bilingual Transition Class  | Principal,<br>Bilingual<br>Transition<br>Teachers | Curriculum<br>Director                              | Aug. 2008-<br>May 2009 | 0 | Local                                      | Student Roster                                  | Yes | Increase in state<br>assessment  | Yes |
| M          | Study Island  | Teachers  | Curriculum<br>Director                              | Jan & May<br>2009      | 0 | \$2,225.<br>Local and Title<br>IIIA        | Study Island<br>Reports                         | Yes | Increase in 5th<br>grade science<br>state and local<br>assessment<br>scores  | Yes |

|  |   |
|--|---|
| <b>2008-2009 Cactus Elementary Improvement Plan</b>  | <b>Schoolwide Components</b><br>NA - Needs Assessment<br>R-SW Reform Strategies<br>HQ-Highly Qualified<br>PD-Professional Development<br>AHQ-Attract Highly Qualified<br>PI-Parental Involvement<br>T-Transitional Programs<br>A-Teachers & Assessments<br>M-Student Assistance<br>C-Coordination of Programs |
| <b>Goal #1: Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.</b>   |   |
| <b>Objective #3: Cactus Elementary will promote highly effective instruction for LEP and SpEd students to increase performance to a level commensurate with NCLB and AYP, as identified on Attachment B.</b> |   |
| <b>Summative Evaluation: State Assessment results, AEIS</b>  |   |

| SW Comp | Actions/ Strategies   | Person(s) Responsible                                    |                           | Timeline Start/End | FTE | Financial Implications            | Evidence of Completion               | Met Yes or No          | Formative Evaluation  | Accomplished Yes or No |
|---------|---|--|---------------------------|--------------------|-----|-----------------------------------|--------------------------------------|------------------------|---|------------------------|
|         |   | Campus   | District                  |                    |     |                                   |                                      |                        |   |                        |
| M       | Dyslexia program for identified students--Lexia & Lindamood Bell  | Dyslexia teacher, Teachers                               | Special Services Director | May-09             | 0   | Local                             | Student progress records             | No students identified | Increased reading state assessment scores among participants    | N/A                    |
| C,M     | SpEd IEPs will be written using CLASS and TEKS and will utilize various sources to determine curriculum level | Inclusion Facilitator                                    | Special Services Director | Jan & May 2009     | 0   | Local                             | IEPs, training certificates          | Yes                    | Increase in TAKS or TAKS-A instead of alternative assessments   | Yes                    |
| M       | Loose in the Lab and Shake-n-Learn multi-sensory system to help LEP students                                  | Science Teachers   | Curriculum Director       | Jan & May 2009     | 0   | Local                             | Lesson Plans, Lab activity schedules | Yes                    | Increase in 5th grade science state and local assessment scores | Yes                    |
| M       | Bilingual Transition Classes with Bilingual Assistants  | Bilingual Transitional Teachers and Bilingual Assistants | Curriculum Director       | Aug 08 - May 09    | 4   | \$46,870.68 TIC & \$92,555.66 TIA | Teacher Class Schedules              | Yes                    | Increase in AEIS and AYP ratings                                | Yes                    |

|       |  |          |                           |                |   |      |       |                 |     |   |     |
|-------|--|----------|---------------------------|----------------|---|------|-------|-----------------|-----|---|-----|
| C,M,R | Step-by-Step Inclusion methodologies for SpEd students | Teachers | Special Services Director | Jan & May 2009 | 0 | IDEA | Local | Class schedules | Yes | Increased scores on SpEd student state assessment | Yes |
|-------|--|----------|---------------------------|----------------|---|------|-------|-----------------|-----|---|-----|

| 2008-2009 Cactus Elementary Improvement Plan   |   |                              |  |                                |     |                        |                        | Schoolwide Components        |   |                        |
|--|---|------------------------------|--|--------------------------------|-----|------------------------|------------------------|------------------------------|---|------------------------|
| Goal #1: Cactus Elementary will promote academic excellence while maintaining a highly competitive level in all areas of school related activities.      |   |                              |  |                                |     |                        |                        | NA - Needs Assessment        |   |                        |
| Objective #4: Cactus Elementary will provide intensive interventions and remediations for students below the 10% range as measured by AimsWeb technology |   |                              |  |                                |     |                        |                        | R-SW Reform Strategies       |   |                        |
| Summative Evaluation: State Assessment results, AEIS, AimsWebs graphs  |   |                              |  |                                |     |                        |                        | HQ-Highly Qualified          |   |                        |
|  |   |                              |  |                                |     |                        |                        | PD-Professional Development  |   |                        |
|  |   |                              |  |                                |     |                        |                        | AHQ-Attract Highly Qualified |   |                        |
|  |   |                              |  |                                |     |                        |                        | PI-Parental Involvement      |   |                        |
|  |   |                              |  |                                |     |                        |                        | T-Transitional Programs      |   |                        |
|  |   |                              |  |                                |     |                        |                        | A-Teachers & Assessments     |   |                        |
|  |   |                              |  |                                |     |                        |                        | M-Student Assistance         |   |                        |
|  |   |                              |  |                                |     |                        |                        | C-Coordination of Programs   |   |                        |
| SW Comp  | Actions/ Strategies   | Person(s) Responsible        |  | Timeline Start/End             | FTE | Financial Implications | Evidence of Completion | Met Yes or No                | Formative Evaluation                                      | Accomplished Yes or No |
|  |   | Campus                       | District   |                                |     |                        |                        |                              |   |                        |
| A,M  | AimsWeb technology will be used to screen all students in grades K-6 three times per year | Teachers                     | Special Services Director                            | Sept 2008, Jan 2009, May 2009  | 0   | Local                  | AimsWeb graphs         | Yes                          | Increase in scores on state assessments                   | No                     |
| M  | Utilization of Math Tier II interventions   | Math Teachers                | Curriculum Director                                  | Sept. 2008                     | 0   | AMI                    | Student Records        | Yes                          | Increase in state assessment scores                       | No                     |
| M  | Utilization of Reading Tier II and Tier III interventions                                 | Reading Teachers             | Literacy Director                                    | Sept. 2008                     | 0   | ARI                    | Student Records        | Yes                          | Increase in state assessment scores                       | No                     |
| C,M  | Implementation of Impact Teams  | Principal                    | Special Services Director                            | Sept. 2008, Jan 2009, May 2009 | 0   | Local                  | Impact Team paperwork  | Yes                          | Increase in reading and math proficiency for K-6 students | Yes                    |
| C,M,R  | Implement local Rtl Guidelines  | Principal Teachers           | Literacy, Curriculum, and Special Services Directors | Aug-08                         | 0   | Local                  | Student Records        | Yes                          | Increase in ability of Impact teams to meet student needs | Yes                    |
| M  | The Language! Intervention will be used for Tier III students, by trained personnel       | Principal, Inclusion Teacher | Special Services Director                            | Aug-08                         | 0.5 | \$28,265.23 SCE        | Impact Team paperwork  | Yes                          | Increase in scores on AimsWeb                             | Yes                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #5: Cactus Elementary will promote early learning to ensure school readiness.**

**Summative Evaluation: TPRI, Observation Survey, Terranova**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible           |                                    | Timeline Start/End   | FTE | Financial Implications            | Evidence of Completion                | Met Yes or No | Formative Evaluation  | Accomplished Yes or No |
|---------|--|---------------------------------|------------------------------------|----------------------|-----|-----------------------------------|---------------------------------------|---------------|---|------------------------|
|         |  | Campus                          | District                           |                      |     |                                   |                                       |               |   |                        |
| M       | Full Day Kindergarten with assistants  | Principal, Teachers, Assistants | Curriculum Director & Asst. Super. | May-09               | 2   | \$84,419.57 SCE Title 1 & 3       | Employment records                    | Yes           | Student progress on Kindergarten testing                    | Yes                    |
| M       | Migrant student eligibility for medical assistance and school supplies when needed | Principals, Nurses, Teachers    | Curriculum Director                | May-09               | 0   | District                          | List of students receiving assistance | Yes           | Increased attendance and readiness among Migrant students   | Yes                    |
| PI      | Community will be notified of PK classes through flyers and media                  | Principals,                     | Assistant Superintendent           | May-09               | 0   | Local                             | Flyer & Media Ads                     | Yes           | Increased interest in PK classes                            | Yes                    |
| T       | Transition activities for entering Kindergarteners                                 | Principals, teachers            | Assistant Superintendent           | Aug. 2008 & May 2009 | 0   | Local                             | Sign-In Sheets                        | Yes           | Decrease anxiety of Kindergarten students and their parents | Yes                    |
| M, T    | Building Bridges Program for Migrant 3 an 4 year olds                              | Principal, BB Educator          | Curriculum Director                | Aug. 2008 & May 2009 | 0   | \$16,846.32 Migrant and Title I C | Student Schedules                     | Yes           | Student progress on PreK testing                            | Yes                    |
| C       | PK Unit with migrant assistant   | Principals                      | Assistant Superintendent           | Jan. & May 2009      |     | \$55,340.23 SCE                   | Class schedules                       | Yes           | Student progress on Kindergarten testing                    | Yes                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #6: Cactus Elementary will provide vocational/technical education activities in order to prepare students for their post elementary plans.**

**Summative Evaluation: Class enrollment and increased business and community awareness.**

**Schoolwide Components**

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible                        |                     | Timeline Start/End   | FTE | Financial Implications | Evidence of Completion                 | Met Yes or No | Formative Evaluation              | Accomplished Yes or No |
|---------|--|--|---------------------|----------------------|-----|------------------------|--|---------------|-----------------------------------|------------------------|
|         |  | Campus                                       | District            |                      |     |                        |  |               |                                   |                        |
| T, M    | Mandatory 2 <sup>nd</sup> and 3 <sup>rd</sup> Grade Keyboarding Classes  | Teachers, Lab Manager, Principal             | Curriculum Director | Aug 2008 - May 2009  | 0   | Local                  | Student Records                        | Yes           | Increased Keyboarding Proficiency | Yes                    |
| T, M    | Cactus Roadrunner Bank will employ 5 <sup>th</sup> and 6 <sup>th</sup> grade students in training for the banking industry | Principal, Staff, Happy State Bank Employees | Curriculum Director | Sept 2008 - May 2009 | 0   | Local                  | Banking Records and Applications       | Yes           | Increased Job Skills              | Yes                    |
| T, M    | Students will utilize the Moore County News *Press in classroom activities   | Principal, Teachers                          | Curriculum Director | Sept 2008 - May 2009 | 0   | Local                  | Bulletin Boards, displays and projects | Yes           | Increased community awareness     | Yes                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #7: Cactus Elementary will provide alternative learning environments and methods for those students whom the regular setting has proved unsuccessful.**

**Summative Evaluation: Discipline records, attendance records, completion and dropout rates, State Assessment results**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible |                   | Timeline Start/End  | FTE | Financial Implications | Evidence of Completion   | Met Yes or No | Formative Evaluation                            | Accomplished Yes or No |
|---------|--|-----------------------|-------------------|---------------------|-----|------------------------|--------------------------|---------------|---|------------------------|
|         |  | Campus                | District          |                     |     |                        |                          |               |   |                        |
| T,M     | Summer school activities for students not discontinuing from Reading Recovery                        | RR Teachers           | Literacy Director | Jan & May 2009      | 0   | ARI                    | Student progress reports | Yes           | Increase reading proficiency among participants | Yes                    |
| T,M     | Disciplinary ISS will provide an alternative to classroom setting when disciplinary action is needed | Principal, Teachers   | Superintendent    | Aug 2008 - May 2009 | 0   | Local                  | Student Discipline       | Yes           | Decrease the number of expulsions               | No                     |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #8: Cactus Elementary will increase the number of homeless and at-risk students successfully completing classes.**

**Summative Evaluation: Grade reports, attendance reports**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies   | Person(s) Responsible       |                     | Timeline Start/End     | FTE | Financial Implications                    | Evidence of Completion | Met Yes or No                   | Formative Evaluation   | Accomplished Yes or No |
|---------|---|-----------------------------|---------------------|------------------------|-----|---|------------------------|---------------------------------|--|------------------------|
|         |   | Campus                      | District            |                        |     |   |                        |                                 |  |                        |
| M       | Cactus Elem will provide additional counseling services for at-risk and homeless students | Counselors, Principal       | Curriculum Director | Jan & May 2009 ongoing | 0   | Local                                     | Grade reports          | Yes                             | Increase number of homeless and at-risk students served during academic year | Yes                    |
| M       | Cactus Elem. provide medical assistance and school supplies to homeless students          | Principal, Nurse, Counselor | Curriculum Director | Jan & May 2009 ongoing | 0   | SCE funds available at the District Level | Purchase Orders        | No homeless students identified | Increase number of homeless students attending and prepared for school       | N/A                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #9: Cactus Elementary will implement its Gifted and Talented program for all identified students in such a manner to receive Recognized Status.**

**Summative Evaluation: State Assessment results, G/T roster**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies   | Person(s) Responsible   |                                  | Timeline Start/End | FTE | Financial Implications | Evidence of Completion          | Met Yes or No | Formative Evaluation                          | Accomplished Yes or No |
|---------|---|-------------------------|----------------------------------|--------------------|-----|------------------------|---------------------------------|---------------|---|------------------------|
|         |   | Campus                  | District                         |                    |     |                        |                                 |               |   |                        |
| PD,C    | Cactus Elem. will ensure all teachers and counselors receive training and/or updated training in G/T strategies | Teachers,<br>Counselors | Assistant<br>Super-<br>intendent | Spring<br>2009     | 0   | Local                  | Staff<br>Development<br>Records | Yes           | Student<br>participation in the<br>GT Program | Yes                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #1: Cactus Elementary will provide all core academic teachers with the opportunity to participate in staff development through ESC 16.**

**Summative Evaluation: Workshop certificates, staff development records, Cscope and Bilingual/ESL contracts**

**Schoolwide Components**

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible |  | Timeline Start/End | FTE | Financial Implications      | Evidence of Completion                   | Met Yes or No | Formative Evaluation                  | Accomplished Yes or No |
|---------|--|-----------------------|--|--------------------|-----|-----------------------------|--|---------------|---------------------------------------|------------------------|
|         |  | Campus                | District                                   |                    |     |                             |  |               |                                       |                        |
| PD, NA  | Use ESC 16 for TII TPTR trainings with emphasis on instructional techniques and methodologies                    | All staff             | Curriculum Director & Asst. Superintendent | Jan. & May 2009    | 0   | \$1714.29 TIIA              | Paid contract, staff development records | Yes           | Increased scores on state assessments | No                     |
| PD, NA  | Cactus Elem. will send all core staff to trainings about TEKS and TAKS presented by ESC 16 and other consultants | All staff             | Curriculum Director & Asst. Superintendent | Jan. & May 2009    | 0   | TIIA<br>\$1,285.71<br>Local | Staff development records                | Yes           | Increased scores on state assessments | No                     |
| PD, NA  | Use ESC 16 for Curriculum & Instructional Services, Cscope, and Bilingual/ESL                                    | All staff             | Curriculum Director & Asst. Superintendent | Jan. & May 2009    | 0   | \$903.57 TIIA               | Paid contract, staff development records | Yes           | Increased scores on state assessments | No                     |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #2: Cactus Elementary will provide staff development opportunities presented at the campus, district, state, and national level.**

**Summative Evaluation: Workshop certificates, staff development records, sign-in sheets**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies   | Person(s) Responsible       |                           | Timeline Start/End      | FTE | Financial Implications | Evidence of Completion | Met Yes or No | Formative Evaluation   | Accomplished Yes or No |
|---------|---|-----------------------------|---------------------------|-------------------------|-----|------------------------|------------------------|---------------|--|------------------------|
|         |   | Campus                      | District                  |                         |     |                        |                        |               |  |                        |
| PD      | NJWPT refresher module  | Previous NJWPT participants | Assessment Director       | Fall 2008               | 0   | Local                  | Sign-In Sheets         | No            | Increased writing/ELA scores on state assessments                    | No                     |
| PD      | Fred Jones Positive Classroom Mgmt refresher  | 1st Year teachers           | Assistant Superintendent  | Fall 2008 & Spring 2009 | 0   | Local                  | Sign-In Sheets         | Yes           | Decrease student office referrals                                    | Yes                    |
| PD      | Shurley Method Module   | 4th-6th LA teachers         | Curriculum Director       | Fall 2008               | 0   | Local                  | Sign-In Sheets         | Yes           | Increased writing/ELA scores on state assessments                    | No                     |
| PD      | Quantum Learning Network  | All teachers                | Assistant Superintendent  | Aug. 2008 & May 2009    | 0   | \$3500.00 Title IIA    | Sign-In Sheets         | Yes           | Increased scores on state assessments                                | No                     |
| PD      | "Teacher Share" during staff meetings   | All Staff                   | N/A                       | Nov 2008 - May 2009     | 0   | None                   | Sign-In Sheets         | No            | Increase in teacher and student spirit and moral                     | No                     |
| PD,C    | SpEd modules covering topics including referral, evaluation, eligibility, discipline, accommodations, inclusion, etc. | New Teachers                | Special Services Director | Fall 2008               | 0   | Local                  | Sign-In Sheets         | Yes           | Better understanding of how SpEd and Regular education work together | Yes                    |

|      |  |                                      |   |                         |   |                               |  |     |   |     |
|------|--|--------------------------------------|---|-------------------------|---|-------------------------------|--|-----|---|-----|
| PD,M | Balanced literacy trainings  | K-2 teachers, Principal              | Literacy Director                         | Jan. & May 2009         | 0 | Local                         | Sign-In Sheets                                 | Yes | Increased writing and reading scores on state assessments | No  |
| PD   | New staff trained in SMS and other pertinent technology programs/topics                            | Principals, Teachers                 | Technology Director & Enrollment Director | Fall 2008               | 0 | Local                         | Ability to take attendance and transmit grades | Yes | Increased accuracy of student attendance and grades       | Yes |
| PD   | Technology modules will be offered by the district   | All Staff                            | Technology Director                       | Fall 2008 & Spring 2009 | 0 | Local                         | Sign-In Sheets                                 | Yes | Increased ability of staff to use technology              | Yes |
| PD   | Differentiation strategies for LEP students modules  | Teachers                             | Curriculum Director                       | Fall 2008               | 0 | Local                         | Sign-In Sheets                                 | Yes | Increased awareness of LEP student needs                  | Yes |
| PD   | The Dana Center presentation: A Study of the TEKS-Developing and Understanding of Teaching         | New Teachers                         | Curriculum Director & Asst. Super.        | Fall 2008               | 0 | \$771.43 Title IA             | Sign-In Sheets                                 | Yes | Increased scores on state assessments                     | No  |
| PD   | NJWPT Summer Institute   | R/LA Teachers New to DISD            | Assessment Director                       | Summer 2009             | 0 | Local                         | Sign-In Sheets                                 | Yes | Increased writing and reading scores on state assessments | No  |
| PD,M | Grace Stasny Training  | K-2 teachers                         | Literacy Director                         | Jan. 2009               | 0 | AMI                           | Sign-In Sheets                                 | Yes | Increase in students' problem-solving strategies          | Yes |
| PD   | Margaret Kilgo--Data Driven Decision Making  | Teachers of M, S, R/LA in grades 3-6 | Assistant Superintendent                  | Oct-08                  | 0 | \$1714.29 Title IA            | Sign-In Sheets                                 | Yes | Increased scores on state assessments                     | No  |
| PD,R | Sharon Azar training in building schedules to accommodate LEP, SpEd, and Rtl targeted students     | Campus Impact Teams                  | Special Services Director                 | May-09                  | 0 | IDEA and Local funds          | Sign-In Sheets                                 | Yes | Schedules to include diverse and disabled learners        | Yes |
| PD,R | Andrea Ogonosky training in using data to target and intervene with SpEd and Rtl eligible students | Campus Impact Teams                  | Special Services Director                 | Fall 2008               | 0 | IDEA and Local funds          | Sign-In Sheets                                 | Yes | Increased scores on state assessments                     | No  |
| PD   | NJWPT Trainers will attend the annual conference   | NJWPT Trainers                       | Assessment Director                       | As scheduled            | 0 | \$1,900.00 Local and Title IA | Certificates of Attendance                     | Yes | Increased R/ELA scores on state assessments               | No  |

|    |  |  |                          |              |   |       |                            |     |   |     |
|----|--|--|--------------------------|--------------|---|-------|----------------------------|-----|---|-----|
| PD | Literacy Coordinators, selected K-2 teachers and all Reading Recovery teachers will attend a literacy conference | Principal, Academic Coach, K-2 and Reading Recovery teachers | Assistant Superintendent | As scheduled | 0 | ARI   | Certificates of Attendance | Yes | Increased R/ELA scores on state assessments | No  |
| PD | TexTESOL/TABE  | B/ESL teachers   | Curriculum Director      | As scheduled | 0 | Local | Certificates of Attendance | Yes | Increased scores on state assessments       | Yes |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #1: Cactus Elementary will provide translation services for any parents that require those services.**

**Summative Evaluation: Sign-in sheets, contracts**

## Schoolwide Components

NA - Needs Assessment  
 R-SW Reform Strategies  
 HQ-Highly Qualified  
 PD-Professional Development  
 AHQ-Attract Highly Qualified  
 PI-Parental Involvement  
 T-Transitional Programs  
 A-Teachers & Assessments  
 M-Student Assistance  
 C-Coordination of Programs

| SW Comp | Actions/ Strategies   | Person(s) Responsible            |                           | Timeline Start/End | FTE | Financial Implications                | Evidence of Completion | Met Yes or No | Formative Evaluation                                | Accomplished Yes or No |
|---------|---|----------------------------------|---------------------------|--------------------|-----|---------------------------------------|------------------------|---------------|---|------------------------|
|         |   | Campus                           | District                  |                    |     |                                       |                        |               |   |                        |
| PI      | Cactus will provide a Spanish interpreter/translator/ancillary examiner for special needs students.                                   | Sp. Ed. Bilingual Sec. Principal | Special Services Director | Aug 08 - May 09    | 0   | IDEA                                  | ARD Minutes            | Yes           | Increased parent attendance and involvement at ARDS | Yes                    |
| PI      | Cactus will designate at least one person per campus to be the official interpreter/translator for parent conferences, meetings, etc. | Office Assistant, Principal      | Superintendent            | Aug 08 - May 09    | 1   | Local                                 | List of interpreters   | Yes           | Increase parental involvement on campuses           | Yes                    |
| PI      | Cactus will use a telephone translation system for recent Burmese refugees as well as other languages                                 | Principal                        | Superintendent            | Fall 2008          | 0   | As needed refer to the District Level | Communication system   | Yes           | Increase parental involvement on campuses           | Yes                    |
| PI      | Cactus will provide a Burmese translator  | Principal                        | Superintendent            | Fall 2008          | 2   | \$25,318.40 Migrant                   | Employee Contract      | Yes           | Increase parental involvement on campuses           | Yes                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #2: Cactus Elementary will promote attendance at parent teacher conferences and other school activities**

**Summative Evaluation: Sign-in sheets, Parent/Teacher conference schedules**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible        |   | Timeline Start/End      | FTE | Financial Implications | Evidence of Completion  | Met Yes or No | Formative Evaluation           | Accomplished Yes or No |
|---------|--|------------------------------|---|-------------------------|-----|------------------------|-------------------------|---------------|--------------------------------|------------------------|
|         |  | Campus                       | District                                |                         |     |                        |                         |               |                                |                        |
| PI      | PK-2 teachers will meet with parents to review report cards and discuss student needs      | All PK-2 teachers            | Literacy Director, Asst. Superintendent | 1-2 times per year      | 0   | Local                  | Conference schedules    | Yes           | Increased parental involvement | Yes                    |
| PI      | 3-6 grade teachers will meet with parents to review report cards and discuss student needs | All 3-6 teachers             | Curriculum Director                     | 1 x per year            | 0   | Local                  | Conference schedules    | Yes           | Increased parental involvement | Yes                    |
| PI      | Worth the Wait parent informational meeting  | Principal, 6th Grade Teacher | Curriculum Director                     | Fall 2008               | 0   | Local                  | Agendas, sign-in sheets | Yes           | Increased parental involvement | Yes                    |
| PI      | Continuation of school/parent compacts and parental involvement policies                   | Staff                        | Curriculum Director                     | Fall 2008               | 0   | Local                  | Parent Compact          | Yes           | Increased parental involvement | Yes                    |
| PI      | Fall and Spring Migrant meeting  | Principal, Staff             | Curriculum Director                     | Fall 2008 - Spring 2009 | 0   | Local                  | Records                 | Yes           | Increased parental involvement | Yes                    |
| PI      | Continuation of parental involvement policy  | Principal, Staff             | Curriculum Director                     | Fall 2008               | 0   | Local                  | Policies                | Yes           | Increased parental involvement | Yes                    |
| PI      | PTO will offer various activities  | Principal, Staff             | N/A                                     | Aug 2008 - May 2009     | 0   | None                   | Sign - In Sheets        | Yes           | Increased parental involvement | Yes                    |

|    |             |                        |                     |            |   |       |                             |     |                                   |     |
|----|-------------|------------------------|---------------------|------------|---|-------|-----------------------------|-----|-----------------------------------|-----|
| PI | Open Houses | Principal,<br>Teachers | Super-<br>intendent | 2 per year | 0 | Local | Agendas, sign-<br>in sheets | Yes | Increased parental<br>involvement | Yes |
|----|-------------|------------------------|---------------------|------------|---|-------|-----------------------------|-----|-----------------------------------|-----|

# 2008-2009 Cactus Elementary Improvement Plan

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

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

**Objective #1: Cactus Elementary will maintain its facilities and train staff in order to provide a safe learning environment.**

**Summative Evaluation: Sign-in sheets, Maintenance records, accident reports**

| SW Comp | Actions/ Strategies  | Person(s) Responsible      |                                 | Timeline Start/End  | FTE | Financial Implications | Evidence of Completion | Met Yes or No | Formative Evaluation          | Accomplished Yes or No |
|---------|--|----------------------------|---------------------------------|---------------------|-----|------------------------|------------------------|---------------|-------------------------------|------------------------|
|         |  | Campus                     | District                        |                     |     |                        |                        |               |                               |                        |
|         | Conduct safety reviews of each facility                        | Principal                  | Maintenance Director            | Jan & May 2009      | 0   | Local                  | Reviews                | Yes           | Maintain safety of facilities | Yes                    |
|         | Maintain a surveillance system for campuses                    | Principal                  | Chief of Police, Superintendent | Nov. 2008           | 0   | Local                  | Demonstration          | Yes           | Maintain safety of facilities | Yes                    |
|         | EOP provided by the DISD Police Department                     | Principal, DISD officers   | Chief of Police, Superintendent | Fall 2008           | 0   | Local                  | Agenda                 | Yes           | Maintain safety of facilities | Yes                    |
|         | BloodBorne Pathogen videos                                     | Principal, Nurse, Teachers | Assistant Superintendent        | Fall 2008           | 0   | Local                  | Agenda                 | Yes           | Maintain safety of facilities | Yes                    |
|         | Before and after school Adult Cross walk guard                 | Principal, City Employee   | Chief of Police, Superintendent | City of Cactus      | 0   | Local                  | Time Sheet             | Yes           | Maintain safety of facilities | Yes                    |
|         | Special safety programs for students in PreK – 6 <sup>th</sup> | Teachers, Principal        | Chief of Police, Superintendent | Aug 2008 - May 2009 | 0   | Local                  | Records                | Yes           | Maintain safety of facilities | Yes                    |
| PD      | In service on Sexual Harassment                                | Principal                  | Superintendent                  | Fall 2008           | 0   | Local                  | Agenda                 | Yes           | Increased Staff Awareness     | Yes                    |

|        |  |                                 |                                 |                     |   |       |                              |     |  |     |
|--------|--|---------------------------------|---------------------------------|---------------------|---|-------|------------------------------|-----|--|-----|
|        | All exterior doors except front door will be kept locked during the full instructional day | Principal, Teachers             | Chief of Police, Superintendent | Aug 2008 - May 2009 | 0 | Local | Locked Doors                 | Yes | Maintain safety of faculties   | Yes |
|        | Bus Safety programs and information is provided for all grade 3 students                   | Principal, Teachers             | Maintenance Director            | Fall 2008           | 0 | Local | Records                      | Yes | Increased student understanding of bus safety<br>Increased students understanding of storm safety<br>Increased students understanding of Railroad safety | Yes |
|        | Storm Safety House activity is provided for all students in grades 1, 3, 5                 | Principal, Teachers             | Superintendent                  | Spring 2009         | 0 | Local | Records                      | Yes |  | Yes |
|        | Operation Life Saver Activity is proved for all grade levels                               | Principal, Teachers, BNSF staff | Superintendent                  | As Scheduled        | 0 | Local | Records                      | Yes |  | Yes |
| NA, PD | CPI Trainings  | Principal                       | Special Services Director       | Oct. 2008           | 0 | IDEA  | Sign-in sheets, certificates | Yes | Better understanding of conflict resolution  | Yes |

# 2008-2009 Cactus Elementary Improvement Plan

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

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

**Objective #2: Cactus Elementary will implement the Character Counts character education curricula.**

**Summative Evaluation: Lesson plans**

| SW Comp | Actions/ Strategies   | Person(s) Responsible |                 | Timeline Start/End | FTE | Financial Implications | Evidence of Completion     | Met Yes or No | Formative Evaluation   | Accomplished Yes or No |
|---------|---|-----------------------|-----------------|--------------------|-----|------------------------|----------------------------|---------------|--|------------------------|
|         |   | Campus                | District        |                    |     |                        |                            |               |  |                        |
| NA      | Materials for each campus   | Principal             | Super-intendent | Fall 2008          | 0   | \$500. Title IA        | Purchase orders, materials | Yes           | Successful continuance of program                                    | Yes                    |
| M, NA   | Character Counts activities addressing topics including conflict resolution, self-esteem, suicide prevention and violence education | Principal, Teachers   | Super-intendent | Aug 08 - May 09    | 0   | Local                  | Lesson plans               | Yes           | Decrease in student conflicts and increase in student responsibility | Yes                    |

# 2008-2009 Cactus Elementary Improvement Plan

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

**Objective #3: Cactus Elementary will provide a systematic K-12 program for drug, alcohol, and violence education and prevention for all students as well as fire danger instruction.**

**Summative Evaluation: Lesson plans, UIL drug testing reports, fire dept. schedule, incident reports, sweep reports**

## Schoolwide Components

- NA - Needs Assessment
- R-SW Reform Strategies
- HQ-Highly Qualified
- PD-Professional Development
- AHQ-Attract Highly Qualified
- PI-Parental Involvement
- T-Transitional Programs
- A-Teachers & Assessments
- M-Student Assistance
- C-Coordination of Programs

| SW Comp | Actions/ Strategies  | Person(s) Responsible         |                                      | Timeline Start/End | FTE | Financial Implications | Evidence of Completion               | Met Yes or No            | Formative Evaluation   | Accomplished Yes or No |
|---------|--|-------------------------------|--------------------------------------|--------------------|-----|------------------------|--------------------------------------|--------------------------|--|------------------------|
|         |  | Campus                        | District                             |                    |     |                        |                                      |                          |  |                        |
| M       | Each K-12 teacher will teach 1 lesson from the DAVE curriculum each year                   | All Pre-K -6 teachers         | Curriculum Director, Chief of Police | Aug 08-May 09      | 0   | Local                  | Lesson plans                         | Yes                      | Decrease in substance abuse and violent incidents                          | Yes                    |
|         | Firehouse 2-4-6, provided by Dumas Fire Department   | Principal                     | Superintendent                       | May-09             | 0   | Local                  | Fire Department schedule             | Yes                      | Increase in students understanding fire safety                             | Yes                    |
|         | Interquest Canines will provide information to all 6th graders on the danger of drug abuse | Principal, 6th grade Teachers | Curriculum Director, Chief of Police | Red Ribbon week    | 0   | Local                  | Report to the TIV advisory committee | No                       | Decrease in student drug use   | Yes                    |
|         | Interquest Canines will perform campus sweeps when requested                               | Principal                     | Curriculum Director, Chief of Police | If requested       | 0   | Local                  | Sweep reports                        | No sweeps were requested | Decrease in student drug use and number of illegal items brought to school | N/A                    |

## Migrant Program Activities

|   |
|---|
| <p><b>Migrant Services Coordination:</b> Within the first grading period of the school year that the child who is eligible for migrant services is in the school district, (1) determine individual needs for instructional and support services, (2) identify available resources to address said needs, (3) coordinate with entities to ensure that the child has access to the appropriate services, and (4) follow up to monitor and document progress.</p> |
| <p><b>Migrant Services Coordination:</b> Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed TAKS in any content area are accessing local, intrastate, and interstate opportunities available for summer TAKS remediation.</p>   |
| <p><b>Middle School Students:</b> Coordinate with available mentoring programs or support organizations to develop students' learning and study skills and follow up to monitor and document progress.</p>  |
| <p><b>Middle School Students:</b> Provide coordination of resources by (1) contacting each student or family to establish the extent of student needs for homework assistance and tools, (2) collaborating with existing programs and organizations to coordinate student access to resources, and (3) providing students and parents with up-to-date and easy-to-understand information on how to access homework assistance when needed.</p>                  |
| <p><b>Middle School Students:</b> Provide presentation/information to school staff to increase their awareness of migrant middle school students' need for timely attention and appropriate interventions (according to local procedures in place) for academic and nonacademic problems or concerns. Presentation/information must include directions for non-MEP staff to notify MEP staff of referrals and interventions.</p>                                |
| <p><b>Middle School Students:</b> Provide supplemental information to migrant parents on how to collaborate with school staff and how to access resources in order to provide timely attention and appropriate interventions for their middle school children.</p>  |
| <p><b>Students in Grades 3–6:</b> Coordinate with school staff and the Texas Migrant Interstate Program (TMIP) to ensure that migrant students who have failed any subject area of the Texas Assessment of Knowledge and Skills (TAKS) are accessing local, intrastate and interstate opportunities available for summer TAKS remediation.</p>  |
| <p><b>Early Childhood/School Readiness:</b> Within the first 60 days of the school year that eligible preschool migratory children, ages 3–5, are in the school district, determine individual educational needs and, to the extent possible, coordinate or provide services to meet the identified needs.</p>  |
| <p><b>Program Evaluation:</b> By June 30, complete the MEP Evaluation Report provided by TEA.</p>   |

## **MIGRANT “PRIORITY FOR SERVICES” ACTION PLAN**

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

1. Programs that serve “Priority for Services” students will be documented with the names of those participating.
2. The academic progress of students identified as “Priority for Services” will be tracked each six week reporting period.
3. Periodic home visits will be made to update parents on the academic progress of their children. Visits will be made based upon most needed.
4. Campus principal and appropriate campus staff, along with parents, will be provided with updates from NGS “Priority for Services” reports.

# *Cactus Elementary Highly Qualified Teacher Plan 2008-2009*

|                             |  |
|-----------------------------|--|
| <b>Goal #1</b>              | Highly Qualified Staff: by the end of 2005-2007, all students will be taught by highly qualified teachers who are assisted by highly qualified paraprofessionals.  |
| <b>Performance Measure</b>  | <ol style="list-style-type: none"><li>1. Maintain the percentage of highly qualified core academic subject area teachers on each campus to meet 100% by the end of 2008-2009</li><li>2. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on each campus to meet 100% by the end of 2008-2009.</li><li>3. Maintain the percentage of core academic subject area classes taught by highly qualified teachers on high poverty campuses to meet 100% by the end of 2008-2009.</li><li>4. Maintain the percentage of teachers receiving high quality professional development on each campus to meet 100% by the end of 2008-2009.</li><li>5. Ensure low-income students and minority students are not taught at a higher rate than other student groups by inexperienced, out-of-field, or non-highly qualified teachers</li><li>6. Attract and retain highly qualified teachers.</li><li>7. Assist teachers not currently highly qualified to meet the highly qualified requirements in a timely manner.</li></ol> |
| <b>Summative Evaluation</b> | Personnel files, highly qualified worksheets, and principal attestations   |

| Strategy/Activity  | Population        | Person Responsible  | Budget / Resource          | Formative Assessment  | Timeline                                       |
|--|-------------------|---|----------------------------|---|--|
| <p>1. Conduct recruitment activities to ensure highly qualified personnel in all positions. Activities will include participating in job fairs, posting vacancies in multiple sites/organizations and maintaining active webpage.</p>  | All Staff Members | Assistant Superintendent  | Local Funds<br>Title II, A | Number of positions posted<br>Number of applications completed                | September, November<br>March-May               |
| <p>2. Establish an effective teacher mentoring system in order to retain highly qualified staff.</p>   | All Teachers      | Assistant Superintendent ,<br>Mentor Teachers,<br>Campus Principals | Local Funds<br>Title II, A | Mentor assignments<br>Mentor conference logs                                  | August/<br>November<br>December/ April/<br>May |
| <p>3. Analyze data from all teachers' certifications, testing, staff development, and service records to ensure that all meet highly qualified status.</p>   | All Teachers      | Assistant Superintendent  | Local Funds<br>Title II, A | Personnel files<br>Teacher interviews   | July/August                                    |
| <p>4. Assist teachers in maintaining or attaining certification through alternative programs, GT certification, ESL certification, coursework, and TExES testing in order to assure all staff is highly qualified. Teachers will be notified every two months about testing dates and records will be reviewed after test results are given.</p> | All Teachers      | Assistant Superintendent,<br>Campus Principal                       | Local Funds<br>Title II, A | Number of teachers in ACPs<br>Personnel files                                 | August/ January<br>Every 2 months              |
| <p>5. Analyze staffing procedures at the affected Campuses and look at ways to ensure strategies to reduce the gap of inexperienced teachers at high minority/poverty campuses.</p>  | All Staff Members | Assistant Superintendent,<br>Campus Principal                       | Local Funds<br>Title II, A | Staffing procedures<br>Number of HQ teachers at high poverty/minority schools | May  |

## At-Risk Criteria

### Student Eligibility Criteria:

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

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

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

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

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

## **Student Eligibility Using Local Criteria**

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

The number of students identified and served with SCE funds is limited to 10% of the number of students who received SCE services from the district using the state criteria during the preceding school year and

The local criteria have been approved by the local board of trustees.

[For more SCE Update information, please visit: http://www.tea.state.tx.us/stcomped/](http://www.tea.state.tx.us/stcomped/)

## 2008-2009 Cactus Elementary Improvement Plan

Signature Page---Cactus Elementary Campus Improvement Plan

| <i>Position</i>          | <i>Name</i>     | <i>Subject/Grade</i>  | <i>Signature</i> |
|--------------------------|-----------------|-----------------------|------------------|
| Principal                | Carla L. Tafoya |                       |                  |
| Teacher                  | Elizabeth Allen | First Grade           |                  |
| Teacher                  | Tara Aistrup    | Fifth Grade           |                  |
| Teacher                  | Barbara Dewees  | Sixth Grade           |                  |
| Teacher                  | Stacy Murphy    | Bilingual Transition  |                  |
| Teacher                  | Dianne Phillips | Fourth Grade          |                  |
| Teacher                  | Brenda Reece    | Inclusion Facilitator |                  |
| Business Representative  | Socorro Marquez |                       |                  |
| Community Representative | Yolanda Marquez |                       |                  |
| Parent                   | Josephine Ortiz |                       |                  |
| District Representative  | Mark Stroebel   |                       |                  |