

De Leon Elementary Campus
*Comprehensive Needs Assessment
Campus Improvement Plan*

2016-2017

Accountability Rating: Met Standards



De Leon Elementary Mission Statement

At De Leon Elementary School, we will teach skills necessary for our students to be citizens that are productive problem solvers, who are respectful of others, and capable of success in the 21st Century.

De Leon Elementary Vision Statement

- De Leon Elementary School staff is united in creating a supportive learning environment that exhibits communication, and mutual respect.
- Effective life learners who are motivated and successful.
- Learning is engaging and creates a desire to grow academically while providing a strong support system between school and home.
- Everyone is involved in a multifaceted learning community fostering positive attitudes and providing a safe learning environment.
- Opportunities that meet various learning styles and higher level thinking to prepare for the future.
- Nurturing environment is provided so all students can function at their highest level.

De Leon Elementary Motto

Giving Our Best to be the Best

Fundamental Beliefs

- All children can learn when provided engaging lessons that that meet their diverse needs.
- Children learn best when provided a safe, caring, and motivational school environment.
- Children deserve to have access to quality curriculum and technology taught by highly qualified educator.
- The education of all children is the responsibility of the family, community, as well as the school district.

De Leon ISD Title I Components

1) Comprehensive Needs Assessment

De Leon ISD reviews disciplinary reports, TAPR Reports, AYP reports as well as parent, teacher, and community input to determine campus needs and goals.

2) Reform Strategies

De Leon ISD stays in touch with current trends and issues in education through Region XIV and TEA Reports to create changes in structure, instruction, and to adapt to student learning to create student success.

3) Highly Qualified Teachers

De Leon currently has 100% of the teachers documented as highly qualified.

4) Highly Qualified Professional Development

De Leon ISD aligns professional development opportunities to the needs assessment, instructional practices, teacher requests within subject fields, and current information on best practices gained from TEA, and Regional Education Service Centers in Texas.

5) Strategies to attract highly qualified teachers.

De Leon ISD campus administrators will visit various colleges Educational Employment Fair Days as needed to identify and recruit highly qualified teachers for employment in De Leon ISD. Job opportunities will be posted by the De Leon ISD campus principals on the Internet for further notification of openings.

6) Plans for assisting pre-school children in transition.

De Leon ISD will work to develop a system of evaluation from approved early childhood methodology and RTI processes to measure and document every child's development to insure a successful transition into kindergarten.

7) Parent Involvement

De Leon ISD will seek to make parents full partners in the educational process of their children through parent/teacher conferences, Meet the Teacher Night, Campus Reading Night, required parent/teacher conferences at end of first six weeks for report card pick-up, and by developing Parental Involvement opportunities at every school campus.

8) Include Teachers in decisions about the use of academic assessments.

De Leon ISD will include teachers in determining the best use and best practices in preparation for state mandated assessments. Furthermore, teachers will play a critical role in developing benchmark assessments and the timing of those measurements.

De Leon ISD Title I Components continued

- 9) Activities to ensure students who experience difficulty mastering proficient or advanced levels of academic achievement will be provided with effective, and timely additional assistance.
De Leon ISD will provide additional assistance for students in need of assistance through tutorials, RTI interventions, and use of peer tutors for students who do not meet STAAR passing standards as identified by the state.
- 10) Coordination and integration of Federal, State, and local service and programs.
De Leon ISD will monitor and review programs to coordinate and integrate Federal, State, and local services and programs to create the best opportunity for student success and prevent repetition of services.

De Leon ISD Board Goals (2016-2017)

- Board Goal 1:** Student Performance that exceeds State Averages
- Board Goal 2:** Graduates well prepared for success in life.
- Board Goal 3:** Attract qualified staff and encourage continued staff development.
- Board Goal 4:** Develop a partnership with the parents and community to build a community of learners.
- Board Goal 5:** Provide resources and facilities that enhance learning in a safe environment.

De Leon ISD District Goals (2016-2017)

- De Leon ISD Goal 1:** De Leon ISD will be a district that has “Met Standard” with Distinction Designations at each campus level.
- De Leon ISD Goal 2:** DISD will meet the academic needs of all students.
- De Leon ISD Goal 3:** All students will be taught by highly qualified teachers.
- De Leon ISD Goal 4:** All students will be educated in learning environments that are safe, drug-free, and conducive to learning.
- De Leon ISD Goal 5:** All students will graduate from high school.
- De Leon ISD Goal 6:** The district will increase opportunities for parental and community involvement in the educational process.
- De Leon ISD Goal 7:** Modern digital resources will be integrated into instructional, administrative, and community programs.
- De Leon ISD Goal 8:** DISD will manage district funds and keep detailed records required by NCLB and TEA.

De Leon Elementary Goals (2016-2017)

- Campus Goal 1:** De Leon Elementary School will increase student achievement.
- Campus Goal 2:** De Leon Elementary School will meet the needs of all regular education students as well as special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education students.
- Campus Goal 3:** De Leon Elementary School will recruit, attract, and retain highly qualified staff. In this process, the campus will ensure that high quality staff development is provided to help meet the needs of our students.
- Campus Goal 4:** De Leon Elementary School will maintain, support and continuously improve a safe and orderly environment for student education.
- Campus Goal 5:** De Leon Elementary School will promote high academic achievement and good attendance habits. The campus will promote increased student attendance rates to a level at or above 97% for the average daily attendance
- Campus Goal 6:** De Leon Elementary School will collaborate with parents and community to enhance the school programs while continuing its partnership with parents and community members.

Comprehensive Needs Assessment

Student Achievement

De Leon Elementary has the rating of, Met Standards on the state assessment test (STAAR). However, the campus is struggling in two subgroups – Hispanic and Economically Disadvantaged. While the campus has had improvements in test scores, it has not been able to attain the span of increase necessary to achieve Exemplary status. The increase in scores is largely attributed to implementation of math and reading intervention (RTI) and common assessments and the use of effective teaching strategies are producing positive results.

Continuous and focused data analysis is a fundamental process for De Leon Elementary. Campus committees that are data driven are continuously improving and progress is being made in decision-making. State Assessments and TAPR are used as data sources. Another source includes common formative assessments. Teachers are using benchmarking assessments more effectively. Many of these assessments are provided through TPRI, STAR Reading, Eduphoria benchmark assessments. These assessments are difficult and raise expectations for student achievement. TPRI, iStation Reading and Think Through Math give additional data and intervention that drives classroom instruction. The continuous analysis of student performance reinforces the campus' commitment to increasing student performance for all students while closing the gap in achievement by ethnicity and race, as well as other student groups such as special education, at-risk, economically disadvantaged, and limited English proficient.

Student Achievement Strengths

- TEKS Resource System: The focus on providing a guaranteed and viable curriculum as powered by TEKS Resource System is decreasing the "lottery" effect of the quality of students' education being dependent on any one teacher and increasing the probability that all students' academic achievement is improving. In grade level and content area PLCs where TEKS Resource System, collaboration, and formative assessment are consistently used with students there is significant growth in student achievement on TEKS mastery and on State Assessment scores.
- Our RTI programs are continually being coordinated and implemented.
- Data analysis using TAPR and local benchmarking are making teachers more aware so that instruction can be individualized.
- Majority of students are good kids.
- Tutorials and RTI period are improving student classroom skills needed to be successful.

Student Achievement Needs

- The campus needs to continue to focus on low math scores.
- Generally, Hispanic, economically disadvantaged, and special population students experienced greater gaps in performance than other groups, so these areas warrant an increased focus.
- Methods to motivate the unmotivated
- Incentive program for attendance/grades
- Need for retaining highly qualified teachers

Campus Demographics (2016-17)

Campus serves students in EC (PK & Head Start) through 5th grades

Student enrollment is approximately 326 students

61% of student population is Anglo

34.7% of student population is Hispanic

0.9% of student population is American Indian or Alaska Native

0.9% of student population is Black/African American

0% of student population is Asian/Pacific Islander

2.5% Two or More Races

Number of Students per Teacher 12.8

Attendance Rate is 96.5%

- Staff- Total 37
 - Teachers 30
 - Office Manager 1
 - Nurse (District) 1
 - Administration 1
 - Counselor 1
 - Educational Aides 7
 - Cafeteria 3
 - Custodians 2

Campus Funding Sources

- Local- \$1,541,495.00
- Title I- \$71,460.00
- NSLP- \$20,000.00
- Title II- \$28,511.00
- Head Start- \$69,000
- Total- \$1,730,466.00

Demographic Strengths

- Low student to teacher ratio
- Serving Diverse Student Groups by Differentiating Instruction to meet student needs
- Serving LEP population

Demographic Needs

- Over-representation of Hispanic population in SPED
- Under-representation of Hispanic population in G/T
- Continued focus and attention on At-Risk population
- Continue to increase LEP student scores in standardized testing (STAAR)

School Culture and Climate

School culture and climate was addressed in the form of staff, student, and parent surveys.

The data obtained from these surveys, combined with data obtained from Principal walk throughs, parent meetings, and community feedback, provided De Leon Elementary with the tools to assess and evaluate differing perspectives of the school system and process.

School Culture and Climate Strengths

- Administration and administrative support
- High quality instruction
- Technology
- Resources
- Curriculum
- Positive learning environment and climate
- Parental and community involvement when asked
- Student/Teacher rapport
- Effective anti-bullying program

School Culture and Climate Needs

- Incorporate more student engagement activities
- Embrace the varied cultures and diversity of our community
- Encourage increased parental involvement
- Create bridges from the school to the community
- Develop positive behaviors in students
- Continued improvement/ advancement of technology resources

Staff Quality, Recruitment and Retention

- To continue to operate at a high level, high quality staff must be cultivated, maintained, and recruited
- Staff morale must remain high, especially in these difficult economic times, staff reduction, and increased work load
- Mentoring and new teacher training are vital to developing high quality staff
- Staff development must be meaningful and purposeful

Staff Quality, Recruitment and Retention Strengths

- 100% Highly Qualified staff
- Immediate feedback for administrators from walkthroughs and TTESS
- High Quality Staff Development activities

Staff Quality, Recruitment and Retention Needs

- Maintaining High Quality Staff
- Maintaining High Morale
- Keeping up with technology, implementing legislative changes, and updating and improving curriculum development
- Higher salaries/incentives to attract and retain highly qualified teachers
- Implement an essential mentor program with specific criteria
- Professional Development
 1. Subject specific beyond ESC14 trainings; allow teachers to attend state level trainings/conferences; allow teachers to be active in subject specific organizations
 2. Differentiation training
 3. Motivating students
 4. Continued Neuhaus training for dyslexic teacher

Curriculum, Instruction and Assessment

- Maintaining a high quality curriculum with sufficient depth and rigor to prepare students for State Assessments and their future.
- Developing and maintaining a valid testing schedule to provide data for remediation
- Providing high quality staff development
- Maintaining curricular alignment

Curriculum, Instruction and Assessment Strengths

- Alignment of written, taught, and tested curriculum
- Proactive use of data from benchmark and checkpoint tests
- Integration of technology
- Differentiation of Instruction
- Time allotted for RTI
- Grade level and departmental collaboration

Curriculum, Instruction and Assessment Needs

- Ensuring curriculum has sufficient depth and rigor
- Maintaining curricular alignment
- Continuing to provide meaningful high quality staff development
- Use TEKS Resource System to achieve specific and appropriate educational goals
- Maintaining strong remediation and RTI practices
- Handwriting Program
- Phonics Program
- Increased emphasis on science activities

Family and Community Involvement

- Improved job of providing pertinent information available for parents, but need more 2-way communication
- Continue to make use of technology to communicate (School website, School Messenger, School sign on highway, Marquee, TxConnect, School Social Media)
- Educate community about accessibility of information

Family and Community Involvement Strengths

- Parent access to grades and testing schedules
- School Messenger to keep parents informed about vital school announcements
- Campus and District Improvement Committees
- School Health Advisory Council
- DISD homepage
- Calendar of events posted on website
- Parents involved in site-based decision making committees
- Parent volunteers (book fairs, school parties, chaperones on fieldtrips)
- School and community rapport – community feels somewhat involved in school decisions
- Opportunities for the community to participate in reading and science nights.

Family and Community Involvement Needs

- Greater opportunity for parental input and involvement
- More effective means of 2-way communication between home and school
- Parent education opportunities
- Make community aware of the special programs available for students
- Perception and reality of involvement are two different things

School Context and Organization

Teachers are also concerned that technological restrictions hamper the effectiveness of the network. Teachers would like to see more quality parent involvement.

School Context and Organization Strengths

- High quality educational staff
- Administrative Leadership
- Resources
- Learning Environment
- Technology
- Response to Intervention (RTI)
- Opportunities for teachers, parents, support staff, and students to be heard and to be part of solutions at grade level meetings, parent conferences, and school board meetings.
- Adequate time is devoted to struggling students
- Teachers have a voice in decision making policies via faculty meetings, being members of campus committees, evaluating computer software and curriculum by providing input about the effectiveness in meeting the students' needs, Principal/Teacher conferences, online needs assessment surveys
- Teachers have a voice in identifying solutions to problems
- Communication/collaboration between administration and teaching staff

School Context and Organization Needs

- Increased freedom to use technology
- Increased parental involvement opportunities

Technology

Summary of Current Technology

- Teachers each have a laptop.
- Each homeroom has 8 or more, desk- top computers.
- Two computer labs containing more than 31 computers.
- District is networked via fiber connections from Technology Hub to the campuses.
- DISD participates in the ESC14 wireless network to receive Internet access.
- All classrooms access the Internet via wired Cat6e drops.
- Campus has 100% wireless access.
- Teachers have a document camera and a mimeo interactive white board.
- Distance learning equipment.
- VOIP phone system
- Classroom set of iPads and Surface Tablets
- Portable classroom computer lab

Technology Strengths

- Teachers and students have great technology access.
- Teachers are integrating the technology into their lessons.
- Campus is utilizing programs to improve student achievement. (Renaissance Learning, iStation Reading, iStation Math, Prodigy Math, etc)
- ESC14 provides a large variety of technology training opportunities for teachers
- District website available for keeping DISD information, forms, policies current
- Active distance learning equipment at all locations
- Prompt repair of nonfunctioning equipment

Technology Needs

- Time to learn new programs and integrate new knowledge
- Mount projectors in the west wing
- Promethean Boards

Comprehensive Needs Assessment Data Documentation

The following data were used to verify the comprehensive needs assessment analysis:

- District goals
- TAPR data - longitudinal
- TAPR data - current
- AYP data
- TPRI, iStation Reading and Math, and STAR Reading assessment results
- Campus planning and decision making committee meeting discussions
- Benchmark assessments results
- Number of students assigned to special programs and their academic achievement
- Attendance data
- Community and/or parent surveys and/or feedback
- Staff surveys and/or feedback
- Prior year budgets/entitlements and expenditures in relation to current year funding and priorities
- State and/or federal planning requirements
- Campus leadership and/or department meetings
- Student Success Initiative (SSI) results
- Prior year(s) campus improvement plans
- Staff development evaluations, surveys, and/or needs assessment(s)
- STAAR, STAAR- A, STAAR ALT 2
- Texas English Language Proficiency Assessment System (TELPAS) results
- Special education population, including performance, discipline, attendance, and mobility
- Homeless 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 population, including performance, discipline, attendance and mobility
- Gifted population, including performance, discipline, attendance and mobility
- Student work
- Course grades
- TEKS Resource System

Elementary Campus Site-Based Decision Making Committee (2015-2016)

Committee Members:

Lori Womack
Amber Bates
Terrill Casey
Shanna Lewis
Kendall Brinson
Kallie Hare
Angela Gooden
Dosha Butler
Breanna Barnes
Kristin Matteson

Parent Representative:

Teisha Sherrard

Community Representative:

Polly Caraway

Business Representative:

Shirley Simpson

Annual Review and Summary of Current TAPR

The Campus Level Committee will conduct a review of the Campus Improvement Plan each year. Surveys will be given to professional staff, paraprofessional staff, and parents every other year after receipt of the District TAPR report. The feedback received shall be reviewed to determine needs. Methods of distribution will include notice given by/through regular campus parental notification procedures, the local newspaper, and PTO meetings. Information from the current TAPR report will be reviewed.

STAAR scores will be disaggregated for all subgroups-ethnic groups, special program groups such as ESL, G/T, Socio-Economic, Special Education, At-Risk. The areas of concern from the most recent TAPR report were for the Economically Disadvantaged and Hispanic subgroups in reading and mathematics. Our short-term goal of becoming an "Exemplary campus depends on all subgroups scoring 90% or higher in reading, math, science, and writing.

Review of 2014-2015 TAPR Report

Distinction Designation

4 Distinctions Earned:

*Academic Achievement in Reading/ELA

*Academic Achievement in Science

*Top 25% Closing Performance Gaps

*Postsecondary Readiness

Review of 2013-2014 TAPR Report

- Attendance Rate was 96.12%

	<u>Grades 3-5</u>					
	<u>Total</u>	<u>ELL</u>	<u>SpEd</u>	<u>EcoDis</u>	<u>White</u>	<u>Hispanic</u>
• Reading	95	100	81	93	97	91
• Mathematics	77	*	63	68	84	64
• Writing	92	*	83	88	94	88
• Science	67	*	*	61	75	*

Board Goal 1: De Leon ISD will be a district that has “Met Standard: with Distinction Designations at each campus.

District Goal 1: By 2016-17, all students will reach high standards, at a minimum attaining proficiency or better in Reading/language arts and mathematics.

District Goal 7: Modern digital resources will be integrated into instructional, administrative, and community programs.

Campus Goal 1: De Leon Elementary School will increase student achievement as evaluated by state testing and progress monitoring.

Performance Objective: 1.1 DeLeon Elementary will become a campus that earns distinctions in reading, math, writing, and science.

Summative Evaluation: All subgroups will score 90% or above in Reading, Math, Science and Writing on the 2017 STAAR Assessment.

Activities	Resources	Staff responsibilities	Timeline	Formative Evaluation	Title 1
1.11 Teachers will attend content specific staff development that focuses on TEKS Resource System, RTI, Alignment, Technology, Differentiation, and STAAR.	Workshops with, software vendors, local, and ESC 14	Campus principal, Region 14 ESC, teachers	June 2016 - May 2017	Attendance certificates	2,3,8
1.12 Students will benchmark at the middle of the year and before testing.	TEKS, STAR Reading Enterprise, iStation Reading, Title I, Title VI \$8000.00	Campus principal and classroom teachers	August 2016 - May 2017	Increased STAAR scores	1,2,8
1.13 RTI sessions are differentiated in order to meet the needs of all students including but not limited to Tier II and III students as well as the at-risk population.	Use technology resources to reinforce the TEKS with programs such as: STAR Reading Enterprise, iStation Reading, Think Through Math, Prodigy Math, Spelling City, and Starfall	Teachers, Counselor, and Principal	August 2016 - May 2017	Increased student understanding and STAAR scores, TPRI, STAR Reading, iStation Reading, Dibels, Think Through Math	2
1.14 Increase advanced performance on State Assessments scores to 25%.	STAR Benchmarks, RTI, and Tutorials, Title I	Campus principal, counselor, and classroom teachers	August 2016 -May 2017	Improved STAAR scores	2,4,10

1.15 Continue educational services for students identified as dyslexic.	Neuhaus Dyslexia Program Local Funds, Rural & Low Income \$1,500.00	Campus Principal, Dyslexia Coordinator	August 2016 - May 2017	Improved reading skills as reflected in improved grades and STAAR scores	1,2,3,9,10
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Performance Objective: 1.2 Students will master the TEKS at each grade level so that the number of course failures will be lower than the number of failures from the previous year.

Summative Evaluation: The number of course failures will be compared to previous year.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
1.21 Teachers will keep current on latest trends in their subject area.	ESC 14 Staff development.	Campus principal Teaching Staff	August 2016- May 2017	Workshop attendance certificates.	3,4,8
1.22 Coordinated planning at grade levels (PK-5) and across grade levels.	Release time to plan	Campus principal	August 2016- May 2017	Scope and sequence for subject areas and implemented in lesson plans	7,9,10
1.23 Early release days will be utilized to assess and evaluate student progress.	Local	All staff	August 2016- May 2017	Outcomes of ongoing benchmark assessments and data.	1,2,9,10

Board Goal 2: Graduates well prepared for success in life.

District Goal 2: DISD will meet the academic needs of all students.

District Goal 5: All Students will graduate from high school.

District Goal 7: Modern digital resources will be integrated into instructional, administrative, and community programs.

Campus Goal 2: De Leon Elementary School will meet the needs of all regular education students as well as special populations including ESL, Dyslexic, 504, Gifted & Talented, and Special Education students.

Performance Objective: 2.1 SPECIAL EDUCATION Decrease the number of Special Education students served in a resource setting and mainstream them into an inclusion setting and provide opportunities to participate with their peers.

Summative Evaluation: Compare testing results of Special Education students from 2015-2016 with the number in 2016-2017 to determine progress of students.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
2.12 Encourage Sp. Ed. students to participate in UIL	UIL materials	All teachers	August 2016- May 2017	List of Sp. Ed. students in UIL	2,10
2.13 Provide resource classes during tutorial/RTI periods to help reduce loss of grade level instruction with their peers.	Read Naturally, iStation Reading	Sp. Ed. teachers, counselor, principal	August 2016- May 2017	Improved grade/ improved state tests scores	2,8,9
2.14 Provide paraprofessional assistance to each grade level to support students in an inclusion setting.	Special Education Funding	Sp. Ed. Teachers and Paraprofessionals and classroom teachers	August 2016- May 2017	Compare Special Education students' benchmark and STAAR assessments to previous years performance	

Performance Objective: 2.2 ESL (English as a Second Language) At least 40% of the ESL students in grades 3-5 will improve their English language skills as shown by an increase in scores of 90 or above on the STAAR assessment in reading and in the Reading Proficiency Test in English (RPTE). ESL students in grades Pre-Kindergarten - 2nd will improve their English language skills as evidenced by an increase in their oral language proficiency test scores.

Summative Evaluation: Compare the STAAR reading scores and the RPTE scores from 2015 to the scores in 2016 for an increase at grades 4 and initial STAAR scores for 3rd graders. Compare the oral language proficiency test scores from 2015 to the scores in 2016 for an increase at grades PK - 2nd.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
2.21 ESL certified teacher at each grade level.	Local funds	Campus Principal and Counselor	August 2016- May 2017	TEA certificate	2,9,10
2.22 ESL students will be monitored for growth.	Federal funds	LPAC Committee, counselor, RTI Committee	At the LPAC meetings Aug. 2016 – May 2017	Benchmark, progress monitoring, STAAR results	2,7,9,10

Performance Objective: 2.3 GIFTED AND TALENTED In addition to advanced instruction in the four core areas, students will be offered advanced learning opportunities through having one hour per day focused on advanced learning opportunities in a small group setting.

Summative Evaluation: Evaluation of products/activities created in Advanced Learning class as well determining increased performance on Benchmark and STAAR assessments.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
2.31 Increase technology and Internet use by providing projects that allow students an opportunity to work creatively with technology resources.	Local funds	Advanced Learning Teacher, GT Teacher	August 2016 - May 2017	Lesson plans Project Analysis Benchmark results	2,8,9,10
2.32 Continue Horticulture extension activity at Elementary School	Local \$1,000	Principal and teacher	August 2016 - May 2017	Participation in activities — Public sales	3,10
2.33 Continue Fine Arts - Music extension activity at Elementary School	Local funds FTE =1.00 Local \$34, 162 G/T \$ = \$1,000	Principal, Counselor, Teacher	August 2016- May 2017	Participation in activities — Public performances	2,3,10
2.34 Students will extend their advanced learning by taking field trips to enhance their background knowledge.	Local \$400	Campus Principal, Teacher	August 2016-May 2017	Lesson plans	2,5,10

2.36 Encourage students to participate in UIL activities and enrichment opportunities	Local \$350	Regular education teachers, Counselor	August 2016- May 2017	List of UIL participants	2,10
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Performance Objective: 2.4 AT-RISK Increase the academic achievement level of At-Risk students.

Summative Evaluation: Compare previous grades/course scores with current STAAR records to see that each At-Risk student is showing improvement.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
2.41 At the Elementary campus, Computer lab activities are implemented to help students identified as At-Risk.	Teacher salaries, Software Title I, SCE, iStation Reading, Think Through Math	Classroom Teachers	August 2016 - May 2017	Improved grades and meeting passing standards on STAAR reading, math, writing, and science and benchmark assessments.	2,9
2.42 Include a 40-60 minute RTI time built in to the schedule.	TEKS, STAR Reading Enterprise, iStation Reading, Think Through Math, and Title I funds	Teachers, Counselor, and Principal	August 2016- May 2017	Increased student understanding and STAAR scores	1, 2, 9,10
2.43 Increased opportunities for students to have a lower student/teacher ratio for intense instruction.	Title I, SCE	Campus principal Tutorial teachers	August 2016- May 2017	Increased student growth.	2,9

Board Goal 3: Attract qualified staff and encourage continued staff development.

District Goal 3: Highly qualified teachers will teach all students.

Campus Goal 3: De Leon Elementary School will recruit, attract, and retain highly qualified staff. In this process, the campus will ensure that high quality staff development is provided to help the staff meet the needs of our students.

Performance Objective: 3.1 Teachers will attend three workshops in their field of study during the year, or summer session. Title II and Title VI funds will be used for staff development through Region 14 ESC shared services.

Summative Evaluation: A list of all workshop participants will be provided through Region 14 ESC or certificates of attendance from workshops other than those sponsored by Region 14ESC.

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Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
3.11 Encouragement from the administration level for teachers and paraprofessionals to attend workshops on innovative teaching strategies/techniques (release time).	Substitute pay from teacher fund source	Campus principal	June 2016– May 2017	Certificate of attendance	2,3,4,6
3.12 As required in TEC 21.451 on staff development, all campuses in the district will include content specific training, technology training, training in conflict resolution, discipline strategies, positive behavioral support.	Title I, II, SCE, Local training, ESC14, 3 rd Party Trainers	Campus and District SBDM Committee	June 2016 – May 2017	Workshop attendance	2,3,4,6
3.13 Teachers who have an ESL student in their classroom need English Language Proficiency Standards (ELPS) training.	Title III	Principal, ESL Coordinator, ESC14	August 2016- May 2017	Certificate	4

Board Goal 5: Provide resources and facilities that enhance learning in a safe environment .

District Goal 4: All students will be educated in learning environments that are safe and drug free and conducive to learning.

Campus Goal 4: De Leon Elementary School will maintain, support and continuously improve a safe and orderly environment for student education.

Performance Objective: 4.1 TITLE IV SAFE & DRUG FREE SCHOOLS The 2016-2017 evaluation of the Safe & Drug Free program will show a decrease in incidents such as disciplinary referrals, AEP placement, suspensions, expulsions, firearms confiscated, other weapons confiscated, possession, sale, or use of tobacco, alcohol, and other drugs.

Summative Evaluation: Comparison of the 2015-2016 program evaluation with the 2016- 2017 program evaluation to document a decrease in incidents of the above- mentioned activities.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
4.11 Continue Character-based education program	Local	Elementary counselor and staff	August 2016- December 2017	Evaluate curriculum each year	2,5,10
4.12 Continue Red Ribbon Week activities	ESC XIV	Counselor	October 2016	Documented activities during Red Ribbon Week	2,5,10
4.13 Internet Safety Curriculum grades K-5	ESC 14	Counselor	August 2016 - May 2017	Evaluation of the presentation	2,9,10
4.14 Speakers available on any type of safe & drug free issue	Prevention Resource Center	Principal /Counselor	To be scheduled as needed during the school year August 2016- May 2017	Evaluation of the speakers Improved campus climate	2,9,10
4.15 Student Code of Conduct and Discipline Management handbook to all students and parents.	Student Code of Conduct Handbooks	Principal	August 2016	Written receipt of campus handbook and Student Code of Conduct by parents	5,9,10
4.16 Implementing a bullying prevention program at the elementary school	Steps to Respect Bully Free Bully report form	Counselor, Principal	August 2016- May 2017	Decrease in incidents of bullying	5,9,10
4.17 Maintain local law enforcement relationship	N/A	Principal, counselor	August 2016-May 2017	Incident reports	9, 10
4.18 Safety Audits as required	Local	Principal, Maintenance Director	August 2016-May 2017	Satisfactory audit results	10

Board Goal 4: Develop a partnership with the parents and community

District Goal 5: All students will graduate from high school.

Campus Goal 5: De Leon Elementary School will promote high academic achievement and good attendance habits. The campus will promote increased student attendance rates to a level at or above 98% for the average daily attendance

Performance Objective: 5.1 **TITLE I** Students at the Title I School-wide campus (Elementary) will meet the state academic standards and pass the STAAR test in all subject areas tested. Students in the 3rd grade will score at least 90% in both reading and math. Students in the 4th grade will score at least 90% in reading, writing, and math. Students in the 5th grade will score at least 90% in reading and math, and science.

Summative Evaluation: STAAR results for Title I School-wide campuses.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
5.11 Positively reward students and whole classrooms for improved attendance.	Attendance Reports	Campus principal	August 2016- May 2017	Daily attendance	2,9
5.12 Encourage student attendance by contacting parents when students are absent.		Principal/Teacher/ Office Staff	August 2016 - May 2017	Phone log	1,5,10

Board Goal 4: Develop a partnership with the parents and community to build a community of learners

District Goal 4: All students will be educated in learning environments that are safe and drug free and conducive to learning.

District Goal 6: The district will increase opportunities for parental and community involvement in the educational process.

Campus Goal 6: De Leon Elementary School will collaborate with parents and community to enhance the school programs while continuing its partnership with parents and community members.

Performance Objective: 6.1 90% of parents will be contacted by every grade level teacher during the school year. The community will be kept informed of school events through the local media (newspaper, cable TV, radio, etc.).

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation	Title 1
6.11 Conduct parent surveys. Evaluation will help improve parent communication.	Surveys	Campus principal, campus and district level SBDM committees	May 2017	Improved parent communication — thru newsletters, conferences,	1
6.12 Encourage teachers to have personal contacts with all parents.	NA	Campus principal	August 2016- May 2017	Teacher log of parent contacts.	1,5,9,10
6.13 Provide a parent and student orientation night	NA	Campus principal, Staff	August 2016	Sign in sheets	1,5,10
6.14 Notice of concern and deficiency notices sent each third week of each six-week reporting period, or more often if there is a significant decrease in academic or behavioral performance.	Notification to parents through postal mail and online TX Connect.	Campus principal, Staff	Third week of each six weeks	Parent contacts	2,5,9
6.15 TAPR information shared of campus and district report card ratings.	TAPR report	Campus and district level SBDM committee	January 2017	Attendance sign in sheet Information Sheet	1,5,9
6.16 Publicize meetings and encourage public attendance	Local	Campus principal, Staff, Title I coordinator	August 2016- May 2017	Website, newspaper, school messenger	5,9
6.17 Annual Title I meeting at each Title I campus	N/A	Principal, title I Coordinator	Fall 2016	Agenda, Sign-In Sheet	1,5,10
6.18 Book Fair/Literacy Night	Staff	Teachers	Fall 2016	Sign in sheets	2,5

Addendum to 2014-2015 Campus Improvement Plan
De Leon Elementary School

Performance Objective: De Leon Elementary STAAR math scores met state standards. De Leon Elementary will improve STAAR Math scores to meet the federal standards.

Summative Evaluation: All students taking a STAAR math assessment will perform at 79% or better. The Hispanic and economically disadvantaged sub groups will perform at 79% or better.

Activities	Resources	Staff Responsibilities	Timeline	Formative Evaluation
A.27 Identify students who did not meet the federal passing standard on a STAAR math assessment.	TAPR/ Academic Improvement Plans	Counselor	August 2016- May 2017	STAAR math Assessment results
A.30 Restructure campus Response to Intervention	Assessment data	Campus Improvement Team	August 2016 - May 2017	Math assessment data