

Canutillo Independent School District
Jose Damian Elementary School
2015-2016 Campus Improvement Plan



Mission Statement

The Mission of Jose H. Damian Elementary, in partnership with parents and community, is to:

Provide a safe and innovative environment, Offer a well rounded curriculum,

Develop an international/intercultural understanding and respect, and

Foster positive attitudes and integrity.

Vision

Our Vision at Jose H. Damian Elementary is to inspire all students to become inquisitive thinkers,

who confidently and respectfully embrace the global challenges of the future.

Core Beliefs

Culture of Excellence

Student Centered

High Expectations

Accountability

Transparency

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Achievement	7
School Culture and Climate	9
Staff Quality, Recruitment, and Retention	10
Curriculum, Instruction, and Assessment	11
Family and Community Involvement	13
School Context and Organization	15
Technology	17
Comprehensive Needs Assessment Data Documentation	19
Goals	21
Goal 1: Provide a Safe & Secure Environment	21
Goal 2: Increase Student Academic Achievement	25
Goal 3: Enhance Student Character & Drive Towards a Career/Profession	43
Goal 4: Building Meaningful Parent Partnership for their Empowerment and Engagement in their Child's Education	49
Goal 5: Convey and Share a Positive Image to all CISD & Community Stakeholders	54
State System Safeguard Strategies	60
State Compensatory	61
Budget for Jose Damian Elementary School:	61
Personnel for Jose Damian Elementary School:	64
Title I	65
Schoolwide Program Plan	65
Ten Schoolwide Components	65
Title I Personnel	69
2015-2016 Campus Leadership Team	70

Comprehensive Needs Assessment

Demographics

Demographics Summary

What do enrollment numbers indicate?

There has been a decrease of number of students by about 180 students but 70 more than what was projected.

2. What is the breakdown by ethnicity, gender, or other category? Get info from TEAMS

3. How has the enrollment changed over the past three years? The enrollment of Economically disadvantaged students has decreased and we have received several scholars from Garcia Elementary due to boundary changes.

4. What is the number of students in each special program? How do these program numbers look broken up by ethnicity, gender, or other category? Are we over- or underrepresented in certain groups? Why?

We have ___ students in special education. There are ___ boys and ___ girls. There is ___ two or more races and ___ are Hispanic. There are ___ students in Speech: ___ White, ___ Asian and ___ are Hispanic. Under Tier 2 there are ___ students: ___ Black, ___ White, and ___ Hispanics. Under 504, there are ___ total: ___ white, ___ two or more races and ___ are Hispanic. There are ___ out of ___ that are girls. There are more Tier 3 boys than girls. There are ___ students in the Two Way Dual Language Program: ___ are White, ___ are African American and ___ are Hispanic. There are currently ___ students in the Migrant Program.

5. What is the data for special programs over time?

During the 2014-2015 school year, there were ___ in Speech and ___ in Special Education. There were ___ migrant students. This school year, we have ___ migrant students. The numbers are reducing.

6. What does the data reflect regarding students who exit from special programs? How many? Who are they? What trend or pattern do we see?

There were only 5 students who exited the Dual Language program. More students would have exited but they received Linguistic Accommodations.

Alejandra Ramirez, Israel Chacon, Nain Juarez, Derik Modesto - 5th Grade

Destiny Carbajal - 3rd Grade

TELPAS is part of our assessment and reveals that during the 2014-2015 school year,

___% of ELLs scored in the Advanced or Advanced High range on TELPAS composite.

___% of ELLs scored in the Advanced or Advanced High range on the TELPAS Reading.

7. Who are our at- risk students? What is their at-risk category?

8. Who are our Migrant students? Our migrant students are in the ___ grade levels.

9. What is the mobility rate for this campus? What is the stability rate? How are these numbers represented for Migrant students?

10. What area of the community do these students come from?

11. What are the staff demographics?

We have 30 teachers, 9 paraprofessionals, 4 custodians, 3 office staff, 1 parent liason, 2 administrators, 1 counselor, 1 librarian, 2 PE coaches, 1 nurse, 6 food services staff. We have a total of 60 staff members. 9 teachers/administration are male, 3 custodians are male and 1 food service staff is male.

The percentage of males is 22%. white females, and 58 Hispanic females and males.

12. What are the teacher/student ratios? How do these ratios compare to performance?

SPED	PK	K	1st	2nd	3rd	4th	5th
6:2	17:1	18:1	16:1	10:1	26:1	21:1	18:1
9:3	16:1	17:1	23:1	18:1	25:1	16:1	24:1
	18:1	17:1	18:1	17:1	18:1	14:1	21:1

15:1 15:1 17:1 16:1 20:1

We will be receiving another 3rd grade teacher reducing teacher to student ratio from two classrooms.

Demographics Strengths

Student Teacher Ratio - Average is 17:1

White Subgroup in the areas of Reading and Science

Demographics Needs

Economically Disadvantaged, ELL and SPED

SPED Resources and Materials

Student Achievement

Student Achievement Summary

Index 1: 84%

Index 2: 46%

Index 3: 45%

Index 4: 50%

	All Students	African American	Hispanic	White	Asian	SPED	Econ Disadv	ELL
All Students	84	80	83	95	100	71	78	77
Reading	89	83	88	100		88	83	81
Writing	76		75	80			70	83
Science	77		74	100			72	55

Student Achievement Strengths

Reading

White subgroup in areas of Reading and Science

Student Achievement Needs

Alignment of Assessmentst to Curriculum and Instruction Goal 2

Writing and all subgroups Goal 2

Science and Hispanic, Economically Disadvantaged, and ELL Subgroups

SPED Subgroup in all areas of Writing and Science

Index 2 - Student Progress

Increase Advanced Performance in all Academic Areas to at least 50%- Goal 2

Reading Intervention Classroom Support - Goal 2

School Culture and Climate

School Culture and Climate Summary

Dimensions	% Score	Maturity Continuum
Goal Focus	66	Independent
Comm. Adequacy	28	Dependent
Opt. Power Equa.	55	Independent
Resource Util.	30	Dependent
Cohesiveness	70	Interdependent
Morale	57	Independent
Innovativeness	46	Independent
Autonomy	43	Independent
Adaptation	52	Independent
Problem Solving	47	Independent
Average Score	49	

School Culture and Climate Strengths

Cohesiveness

School Culture and Climate Needs

Communication Adequacy and Resource Utilization Goal 3

Monitors during morning, lunch and recess - Goal 1

Behavior - Goal 1, Goal 3

Staff Quality, Recruitment, and Retention

Staff Quality, Recruitment, and Retention Summary

There are three new teachers on campus in 3rd Grade, SPED and P.E.

Staff Quality, Recruitment, and Retention Strengths

Hight retention of HQ teachers

Effective communication

Instructional Resources

Problem Solving

High expectations and goal focus climate

Culture of Excellence and High Expectations

5 Distinction Designation and 16 out of 16 System Safeguards

Staff Quality, Recruitment, and Retention Needs

Mentor Teacher Program - Goal 2

Resources and Staff Development in Best Practices

Curriculum, Instruction, and Assessment

Curriculum, Instruction, and Assessment Summary

Teachers use TEKS Resource System for their TIER I instruction and state adopted resources. Teachers provide assessments on a weekly basis that are aligned with STAAR and that come from resources.

Curriculum, Instruction, and Assessment Strengths

Whole group instruction is an area of strength

Administrative Support

PLC Planning and Collaboration

Aligned Curriculum

High Expectations

STEMSCOPES

Curriculum, Instruction, and Assessment Needs

Cumulative 6 week assessments, small group instruction for Tier I intervention and utilization of other resources other than state adopted resources

RTI Process - Goal 2

Testing Schedule

District Assessment

Technology

Family and Community Involvement

Family and Community Involvement Summary

Does the campus focus on a home/school connection to educate and engage parents in understanding how to support their children? How?

How are parents and the community involved with the school? Are they involved in meaningful ways that support student learning? How do you know?

What are parents' perceptions of the school's effectiveness? Do they feel welcome? How do you know?

What are teachers' expectations for parental involvement?

How effective are communications such as the schools' website, mobile app, letters, newspaper articles, etc?

Are communications translated into languages other than English when needed?

What types of community partnerships exist? How are they recruited?

Do parents and community members participate in the site-based planning committee? How are they selected? 88. Does the campus or district structure make it easy for parents and the community to be heard and be part of solutions to identified problems?

Family and Community Involvement Strengths

Academic Nights

PTO Support

Student Leadership

Coffee with Principal

DAC

Open door Policy

Mother-daughter and Father - son Programs

Partners in Education

Operation Noel, Project Harmony, Christmans Angels/Operation Santa Drop

Family and Community Involvement Needs

Process for school-home communication - Goal 4

Student Code of Conduct

Safety Procedures for Dismissal - Goal 1

Procedures for Behavior - Goal 1 and Goal 3

School Context and Organization

School Context and Organization Summary

What are the goals for the campus and the district? What are the target areas and how will they be stated as measurable performance objectives? What data sources will be used throughout the year to monitor progress? How often?

How are the goals, performance objectives and strategies communicated? What expectations exist for formative and summative reviews?

How will the campus and/or district ensure that needs are analyzed until root causes are identified and that only problems within the sphere of influence are addressed? How are needs prioritized?

Is the campus focused on improving student academic achievement? Is there a sense of urgency and strong commitment? What processes are in place to ensure that the daily demands of the campus do not overshadow a focus on improvement? www.Plan4Learning.com Page 5

Is a school improvement monitoring calendar in place allowing the campus or district to revisit its strategies through a formative assessment process and make mid-course adjustments?

Is a common planning time or PLC time available for content areas and/or grade levels? How is it structured? What are the instructional planning expectations?

How are formal and informal leadership structured on the campus? 96. How do teachers have a voice in decision making and school practices?

How are duty rosters and supervision schedules developed?

What programs are available before school? After school?

Does the master schedule maximize the amount of time spent in instruction? Is instruction protected from unnecessary interruptions? 100. Does an analysis of the school map and physical environment reveal a focus on instruction?

School Context and Organization Strengths

Positive Climate

PTO

Parent Volunteers

Open Door Communication

High Expectations

School Context and Organization Needs

Process for school-home communication - Goal 4

Safety Procedures for Dismissal - Goal 1

Procedures for Behavior - Goal 1 and Goal 3

Technology

Technology Summary

What are district and/or campus expectations for the use of technology?

How is technology used to support instruction and learning?

How are instructional materials available online evaluated for appropriateness and accuracy?

What technology is available? Is it available for all students? 105. What technology support is available for students? For teachers?

Is technology available for student use before and after school? For parents? 107. What training is available for teachers? Others?

What plans are being made for technology upgrades in 1-5 years?

What barriers reduce the use of technology?

Technology Strengths

A.R., I-station, STEMSCOPES

Classroom Computers

Projectors

Elmos

Technology Needs

A.R. (K-1)

Mounted Projectors

Mountes Smart Boards

Science Lab Technology

Free apps and Programs

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Performance Index Framework Data: Index 1 - Student Achievement
- Performance Index Framework Data: Index 2 - Student Progress

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR ELL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress between groups
- Number of students assigned to each special program, including analysis of academic achievement, race, ethnicity, gender, etc
- Economically Disadvantaged / Non-economically disadvantaged performance and participation data
- Male / Female performance and participation data
- Special education population, including performance, discipline, attendance, and mobility
- At-Risk population, including performance, discipline, attendance and mobility
- ELL or LEP data, including academic achievement, support and accommodation needs, race, ethnicity, gender, etc
- Section 504 data

Student Data: Behavior and Other Indicators

- Attendance data
- Discipline records

Employee Data

- Professional Learning Communities (PLC) data
- Staff surveys and/or other feedback
- Highly qualified staff data

- Campus leadership data

Parent/Community Data

- Parent surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data

Goals

Goal 1: Provide a Safe & Secure Environment

Performance Objective 1: During the 2015-2016 school year, 100 % of JDE faculty and staff will comply with district Emergency Operation Plan and ensure all students are educated in classrooms that are safe, drug free, and conducive to learning.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Emergency Operation Planning Training, Binders & Kits will be provided to all teachers and staff.	1, 2, 10	Administration	EOP kit for every classroom, staff sign in sheet				
2) Minimum of two meetings will be held with EOP team to revise and plan campus safety plan.	1, 2, 10	Assistant Principal, EOP Team	Meeting documentation, implementation of plan				
3) Monthly fire and EOP drills will be conducted to practice and monitor adherence to safety plan.	1, 2, 10	Assistant Principal, EOP Team, Teachers, Staff	Drill Feedback forms, drill documentation and feedback				
4) During the 2015-2016 school year, 100 % campus technology, equipment, and facilities safety issues will be addressed ensure they meet safety/code expectations.	1, 10	Administration, Head Custodian	Work orders, purchase orders				
5) By May 2016 safety environment will increase by at least 3% as indicated from the Employee opinion survey.	1, 2, 3, 4, 5, 6, 10	Administration, Faculty & Staff	Survey results				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Provide a Safe & Secure Environment

Performance Objective 2: By May 2016, JDE will increase and monitor safety and security prevention strategies to decrease the number of bullying incidents by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) During the 2015-2016 school year, JDE will continue School Wide Positive Behavior Intervention Support for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students conducting monthly PBIS Meetings.	1, 2, 3, 4, 5, 6, 10	Administration, PBIS Team, Teachers, Staff	Training documentation, PBIS strategy implementation				
2) JDE will continue to implement and monitor CISD's No Place for Hate Anti-Bullying program to include a minimum of three campus wide activities.	1, 2, 4, 6	Assistant Principal, PBIS Team	Completion of activities				
3) The counselor will deliver three targeted anti -bullying lessons to identified students/grade levels through discipline data.	1, 2, 3, 6, 10	Counselor, Administration	Decrease in bullying incidents as indicated by data				
4) By June 2016, JDE will provide minimum of two trainings to include prevention strategies to accurately identify and report bullying in accordance to The Texas Anti-Bullying Law creating a benchmark for the year.	1, 2, 4, 10	Assistant Principal, Counselor	Training documentation				
5) Counselor will conduct yearly training for faculty and staff on district suicide prevention procedures.	1, 4, 9, 10	Counselor/Administration	Training Documentation / Staff implementation				
6) Counselor will conduct yearly training faculty and staff on district response procedures to child abuse.	1, 3, 4, 9, 10	Counselor, Administration	Training documentation, faculty and staff implementation				
7) Counselor will attend training to provide faculty and staff with updates and strategies to support the learning of students that have been abused.	1, 3, 4, 9, 10	Counselor, Administration	Training documentation, individualized student plans, meeting logs				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 1: Provide a Safe & Secure Environment

Performance Objective 3: During the 2015-2016 school year, JDE will increase and monitor positive discipline strategies to limit the number of discretionary referrals and have an overall yearly decrease of 10% by May 2015.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Assistant Principal will coordinate the implementation of School Wide Positive Behavior Intervention Support.	1, 2, 6, 10	Principal	Student Behavior Improvement Data				
2) PBIS team will implement the PBIS model including: meeting a minimum of every six weeks to conduct needs assessments, analyze data, identify and target campus needs through the implementation of evidence-based practices.	1, 2, 3, 4, 5, 6, 10	Administration	Training/meeting documentation, student data				
3) PBIS Academy will reinforce behavior expectations and allow students to reflect on behavior choices.							
4) By May 2016 JDE will increase positive discipline strategies to decrease In-school suspension/ Out-of-school suspension by 10%.	1, 2, 3, 4, 5, 6, 10	Assistant Principal	Discipline data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 1: Provide a Safe & Secure Environment

Performance Objective 4: During 2015-2016 school year, JDE will create benchmark to collect longitudinal survey data to gauge the safety and security at JDE to implement and or modify policies and procedures to ensure the safety of our learning community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Through Student Support Division, the campus will implement a science based substance abuse and violence prevention curriculums to educate students in grades: 5th	1, 4, 10	Student Support Staff, Administration	Classroom lessons				
2) JDE will conduct a survey (PT conference) to include input from all stakeholders: faculty, staff, students, and parents to improve campus safety measures and collaboration of efforts to ensure student safety.	1, 2, 6, 10	Administration, EOP Team	Survey data analysis				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 1: All students at Jose Damian Elementary will achieve or exceed state academic standards in reading, mathematics, writing, and science by 2015-2016 school year. JDE's overall Student Achievement score will increase to 87 from 84, Student Progress score will increase to 55 from 46, Performance gap will increase to 50 from 45, Postsecondary Readiness will increase to 55 from 50.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 100% of JDE teachers and staff will be trained in their area of need, Art & Science of Teaching, PLC's, and STAAR updates to provide instructional strategies & quality instruction to all students.	1, 2, 3, 4, 5, 8, 9	Administration/Librarian	Sign in sheets/implementation-lesson plans & observations				
Funding Sources: 185-State Compensatory Education							
2) 100% of teachers will continue to implement TX Resource curriculum, follow YAG, IFD's and VAD to enhance student learning and academic performance.	1, 2, 3, 4, 8, 9	Administration, C&I Dept.	Walkthroughs, student performance data				
3) 70% of Special Education students tested in state mandated tests will meet or exceed state performance standards for the 2014-15 school year.	1, 2, 3, 4, 5, 6, 8, 9, 10	Administration, SPED department & Teachers	Student performance data				
4) Interventions will be provided for TIER II & III students where best practices will be evident in all areas of the curriculum for students in all areas according to assessment data and SST meetings held BOY, MOY, EOY.	1, 2, 3, 4, 5, 6, 8, 9	Administration, Teachers	PLC/SST meeting documentation, student performance data				
Funding Sources: 185-State Compensatory Education - \$14426.75							
5) 100% of Advanced Academic students will receive an accelerated and challenging course of study and receive advanced level performance on STAAR on all areas tested in the 2014-2015 school year.	1, 3, 4, 6, 8	Administration, Advanced Academic Teacher	Walkthroughs, Student performance data				
6) PLC's will evaluate student performance data, instructional programs and intervention services weekly and every reporting period to improve student performance data and student achievement.	1, 2, 3, 4, 5, 6, 8, 9	Administration, Instructional Coach, CIC Team	Student Performance/Progress Data Analysis				
Funding Sources: 199-Local Funds							
7) JDE will identify 100% of students struggling academically through RTI/SST process, ARD's and 504's to determine eligibility for special programs and services to ensure that every identified/eligible student has a continuum of services provided by appropriate programs.	1, 2, 3, 6, 8, 9	Administration, Instructional Coach, Teachers	SST, ARD, 504 Meeting documentation				
8) Funds for extra duty pay will be allocated to provide small group targeted interventions during extended day instruction and Saturday sessions.	1, 2, 3, 8, 9	Administration, Instructional Coach, Teachers	Tutoring logs, Student Improvement data				
Funding Sources: 211-Title I-Part A - \$4826.00, 185-State Compensatory Education - \$10131.00							
9) Campus Leadership Team will utilize TTESS, walk through information, and instructional rounds to provide teachers with timely positive and constructive feedback to improve quality of instruction.	1, 2, 3, 8, 9, 10	Administration	Documentation, student improvement and achievement data				

10) Special program teachers will attend professional development to implement best practices to address learning gaps and needs of "at-Risk" ELL, GT, and Special Education students.	1, 2, 3, 4, 5, 8, 9, 10						
Funding Sources: 185-State Compensatory Education - \$375.00							
11) Funds for instructional resources, materials, and technology will be allocated to provide RTI -TIER III students intensive tutoring conducted by instructional coach and teachers.	1, 2, 3, 8, 9, 10	Administration	Student improvement data				
Funding Sources: 185-State Compensatory Education - \$9936.75							
12) By June 2015, JDE will develop state academic proficiency standards for all students participating in the K-1 Dual Language Program.	1, 2, 3, 7, 8, 9, 10	Administration	K-1 Dual Language Program Academic Standards				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 2: By June 2016 JDE's performance rate for Reading will increase to 92% from 89% as measured by STAAR 3rd-5th and attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will apply DOK (Depth of Knowledge) questions and thinking maps weekly to improve student's critical thinking skills.	1, 2, 3, 4, 5, 9	Administration, Teachers	Walkthroughs and increase in scores on Student Assessments				
State System Safeguard Strategy 2) During the 2015-2016 school year, 100% of JDE students will be required to use iStation & Accelerated Reading at student reading level. Teachers will utilize priority reports to target instruction. Student will utilize istation in the classroom and twice a week in the library.	1, 2, 3, 6, 7, 9	Administration, Teachers, Librarian	Student Assessment Data/Reports, progress monitoring				
3) During the 2015-2016 school year, teachers and staff will utilize library and book room for guided reading sets A-Z, Quick Reads, Learning Rods, and TAG Readers to enhance reading instruction and support student reading interventions.	1, 2, 3, 5, 6, 9	Administration, Teachers	Student Reading Assessment Data, Check out logs				
Funding Sources: 185-State Compensatory Education - \$5453.99							
State System Safeguard Strategy 4) Students will be progress monitored through istation, STAR Reader, and WRAP BOY, MOY, and EOY. TIER II & III students will receive targeted interventions.	1, 2, 3, 6, 7, 8, 9	Administration, Instructional Coach, Teachers	Progress Monitoring Reports, Student WRAP Assessment data				
5) During the 2015-2016 school year, AR/DOK initiative will continue to have students apply DOK to AR or library books using two Level 3 &4 questions in interactive journals.	1, 2, 3, 5, 6, 7, 9	Administration, Teachers, Librarian	Student Performance Data, Journals, AR Reports				
State System Safeguard Strategy 6) Teachers, Reading Intervention Teacher, At Risk Aides will support identified students with timely reading interventions and share progress reports BOY, MOY, and EOY	1, 2, 4, 6, 7, 8, 9, 10	Administration	Progress Reports Student Academic Improvement				
Funding Sources: 185-State Compensatory Education - \$48700.00, 185-State Compensatory Education - \$35143.00							
State System Safeguard Strategy 7) Reading fluency rates will be defined according district standard and FRAY's word list student knowledge will be monitored every month and included in student data notebooks.	1, 2, 3, 8, 9, 10	Teachers, Instructional coach, Administration	Progress monitoring forms, walkthroughs				
8) By the end of June2016, JDE will acquire and create a fluency rate baseline for 2nd grade students in effort to attain the recommended rate of 80-120 words per minute.	1, 2, 3, 4, 5, 6, 8, 10	Administration and Teachers	Fluency rate assessments				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							
















Goal 2: Increase Student Academic Achievement

Performance Objective 3: By June 2016 JDE's performance rate on Math will be of 85% as measured by STAAR 3rd-5th and at least 50% Advanced Performance in all grade levels as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-2nd.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
<p>State System Safeguard Strategy</p> <p>1) During the 2015-2016 school year, 100% of JDE students will be offered Think through Math, ESTAR/MSTAR to provide targeted instruction.</p>	1, 2, 3, 9	Administration, Teachers	Student Performance Data				
Funding Sources: 185-State Compensatory Education							
<p>State System Safeguard Strategy</p> <p>2) All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.</p>	1, 2, 3, 5, 6, 8, 9	Administration, Teachers	ESTAAR/MSTAAR data				
Funding Sources: 185-State Compensatory Education							
<p>3) Teachers will apply DOK stem questioning and interactive journals in Math lessons to raise rigor of instruction.</p>	1, 2, 3, 9	Administration, Teachers	Student Performance in Math Assesments, Interactive Journals, Lesson plans				
<p>State System Safeguard Strategy</p> <p>4) Timely math interventions will be provided daily and during small group instruction during or after- school by teachers, and at-risk aides to improve performance of students identified through STAAR Data and Progress Monitoring Reports every six weeks.</p>	1, 2, 8, 9, 10	Administration, Teachers	Student Academic Improvement				
Funding Sources: 211-Title I-Part A - \$7732.09, 185-State Compensatory Education - \$8994.31							
<p>State System Safeguard Strategy</p> <p>5) Targeted small group math instruction will be provided in Launch Pad Lab. Teachers, and at-risk aide will use resources and materials in lab to improve performance of at risk students identified through STAAR data and Progress Monitoring Reports.</p>	1, 2, 3	Administration and Teachers	Assessment Data				
Funding Sources: 185-State Compensatory Education - \$4490.00							
<p style="text-align: center;"> = Accomplished = Considerable = Some Progress = No Progress = Discontinue </p>							

Goal 2: Increase Student Academic Achievement

Performance Objective 4: By June 2016 JDE's performance rate on Writing will increase to 85% from 76% as measured by STAAR 4th and at least 50% Advanced performance as well as attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-3rd.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) During the 2015-2016 school year, 100% of JDE teachers will be provided Writing professional development to target identified writing skills. 4th Grade Teacher will attend Empowering Writers Staff Development and will participate in May the 4's be with you! Teachers will also use writing intervention material for small group instruction.	1, 3, 4, 5, 9	Administration, Teachers	Student Performance on Writing Assessments				
Funding Sources: 185-State Compensatory Education - \$3267.32							
2) 100 % of teachers will continue to fully implement TX Resource curriculum addressing readiness and supporting standards in Writing using IFD's and YAG.	1, 3, 4, 8, 9, 10	Administration, Teachers	Lesson plans, unit assessments				
3) Teachers will implement DOK stem questions on a daily basis and use interactive journals in writing lessons to raise rigor of instruction.	1, 2, 3, 4, 8, 9	Administration, Teachers	Lesson plans, interactive notebooks				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							















Goal 2: Increase Student Academic Achievement

Performance Objective 5: By June 2015 JDE's performance rate on Science will increase to 85% from 77% as measured by STAAR 5th and at least 50% Advanced Performance as well attain 85% passing rate on grade level EOY assessments aligned to state standards for Pre-K-4th. All students pre-K-5th will attain 85% passing rate on grade level EOY assessments aligned to state standards for Social Studies.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) During the 2015-2016 school year, 100% of JDE teachers will be provided DOK professional development and implement Science and Social Studies best practices to provide targeted instruction and raise rigor of instruction.	1, 3, 4, 9	Administration, Instructional Coach, Teachers	Student Performance on Science Assessments				
2) 100% of JDE students will participate in science lab lessons weekly for 45 minutes and be provided materials to support hands on activities. Science lab aide will assist in facilitating learning.	1, 2, 3, 8, 9	Administration, Teachers	Student Performance on Science Assessments				
3) During the 2015-2016 school year, students will use various technology software (STEMSCOPE, Discovery Science, United Streaming) to facilitate science instruction as well as instructional material for small group instruction.	1, 2, 3, 6, 9	Administration, Teachers	Student Performance on Science Assessments				
Funding Sources: 185-State Compensatory Education - \$5797.82							
4) 100% of 4th grade students will participate in Kid Excel lessons weekly for 45 minutes and be provided kinesthetic activities aligned to Science TEKS and supporting standards.	1, 2, 10	4th Grade Teachers	Science student performance data				
Funding Sources: 199-Local Funds							
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 6: BY June 2016, JDE will increase student attendance rate to 98.5% from 96.3% and increase teacher attendance rate by at least 2%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All stakeholders will encourage students to attend school daily and implement progress monitoring systems to reach goal of 98% or higher.	1, 2, 3, 6, 10	Administration, Teachers, Attendance Clerk	Student Attendance Data				
2) JDE will provide PBIS Academy support and attendance incentives (popcorn, coupons, free dress days and certificates) to promote great attendance and punctuality. Students will be recognized weekly, every six weeks, and EOY for attendance accomplishments.	1, 2, 6, 10	Administration, Teachers, Attendance Clerk	Student Certificates, Recognition Ceremonies				
3) Parents will receive information during Open House and via newsletters regarding attendance expectations and law compliance.	1, 2, 6, 10	Administration, Attendance clerk	Attendance data, improved rates				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 7: During the 2015-2016 school year, JDE will increase and monitor technology integration in all learning environments every six weeks.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE will purchase technology licenses to support teachers in accelerating achievement and prompting students interest in all content areas.	1, 2, 3, 4, 5, 8, 9, 10	Instructional Coach, Librarian, Technology Committee, Administration	Purchases, Implementation, Increased Student Achievement				
2) Technology committee will identify technological needs and implementation every six weeks.	1, 2, 3, 4, 8, 9, 10	Instructional Coach, Librarian, Technology Committee, Administration	Meeting minutes, purchases, observations				
3) Faculty and staff will have access to copy machine, printers & ink to support learning goals activities.	1, 3, 9, 10	Administration, Office Manager	Work				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 8: During the 2015-2016 school year, college and career readiness focus and expectations K-12 and an expectation toward readiness on our students will drive campus instruction and include a minimum of four activities with 100 % student participation.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 100% of JDE students will have student data notebooks that contain academic goals, progress monitoring, student achievement and attendance data to be used to set high expectations, student ownership, and drive student led parent/teacher conferences.	1, 2, 3, 6, 8, 9	Administration, Teachers	Data notebooks, student led conferences				
2) Student achievement in Pre-K to 5th will be monitored BOY, MOY, and EOY performance according to state standards and vertically align instruction to ensure students prepared with academic readiness skills for next grade level.	1, 2, 3, 8, 9	Administration, Teachers	Common Assessment Data, Vertically Alignment PLC Meetings, Student Progress Data				
3) 100% of JDE students will participate in "Generation Texas Week" and other activities to promote higher education.	1, 2, 3, 4, 6, 10	Counselor, Administration	Participation & Activities Documentation				
4) 100 % of JDE students will participate in at least one field trip toward college and career readiness to encourage higher education and college readiness preparation.	1, 2, 3, 4, 8, 9, 10	Teacher, Counselor, Administration	Field trips, lesson plans				
5) JDE will provide a minimum of 4 projects/events for 2015-2016 school year regarding college readiness and career preparation with a strategic approach for all students (K-5th)	1, 2, 6, 8, 9, 10	Administration, Counselor	Events/Project Implementation				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 2: Increase Student Academic Achievement

Performance Objective 9: Throughout the 2015-2016 school year, JDE will hire highly qualified faculty and provide 100 % of teachers/staff with a minimum of three professional development opportunities.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Grade level & Vertical Alignment PLC meetings will be held monthly and once a semester to provide opportunities to share best practices/strategies and pedagogy.	1, 2, 3, 4, 5, 8, 9, 10	Teachers, Administration	PLC meeting documentation, Student Achievement Data				
2) All teachers will participate in Instructional Rounds to observe highly effective instruction and improve quality of instruction.	1, 2, 3, 4, 5, 9, 10	Administration, Teachers	Formal and Informal Observations, Instructional Rounds Follow up Meetings administration.				
3) Campus Principal and Asst. Principal will attend Instructional Leadership staff development essential to Instructional Framework & PLC process/planning to ensure high student academic achievement.	1, 2, 3, 4, 9, 10	Administration	PLC and student achievement success				
4) Campus Assistant Principal will attend educational leadership conferences to attain strategies and best practices to coach teachers and staff to improve student instruction.		Administration	Staff development, student performance gains				
5) Staff development essential to RTI process will be provided to reinforce system of interventions and progress monitoring of student performance.		RTI Teacher	Data				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 10: By May 2016, 100% of English Language Learners at JDE will meet or exceed proficiency levels in English in reading/language arts, and mathematics as measured by state assessments.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) 100% of English Learners will be provided with targeted instruction by teachers based on disaggregated assessment data throughout the 2015-2016 school year to increase TELPAS proficiency levels and STAAR performance.	1, 2, 3, 4, 8, 9, 10	Teachers, Administration	TELPAS and STAAR data				
2) All bilingual teachers will participate in SIOP Training and ELPS training in order to implement district time & treatment, ELA TEKS & ELPs and implement best practices to address the learning gaps and needs of ELL students.	1, 2, 3, 4, 8, 9, 10	Teachers, Administration	ELL Student Performance on common assessments, TELPAS, STAAR				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 11: By June 2016, 100 % of JDE students will meet or exceed state grade level expectations and be equipped to be academically successful to graduate from high school .

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE will provide minimum of one orientation meeting for students and parents to transition from Headstart Program to our Kindergarten program.	1, 2, 3, 4, 7, 10	Administration	sign in sheet, campus tour				
2) JDE will provide orientation meetings for our 5th students and parents to transition from Elementary to CMS/AMS Middle schools.	1, 2, 3, 6, 8, 9, 10	Counselor, Administration	Sign in sheets, campus visits				
3) JDE teachers will monitor student achievement in all grade levels BOY, MOY, and EOY performance according to state standards through academic samples, running records, assessments, and attendance and vertically align instruction to ensure students are prepared with academic readiness skills for next grade level.	1, 3, 5, 8, 9, 10	Teachers, administration	Student Profiles, Data analysis				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							












Goal 2: Increase Student Academic Achievement

Performance Objective 12: 100% of JDE students, faculty and staff will have instructional supplies, materials, and capital resources to meet academic goals and achieve academic success according to district & campus goals and objectives.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE Leadership will have tools (controlled assets, technology, supplies) to provide effective and efficient leadership.	1, 2, 9, 10	Office Manager, Administration	Campus Performance Data, Asset Inventory				
2) JDE Teachers and instructional support staff will have resources and tools (instructional supplies, controlled assets, technology) to provide effective and targeted instruction.	1, 2, 3, 8, 9, 10	Teachers, Administration	Student Achievement Data, Asset Inventory				
Funding Sources: 211-Title I-Part A - \$8333.59, 185-State Compensatory Education - \$27697.13							
3) JDE students will acquire resources and tools (instructional supplies, controlled assets, technology) to maximize effective and targeted learning. (IT Allocation 5/13/14)	1, 2, 5, 8, 9, 10	IT Director, Administration, instructional coach, teachers, librarian.	Gains in student achievements in common and summative assessments.				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 13: By January 2016, a Transition Action Plan for Pre-K and 5th Grade students will be in place.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Pre-K Students will visit Kinder Classrooms and meet teacher.	7	Administration and Teachers					
2) 5th Grade students will visit perspective middle school for informational sessions.	7	JDE Administration and Counselor AMS and CMS Administration and Counselors					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							










Goal 2: Increase Student Academic Achievement

Performance Objective 14: By May 2016, the RTI process will ensure that ALL students receive differentiated instructional support and will ensure that Special Education students are identified if needed.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) There will be quarterly RTI meetings by grade level to ensure that ALL students are being provided high quality TIER I instruction as well as TIER II and TIER III interventions.	1, 2, 4, 9	Administration, RTI Teacher, Teachers					
2) Teachers will participate in Professional Development that will assist them provide small group instruction more often and provide better interventions.	1, 2, 3, 4, 9						
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









Goal 2: Increase Student Academic Achievement

Performance Objective 15: Teachers will participate professional development opportunities that support content and curriculum development in order to improve student achievement.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Teachers will participate in Extended PLCS in order to be provided with professional development opportunities, create 6 week checkpoints, and analyze data.	1, 2, 3, 4, 5, 8	Administration, Teachers					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							















Goal 2: Increase Student Academic Achievement

Performance Objective 16: By the end of June 2016, all new teachers will have opportunities to participate in new teacher induction program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All new teachers will be assigned a mentor on campus.	3, 4	Administration					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

Goal 2: Increase Student Academic Achievement

Performance Objective 17: By June 2016, JDE will have performances showcasing students in Music during Academic Nights, Chamber Choir and Performing Arts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE teachers will integrate fine arts across the curriculum in all content areas Pre-K-5th using various strategies to include music, drama theatre, visual arts, and choir.	1, 2, 3, 8, 9, 10	Teachers, Instructional Coach, Administration	lesson plans, observations				
2) Music teacher will provide weekly lessons to all students Pre-K-5th in collaboration with teachers to incorporate in core content subjects.	1, 2, 3, 4, 8, 9, 10	Teachers, Administration	lesson plans, observations				
3) JDE will incorporate Chamber Choir extracurricular program to prepare students to be successful in secondary choir programs and also provide other students opportunity to participate in Fine Arts Performances via various school events.	1, 2, 3, 8, 9, 10	Teachers, Administration	Performance events, sign in sheets				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: By June 2016, 100 % of JDE students and teachers will be provided monthly Character Counts lessons to increase a heightened level of moral and ethical character for students and staff that will enable them to be effective leaders in a global environment.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Counselor will provide ongoing guidance lessons to all students that included but are not limited to Character Counts, Core Values, Bully-free, NPFH, Etiquette, and Effective Habits.	1, 2, 6, 9, 10	Counselor, Teacher, Administration	Lessons, sign in sheets				
2) All students will participate in various student recognition activities (JDE Habit of the month, Caught Soaring) to promote citizenship, positive behavior, and leadership skills.	1, 2, 6, 9, 10	Counselor, Teacher, Administration	Recognition activities calendar, student participation rosters				
3) By June 2015, JDE will create a profile for what it means to be a Canutillo student, employee, and community member.	1, 2, 3, 5, 6	Counselor, Teacher, Administration	Profile				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: By May 2016, JDE will implement the PBIS model to include the No Place for Hate! Anti-Bullying program and Safety Patrol program.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE No Place for Hate Anti-Bullying program will include a minimum of three campus wide activities.	1, 2, 3, 6, 10	NPFH Team, Administration	Activity Documentation, Discipline Data				
2) During the 2015-2016 school year, JDE will continue creating a framework (School Wide Positive Behavior Intervention Support and No Place For Hate) for establishing the social culture and behavioral supports needed for a school to be an effective learning environment for all students.	1, 2, 3, 4, 6, 9, 10	PBIS & NPFH Team, Teacher, Administration	Agendas, minutes, discipline data				
3) During the 2015-2016 school year, JDE will continue Safety Patrol Program for student to reinforce and model school wide PBIS expectations.	1, 2, 6, 10	Counselor, Assistant Principal	Student Participation, Schedules, Data				
4) During the 2015-2016 school year, PBIS team will monitor cafeteria positive behavior management system BOY, MOY, and EOY and use date to gauge system effectiveness.	1, 2, 3, 6, 10	Assistant Principal	PBIS Meeting minutes				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

















Performance Objective 3: 100% of JDE students will participate in various student leadership and highly effective habits to provide students with the skills needed to be successful in school and society.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) During the 2015-2016 school year, JDE continue student council with 4th and 5th grade leadership to increase student ownership, pride, and serve as role models to our learning community.	1, 2, 4, 6, 10	Student Council Sponsors, Teachers, Administration	Student Council Elections, Meeting Documentation, Activities				
2) During the 2015-2016 school year, JDE will continue Safety Patrol Program to allow students to gain leadership skills by reinforcing and modeling school wide expectations.	1, 2, 4, 6, 10	Counselor, Administration	Safety Patrol schedule and sign in sheets				
3) The Mother/Daughter & Father/son program will provide opportunities for students to participate in a variety of college readiness learning at UTEP and serve as student ambassadors to promote responsibility, positive citizenship at JDE and CISD community.	1, 2, 6, 9	Coordinators, Administration	Rosters, meeting & activity documentation				
4) Students will have the opportunity to participate in various competition activities such as but not limited to English & Spanish Spelling Bee, Chamber Choir, Christmas Programs, After School Fitness and Field Day.	1, 2, 6, 9, 10	Coordinators, Teachers, Administration	Rosters, meeting & activity documentation				
5) In the fall of 2014, JDE will initiate a program addressing student communication and etiquette norms deemed appropriate for success in social and professional settings to include field trips.	1, 2, 3, 6, 7, 10	Administration, Counselor, Teachers	Implementation of program lessons, Field trips				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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









Performance Objective 4: 100% of JDE students will participate in various student leadership and highly effective habits to provide students with the skills needed to be successful in school and society.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Conduct state required FITNESSGRAM testing for students in Physical Education class or equivalent.	2, 3	Physical Education Teachers, Administrators, Coordinated School Health Committee	Testing Schedules, Fitness Reports				
2) Students participate in Moderate to Vigorous Physical Activity (MVPA) for a minimum of 30 minutes per day or 135 minutes per week while providing instruction from CATCH and TEKS. Coaches will align instruction to PE YAG.	3, 4, 8, 9	Physical Education Teachers, Administrators, Coordinated School Health Committee	Lesson plans (Physical Education TEKS) Classroom walkthroughs CATCH reports FITNESSGRAM reports				
3) Safety policies to be established if the student/teacher ratio is greater than 45 to 1 in a physical education class	2, 4	Physical Education Teachers, Administrators, Coordinated School Health Committee	Safety plan to address a higher 45 to 1 student ratio class rosters				
4) Provide one representative for the district School Health Advisory Committee (SHAC)	3, 4	Coordinated School Health Committee	Sign in sheets of SHAC meeting, agendas, minutes				
5) Meet quarterly as a campus Coordinated School Health team to monitor and implement the necessary strategies and tools as outlined by the School Health Index,	2, 6	Physical Education Teachers, Administrators, Coordinated School Health Committee, Cafeteria Manager, Counselor,	sign in sheets, agendas				
6) Appropriate personnel will receive necessary training on CPR, AED, First Aid and UDCA.	2	Physical Education Teachers, Administrators, Coordinated School Health Committee, Nurse	Sign in sheets, certifications				

7) 5th grade students will be provided Growth and Development/ puberty presentation "Always Changing" or other District approved curriculum.	2	Coordinated School Health Committee Nurse PE teachers Health teachers Other Approved Presenter	class rosters and attendance, signed parent permission slips				
8) Campus will recruit Wellness Coordinator to invite staff to participate in wellness activities during the year to foster positive attitudes and healthier living.	5	Wellness Coordinators, Administration	Rosters of participation activities				
9) Nurse will provide ongoing health assistance and healthy tips information to students, parents, faculty, and staff throughout the school year.	1, 2, 6, 9, 10	Nurse, Administration	Sign in sheets, presentations				
10) JDE will adhere to the Federal Nutrition Guidelines for public schools providing healthy food and or snacks for our students.	1, 2, 4, 6, 10	Cafeteria staff, Teachers, Administration	School Menu, Nutrition Guideline Flyers				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 5: By November 2015, a Coordinated School Health Team will be established to address the eight components and benchmark data using quarterly reports.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Coordinated School Health Team will meet monthly.	2, 10	Administration, Nurse, Designated Teachers and Staff members					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 1: During 2015-2016 school year, benchmark will be created for 100 % of JDE faculty & staff to gauge effective and timely customer service to all stakeholders and review performance data every six weeks.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE will provide customer service by informing parents of school activities and initiatives via school messenger system, parent letters, campus website and school newsletters.	1, 2, 6, 8, 9, 10	Parent Liaison, Office Staff, Administration	Message Logs, Letters, Website Newsletters				
2) Parent Liaison will assist parents with parent portal system and inform parents of PAC meetings.	1, 2, 6, 9, 10	Parent Liaison, Office Staff, Administration	Parent Portal Log, PAC meeting sign in sheet				
3) Customer service benchmark data will be analyzed every six weeks.	1, 2, 3, 4, 5, 6, 9, 10	Administration	Data Review				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 2: By June 2016 JDE will maintain a strong connection with all stakeholders in the community by providing a minimum of 4 campus events to help meet our academic, community and fiscal goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) During the 2015-2016 school year, JDE will provide multiple parent and community involvement campus activities to include Parent/Teacher Night, Coffee/Tea with the Principal, Teacher Conferences, Open House, Academic Nights, PAC meetings, to encourage participation and support student learning.	1, 2, 6, 7, 9, 10	Teachers, Parent Liaison, Administration	Sign in sheets, logs				
2) In the school year 2015-2016, JDE will hold an Entitlement Review meeting in September to inform parents about Title 1 and other entitlements and how their children may benefit from these programs.	1, 2, 6, 10	Parent Liaison, Administration	Sign in sheets				
3) By June 2016 JDE leadership will provide 4 events to recognize/celebrate all employees to positively impact the working environment ensuring student success.	1, 3, 5, 9, 10	Administration	Campus Academic Achievement, Survey Data				
4) By May 2016 district and all campuses will have a minimum of 5 events to celebrate and recognize all students for their successes to include Soaring Firebirds, STAAR Dance, Attendance and Citizenship Recognition.	1, 2, 3, 5, 6	Leadership Team, Teachers	Documentation of Events				
5) During the 2015-2016 school year, JDE will provide minimum two grandparent involvement campus activities.	1, 2, 6	Administration, Counselor	Activity Documentation, Attendance Log				
6) JDE will seek and develop Partners in Education to support campus initiatives and enrich student learning environment.	1, 2, 6, 10	Parent Liaison, Instructional Coach, Counselor, Administration	Participation logs, Donations, Activities				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							









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

Performance Objective 3: During 2015-2016 JDE will develop and conduct minimum of one survey for students, employees and community members to gauge performance and level of satisfaction.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE will have a parent liaison to assist with collecting data from stakeholders to improve student learning and campus procedures.	1, 2, 6, 8, 9, 10	Administration	Student and Campus Improvement Data				
2) By June 2016 using the Employee opinion survey, JDE will have a minimum increase of 5% for staff self-advocacy providing effective and timely customer service therefore enhancing the level of customer satisfaction.	1, 2, 3, 4, 5, 6, 10	Administration	Survey Results				
3) During the 2015-2016 school year, JDE will promote transparency, effectiveness and accountability to inform and empower our community by aligning current practices with standards as defined by internal audit.	1, 2, 4, 6, 10	Adminsitration	Training documentation, Audit Reports				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 4: By June 2016, JDE will have at least 4 performances showcasing students Music, Visual, and Performing Arts.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Students will participate in performances during Academic Nights, Winter Holiday Program, Talent Show, GT Showcase, KIDS EXCEL and Art Rembrandts.		Administration, Music Teacher, GT Teacher, Counselor					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							
















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

Performance Objective 5: Parents will receive more frequent communication through several means.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Administration, teachers and PTO will send out monthly newsletters to parents to inform them of important dates and information.	2, 6	Administration, Teachers, PTO					
2) Administration and teachers will update school website on at least a quarterly basis.	2, 6	Administration and PTO					
3) Parents will receive monthly calendar outlining all events for the month.	2, 6	Parent Liason					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 1: By May 2016, JDE will meet the minimum expenditure requirements for: Special Education, Career and Technology, Gifted and Talented, Compensatory Education, and Bilingual Education in order to meet campus academic goals.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All special program teachers will implement best practices and have instructional resources to address learning gaps and needs of "at-Risk" ELL, GT, and Special Education students.	1, 2, 3, 4, 8, 9, 10	Teachers, Administration	Student Achievement Data				
2) Teachers will have tools (controlled assets, technology, supplies) to support instruction and facilitate effective practices.	1, 2, 3, 8, 9, 10	Teachers, Administration	Observations, Asset Inventory				
3) By June 2016 all teachers will integrate technology with high-quality instruction by increasing the level use from 2 to 3 as demonstrated by Star Chart.	1, 2, 3, 4, 10	Administration, Instructional Coach, Teachers	Star Chart Data				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							


















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

Performance Objective 2: During the 2015-2016 school year, JDE will create a staff absence monitoring system and personnel needs assessment to increase human resource availability.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All absences will be reported through TEAMS and all discretionary absences will be approved by Administrator.	1, 3, 8, 9, 10	Teachers, Administration	TEAMS Absence Reports				
2) By May 2016 JDE will benchmark staff absences to maintain high-quality instruction and increase human resource availability.	1, 2, 3, 8, 9, 10	Faculty, staff, administration	TEAMS Absence Reports				
3) Throughout the 2015-2016 school year JDE will maintain staffing ratios at appropriate levels as indicated through and recommended by benchmarking entities to maximize human resources.	2, 3, 10	Administration	TASBE Report, Needs Assessment				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 3: By June 2016 JDE will develop effective and efficient facilities and maintenance systems to increase efficiency rates addressing service orders by 10% and decrease work order volume by 10%.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) All Facility work orders will be submitted through School Dude system for Maintenance department to address non-functional items in a timely manner. Resources will be allocated to fix or maintain equipment that is considered or potentially be a safety hazard for students or staff.	1, 2, 10	Head Custodian, Administration	Work Order Reports				
2) JDE faculty and staff will follow a asset management checkout process and track all technology and equipment.	1, 2, 10	Librarian, Teachers, Administration	Asset Inventory				
3) By the end of June 2016, JDE will conduct a facility master planning processes that will be used to create a 5 year facility master plan.	1	Facilities Director, Principal	Facility Master Plan				
4) Throughout school year 2015-2016, JDE will develop and outline a 5 year plan to move toward environmentally sustainable district facilities thereby saving energy, water resources and money, while strengthening human health and well-being of our stakeholders.	10	Facilities Director, Principal, Lead Custodian	Facility Master Plan				
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							









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

Performance Objective 4: In the school year 2015-2016, JDE will follow the proposed budget and will not exceed outside 3% variance.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Budget will be monitored by principal and office manager not to exceed 3% of the allotted funds.	1, 2, 9, 10	Office Manager, Administration	Financial statements				
2) JDE Office Manager and Administration will attend district Finance trainings to adhere to budget expenditure procedures and deadlines.	1, 2, 9, 10	Office Manager, Administration	Financial statements				
3) By May 2016, JDE will spend at a minimum 95% of federal allocated budgets in order to accomplish goals and comply with federal guidelines.	1, 2, 3, 4, 9, 10	Administration	EOY Financial Statement				
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

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

Performance Objective 5: There will be a minimum of 10 posts to social media promoting students, staff programs, and community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) Staff members will be asked to create a Facebook page in order to promote positive culture and showcase great things happening in the District and on the campus.	2, 5, 6	Administration and Staff					
 = Accomplished  = Considerable  = Some Progress  = No Progress  = Discontinue							

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

Performance Objective 6: JDE will create at least two new partnerships with businesses within our city or community.

Strategy Description	Title I	Staff Responsible for Monitoring	Evidence that Demonstrates Success	Formative Reviews			
				Nov	Jan	Mar	June
1) JDE will have a fundraiser night at Chick Fil'A and they will participate in the annual Fall Festival.	2, 6, 10	Counselor, Administration, PTO					
2) Fall Festival Night will be open to community members to participate in by renting a booth to promote their business.	2, 6	Administration, PTO					
= Accomplished = Considerable = Some Progress = No Progress = Discontinue							

State System Safeguard Strategies

Goal	Objective	Strategy	Description
2	2	2	During the 2015-2016 school year, 100% of JDE students will be required to use iStation & Accelerated Reading at student reading level. Teachers will utilize priority reports to target instruction. Student will utilize istation in the classroom and twice a week in the library.
2	2	4	Students will be progress monitored through istation, STAR Reader, and WRAP BOY, MOY, and EOY. TIER II & III students will receive targeted interventions.
2	2	6	Teachers, Reading Intervention Teacher, At Risk Aides will support identified students with timely reading interventions and share progress reports BOY, MOY, and EOY
2	2	7	Reading fluency rates will be defined according district standard and FRAY's word list student knowledge will be monitored every month and included in student data notebooks.
2	3	1	During the 2015-2016 school year, 100% of JDE students will be offered Think through Math, ESTAR/MSTAR to provide targeted instruction.
2	3	2	All students will be assessed with ESTAR/MSTAR Universal Screener to progress monitor BOY, MOY, and EOY student achievement.
2	3	4	Timely math interventions will be provided daily and during small group instruction during or after- school by teachers, and at-risk aides to improve performance of students identified through STAAR Data and Progress Monitoring Reports every six weeks.
2	3	5	Targeted small group math instruction will be provided in Launch Pad Lab. Teachers, and at-risk aide will use resources and materials in lab to improve performance of at risk students identified through STAAR data and Progress Monitoring Reports.

State Compensatory

Budget for Jose Damian Elementary School:

<u>Account Code</u>	<u>Account Title</u>	<u>Budget</u>
6100 Payroll Costs		
185.11.6112.13.103.30	6112 Salaries or Wages for Substitute Teachers or Other Professionals	\$1,101.00
185.11.6118.05.103.30	6118 Extra Duty Stipend - Locally Defined	\$10,131.00
185.11.6118.40.103.30	6118 Extra Duty Stipend - Locally Defined	\$0.00
185.11.6119.00.103.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$0.00
185.11.6119.35.103.30	6119 Salaries or Wages - Teachers and Other Professional Personnel	\$48,700.00
185.11.6126.03.103.30	6126 Part Time Support Personnel - Locally Defined	\$10,695.00
185.11.6128.05.103.30	6128 Overtime Pay - Locally Defined	\$916.00
185.11.6128.40.103.30	6128 Overtime Pay - Locally Defined	\$0.00
185.11.6129.00.103.30	6129 Salaries or Wages for Support Personnel	\$0.00
185.11.6129.35.103.30	6129 Salaries or Wages for Support Personnel	\$35,143.00
185.11.6141.00.103.30	6141 Social Security/Medicare	\$0.00
185.11.6141.03.103.30	6141 Social Security/Medicare	\$184.00
185.11.6141.05.103.30	6141 Social Security/Medicare	\$160.00
185.11.6141.13.103.30	6141 Social Security/Medicare	\$16.00
185.11.6141.35.103.30	6141 Social Security/Medicare	\$1,216.00
185.11.6141.40.103.30	6141 Social Security/Medicare	\$0.00
185.11.6142.00.103.30	6142 Group Health and Life Insurance	\$0.00
185.11.6142.35.103.30	6142 Group Health and Life Insurance	\$16,557.00
185.11.6143.03.103.30	6143 Workers' Compensation	\$73.00
185.11.6143.05.103.30	6143 Workers' Compensation	\$64.00
185.11.6143.13.103.30	6143 Workers' Compensation	\$7.00
185.11.6143.35.103.30	6143 Workers' Compensation	\$1,765.00

185.11.6143.40.103.30	6143 Workers' Compensation	\$0.00
185.11.6143.00.103.30	6143 Workers' Compensation	\$0.00
185.11.6145.00.103.30	6145 Unemployment Compensation	\$0.00
185.11.6145.03.103.30	6145 Unemployment Compensation	\$22.00
185.11.6145.05.103.30	6145 Unemployment Compensation	\$19.00
185.11.6145.13.103.30	6145 Unemployment Compensation	\$2.00
185.11.6145.35.103.30	6145 Unemployment Compensation	\$98.00
185.11.6145.40.103.30	6145 Unemployment Compensation	\$0.00
185.11.6146.00.103.30	6146 Teacher Retirement/TRS Care	\$0.00
185.11.6146.02.103.30	6146 Teacher Retirement/TRS Care	\$0.00
185.11.6146.05.103.30	6146 Teacher Retirement/TRS Care	\$862.00
185.11.6146.35.103.30	6146 Teacher Retirement/TRS Care	\$833.00
185.11.6146.40.103.30	6146 Teacher Retirement/TRS Care	\$0.00
185.11.6149.35.103.30	6149 Employee Benefits	\$1,176.00
185.11.6149.40.103.30	6149 Employee Benefits	\$0.00
185.11.6149.05.103.30	6149 Employee Benefits	\$0.00
6100 Subtotal:		\$129,740.00
6200 Professional and Contracted Services		
185.11.6299.00.103.30	6299 Miscellaneous Contracted Services	\$0.00
185.13.6299.00.103.30	6299 Miscellaneous Contracted Services	\$1,122.00
6200 Subtotal:		\$1,122.00
6300 Supplies and Services		
185.11.6329.00.103.30	6329 Reading Materials	\$5,614.00
185.12.6329.00.103.30	6329 Reading Materials	\$1,828.00
185.11.6339.00.103.30	6339 Testing Materials	\$5,053.00
185.11.6397.00.103.30	6397 Other Equipment - Locally Defined	\$1,122.00

185.11.6398.00.103.30	6398 Computer Supplies/Software - Locally Defined	\$6,736.00
185.11.6398.01.103.30	6398 Computer Supplies/Software - Locally Defined	\$0.00
185.11.6399.00.103.30	6399 General Supplies	\$14,286.00
185.11.6399.01.103.30	6399 General Supplies	\$0.00
185.13.6399.00.103.30	6399 General Supplies	\$0.00
6300 Subtotal:		\$34,639.00
6400 Other Operating Costs		
185.13.6411.00.103.30	6411 Employee Travel	\$1,684.00
185.11.6499.00.103.30	6499 Miscellaneous Operating Costs	\$0.00
6400 Subtotal:		\$1,684.00

Personnel for Jose Damian Elementary School:

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Heather Parra	Librarian	Library	1
Laura Urias	At Risk Aide	At Risk	1
Maria Isabel Varela	Reading Intervention Teacher	Reading Intervention	1
Veronica Vasquez	At Risk Aide	At Risk	1

Title I

Schoolwide Program Plan

Jose H. Damian Elementary has consistently performed among the best schools in the region and in the state of Texas. Teachers and staff are committed to excellence and hold our scholars to very high standards. Based on the state of Texas Education Agency Accountability System (STAAR performance standards), our school received 84% overall student achievement, 46% student progress, 45% Closing Performance Gaps, and 50% Postsecondary Readiness. Our Campus earned Distinction Designations in Reading/ELA, Science, Top 25% Student Progress, Top 25% Closing Performance Gaps and in Postsecondary Readiness. Jose Damian Elementary will strive to provide rigorous and engaging instruction on a daily basis as well as close performance gaps, identify struggling scholars, provide intensive interventions within the school day and after school. PLC planning and alignment opportunities will assist teachers in ensuring that their instruction is perfectly aligned with our Texas Essential Knowledge and Skills and that individual needs for each of our scholars is met. Academic Data will be intensely evaluated to improve student performance, ensure that scholars progress at least one academic year and to close achievement gaps.

Ten Schoolwide Components

1: Comprehensive Needs Assessment

Jose H. Damian Elementary has consistently performed among the best schools in the region and in the state of Texas. Teachers and staff are committed to excellence and hold our scholars to very high standards. Based on the state of Texas Education Agency Accountability System (STAAR performance standards), our school received 84% overall student achievement, 46% student progress, 45% Closing Performance Gaps, and 50% Postsecondary Readiness. Our Campus earned Distinction Designations in Reading/ELA, Science, Top 25% Student Progress, Top 25% Closing Performance Gaps and in Postsecondary Readiness. Jose Damian Elementary will strive to provide rigorous and engaging instruction on a daily basis as well as close performance gaps, identify struggling scholars, provide intensive interventions within the school day and after school. PLC planning and alignment opportunities will assist teachers in ensuring that their instruction is perfectly aligned with our Texas Essential Knowledge and Skills and that individual needs for each of our scholars is met. Academic Data will be intensely evaluated to improve student performance, ensure that scholars progress at least one academic year and to close achievement gaps.

Demographics:

1.) Instructional Coach 2.) Bigger Classrooms 3.) Highly Qualified Academic Tutor

Student Achievement:

1.) Writing 2.) Science 3.) Bilingual Special Ed Teacher

School Culture and Climate

- 1.) Parent Involvement
- 2.) Outside Supervision
- 3.) PBIS

Staff Quality

- 1.) Instructional Rounds
- 2.) Staff Development
- 3.) UIL After School Clubs
- 4.) YMCA

Curriculum/Instruction/Assessment

- 1.) Manipulative (Trainings)
- 2.) Text books (Shortage)
- 3.) TRS (TEKS Resource training)
- 4.) Eduphoria (Training and full Access)

Family and Community Involvement

- 1.) Parenting Classes
- 2.) Mandatory Attendance Classes
- 3.) After School Clubs

Social Context and Organization

- 1.) Input on Scheduling
- 2.) Dual Language
- 3.) PBIS (Needs Consequences)
- 4) Summer School

Technology

- 1.) Library Needs More Access
- 2.) Interactive White Boards
- 3) Intercom
- 4) Software Training

2: Schoolwide Reform Strategies

Jose H. Damian Elementary will strive to close learning and achievement gaps through small group instruction (Guided Reading this year) and providing intensive academic interventions during the instructional day as well as after school.

Intense Data Analysis will provide teachers the opportunity to target instruction based on individual academic needs, therefore, closing achievement gaps sooner and ensuring that scholars progress at least one academic year in all areas.

3: Instruction by highly qualified professional teachers

Jose H. Damian Elementary will hire highly qualified teachers and provide ongoing professional development. Administration along with our Instructional Leadership Team will utilize T-Tess and walkthrough data to provide teachers with positive and constructive feedback to improve instruction.

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

All staff and faculty will participate in ongoing staff development in order to ensure that we are up to date with the most innovative teaching strategies to ensure that teaching and learning is at its full potential. Administration along with ILT will participate in delivering professional development as well as receiving it to ensure that everyone is aware of all information and to ensure that the same academic language is spoken across the campus. A big push this year will be Guided Reading (small group intensive instruction) and we will move on to implement Guided Math, Guided Writing and Guided Science.

5: Strategies to attract highly qualified teachers

Jose Damian Elementary will maintain a high retention (95%) rate of Highly Qualified teachers by providing an optimum working environment where all stakeholders are active participants in the teaching and learning process of scholars. Staff Development throughout the school year will reinforce district and campus initiatives. Campus Administration as well as our ILT team will work closely with teachers and scholars to ensure the highest performance possible from all and provide support in a non-threatening manner while still monitoring that continuous engaging and rigorous instruction is occurring.

6: Strategies to increase parental involvement

The amount of parent volunteers on campus is significant and there are many opportunities for parents to volunteer. As a campus we do want to increase the depth of the parent involvement in order to promote a feeling of community and trust. Jose Damian Elementary will continue to work on creating a welcoming environment for all stakeholders. We do look forward to improving our home/school connections. Parents will be well aware of all events through different means of communication and we will ensure that parents are aware that we need to work together to impact teaching and learning.

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

JDE will provide a minimum of one orientation meeting for scholars and parents transitioning from Headstart to our Pre-Kinder and Kindergarden programs.

8: Measures to include teachers in the decisions regarding the use of academic assessments in order to improve the achievement of individual students and the overall instructional program

Academic Data will be analyzed in a timely manner after each District Assessment. Teacher will create a plan of re-teach and enrichment based on individual data through small group instruction and academic learning stations in the area of reading. The same concept will be introduced in the area of mathematics but its full implementation will not occur until the next academic year.

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

JDE will identify 100% of struggling scholars through RTI/SST process and then move forward if needed to determine eligibility for special programs. We will also ensure that those scholars identified and/or are eligible have a continuum of services to ensure their academic success.

We will also begin process of providing targeting intervention. 2016-2017 school year will begin with CUM studies, at risk lists for each classroom and a specified Firebird Intervention schedule for each grade level which will include as much personnel as possible.

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

All services and programs will meet all standards. Their coordination and integration will include all necessary federal, state and local resources.

Title I Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Jennifer Torres	Parent Liason	Title I	.5
Patricia Angulo	Library Aid	Title I	1.0

2015-2016 Campus Leadership Team

Committee Role	Name	Position
Administrator	Jesus Barba	Principal
Administrator	Guadalupe Perez	Assistant Principal
Business Representative	JR Phillips	Owner at Adventure Zone
Classroom Teacher	Susana Felix	1st Grade Teacher
Classroom Teacher	Gloria Flecha	2nd Grade Teacher
Classroom Teacher	Rebecca Gomez	3rd Grade Teacher
Classroom Teacher	Hector Juarez	5th Grade Teacher
Classroom Teacher	Torsten Knauerhase	4th Grade Teacher
Classroom Teacher	Ramona Morales	Pre-K Teacher
Classroom Teacher	Liliana Ramirez	4th Grade Teacher
Classroom Teacher	Julie Smartt	Kinder Teacher
Community Representative	Priscilla Salcido	Partner in Ed w/Providence
Liaison	Jennifer Torres	Parent Liaison
Office Manager	Mary D. Garcia	Office Manager
Parent	Amber Whitley	Member
School Counselor	Cynthia Arteaga	Counselor
School Librarian	Heather Parra	Librarian
School Nurse	Aida Salazar	Nurse
Special Ed Teacher	Kaylon Griffith	Special Ed Teacher
Special Programs	Francisco Loya	PE Teacher