

Victoria Independent School District
Vickers Elementary
2018-2019 Campus Improvement Plan

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Comprehensive Needs Assessment

Demographics

Demographics Summary

PK-5 campus

Enrollment 1st day of school: 539

Enrollment Last day of school: 577

Attendance: 96.97%

Absences 10% or more: 3.3%

Econ Disad: $275/577 = 47.6\%$

At Risk: $138/577 = 23.9\%$

Homeless: $40/577 = 6.9\%$

Foster Care: $5/577 = 0.8\%$

Hurricane Harvey Displaced: $16/577 = 2.8\%$

Hispanic: $256/577 = 44.4\%$

White: $284/577 = 49.2\%$

Black: $14/577 = 2.4\%$

Asian: $10/577 = 1.7\%$

Two or more races: $13/577 = 2.3\%$

ESL: 22/577 = 3.8%

GT: 39/577 = 6.8%

Sp Ed: 60/577 = 10.4%

Sp Ed Code 00: 20/60

Sp Ed Code 40: 5/60

Sp Ed Code 41: 14/60

Sp Ed Code 42: 5/60

Sp Ed Code 43: 3/60

Sp Ed Code 44: 10/60

Sp Ed Code 82: 1/60

Sp Ed Code 85: 1/60

Demographics Strengths

Vickers is one of the more diverse campuses in VISD.

Problem Statements Identifying Demographics Needs

Problem Statement 1: Attendance decreased from 97.19% in 2016-2017 to 96.97% in 2017-2018. **Root Cause:** Increase in illnesses, especially during the 2nd and 4th six weeks.

Student Academic Achievement

Student Academic Achievement Summary

Goal 1

2016/2017 EOY Math Computation = 51%

October Math SLO = 301/515 = 58.4%

January Math SLO = 350/514 = 68.1%

March Math SLO = 387/517 = 74.9%

May Math SLO = 386/505 = 76.4%

3RD GRADE MATH			
	% Approaches	% Meets	% Masters
Vickers 2017	93	63	27
Vickers 2018	90	68	42
District 2018	63	32	14

4TH GRADE MATH			
	% Approaches	% Meets	% Masters
Vickers 2017	86	61	38
Vickers 2018	84	61	36
District 2018	62	29	15

5TH GRADE MATH			
	% Approaches	% Meets	% Masters
Vickers 2017	93	66	41

Vickers 2018	98	76	45
District 2018	70	43	19

5TH GRADE SCIENCE			
	% Approaches	% Meets	% Masters
Vickers 2017	84	61	34
Vickers 2018	86	57	32
District 2018	62	25	8

Goal 2

2016-2017 EOY Dibels Composite = 70%

October ELAR SLO = 300/446 = 67.3%

January ELAR SLO = 319/448 = 71.2%

March ELAR SLO = 363/445 = 81.8%

May ELAR SLO = 359/435 = 82.5%

2017-2018 EOY Dibels Composite = 71.3%

3RD GRADE READING			
	% Approaches	% Meets	% Masters
Vickers 2017	83	51	29
Vickers 2018	89	67	45
District 2018	64	28	15

4TH GRADE READING			
	% Approaches	% Meets	% Masters

Vickers 2017	78	54	33
Vickers 2018	83	59	32
District 2018	62	34	16

5TH GRADE READING			
	% Approaches	% Meets	% Masters
Vickers 2017	90	58	38
Vickers 2018	88	67	36
District 2018	77	41	17

Goal 3

2016 Writing CBA Grades 3-5 (Approaches / Passing)

129/278 = 50%

2017 Writing CBA Grades 3-5 (Approaches / Passing)

175/278 = 63%

2016 Writing Benchmark Grade 4

Approaches/Passing = 66%

Final Recommended = 27%

2017 Writing Benchmark Grade 4

Approaches/Passing = 82%

Final Recommended = 57%

4TH GRADE WRITING			
	% Approaches	% Meets	% Masters
Vickers 2017	74	41	15
Vickers 2018	74	57	17
District 2018	53	48	6

Student Academic Achievement Strengths

In 2016-2017, Vickers received all six Distinction Designations and was named a Texas Honor Roll School. This school year, we increased student performance in virtually all areas, with significant jumps in the percentage of students that met and mastered.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 37% of students met the Master Grade Level Standard on the Reading STAAR test. **Root Cause:** Students are in need of more rigorous instruction focused on reading comprehension and a progress monitoring system that relates to reading.

Problem Statement 2: 41% of students met the Masters Grade Level Standard on the Math STAAR test. **Root Cause:** Students are in need of more rigorous instruction focused on math computation and problem solving and a progress monitoring system that relates to math skills.

Problem Statement 3: 17% of 4th grade students met the Masters Grade Level Standard on the 4th Grade Writing STAAR test. **Root Cause:** Students need a better understanding of sentence structure and how to use mid-sentence punctuation (comma, semi-colon, etc).

School Processes & Programs

School Processes & Programs Summary

PLC: meets by grade level weekly in the Fall and bi-weekly in the Spring with admin and IC

RtI: meets weekly or on an as-needed basis.

ILT: ELAR, Math, Science, and Social Studies meet when vertical discussions are necessary

Communication: open door policy, PLC, ILT, Staff Notes, email, Remind messaging, T-TESS conferences, web-site, Facebook, greeters

Schedules: master schedule with individual schedules for all staff...utilize a modified block schedule with a special backed by PE...

Team planning: each grade level member plans one subject as is the expert in that subject for their grade level...all grade level members meet weekly to share out planning

Structure: we are self-contained and do not departmentalize

Programs: we offer music, art, computer lab, and library in specials...we enjoy having ABA and ACE on our campus

Interventions: we build in 30 minutes of intervention time Monday-Thursday in each grade level to meet Tier 2 and 3 needs

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: We have not communicated a school-wide mission/vision in the past to staff and stakeholders. **Root Cause:** This hasn't been perceived a priority for us.

Perceptions

Perceptions Summary

Every Child, Every Classroom, Every Day

- Analyze data to drive decisions.
- Emphasis on student progress
- Make all decisions based on the best interests of students.
- Polite, courteous and respectful to all stakeholders.
- Involve students, parents, and community in events on campus.
- Effectively communicate with parents and guardians about their students' progress.

Perceptions Strengths

Vickers enjoys great support from all stakeholders.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: We have not used Peachjar and the web-site and Facebook page are not always updated in a timely manner. **Root Cause:** These are added responsibilities and time has been an issue.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

- Texas Academic Performance Report (TAPR) data
- Domain 1 - Student Achievement
- Domain 2 - Student Progress
- Domain 3 - Closing the Gaps
- System Safeguards and Texas Accountability Intervention System (TAIS) data
- Critical Success Factor(s) data
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR End-of-Course current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Running Records results

- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data
- Migrant population, including performance, progress, discipline, attendance, and mobility
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Class size averages by grade and subject
- School safety data

Employee Data

- Professional learning communities (PLC) data
- State certified and high quality staff data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Organizational structure data
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data

Annual Goals

Revised/Approved: August 08, 2018

Annual Goal 1: The percentage of students (PK-5) who are at or above the 50th percentile on their EOY math computation will increase by 4 percentage points (76% to 80%) compared to 2017-2018 EOY.



Quarterly Goal 1: The percentage of students who are at or above the 50th percentile on their November SLO Math progress monitoring instrument will increase by 4 percentage points compared to the BOY.



Quarterly Goal 2: The percentage of students who are at or above the 50th percentile on their December SLO math progress monitoring instrument will increase by 4 percentage points compared to the BOY.

Quarterly Goal 3: The percentage of students who are at or above the 50th percentile on their March SLO math progress monitoring instrument will increase by 4 percentage points compared to the BOY.

Quarterly Goal 4: The percentage of students who are at or above the 50th percentile on their EOY math computation will increase by 4 percentage points (76% to 80%) compared to 2017-2018 EOY.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7</p> <p>1) Progress monitor all students in math monthly: PreK: K: Number Identification 1st-5th: Computation</p>	2.4, 2.6	Teachers, Instructional Coach, Support Staff	Students will take ownership by setting goals and tracking their progress on a student data graph. These will be shared in Student-Led Conferences. Teachers will take ownership by tracking their students' progress on a class chart.				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 - Title I, Part A - 57145.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>2) Meet monthly in grade level PLC to review results and discuss possible changes in instruction.</p>	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Grade level PLCs in consultation with administration and our Instructional Coach will continuously monitor student performance and adjust instruction as necessary on a monthly basis.				
<p>Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 - Title I, Part A - 9675.00</p>							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 3) Provide after school tutoring in grades 3-5 for students needing additional help in math. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students.				
	Problem Statements: Student Academic Achievement 1, 2 Funding Sources: 211 - Title I, Part A - 4000.00						
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 37% of students met the Master Grade Level Standard on the Reading STAAR test. Root Cause 1: Students are in need of more rigorous instruction focused on reading comprehension and a progress monitoring system that relates to reading.
Problem Statement 2: 41% of students met the Masters Grade Level Standard on the Math STAAR test. Root Cause 2: Students are in need of more rigorous instruction focused on math computation and problem solving and a progress monitoring system that relates to math skills.

Annual Goal 2: The percentage of students (PK-5) who are at or above the 50th percentile on their EOY DIBELS Composite will increase by 4 percentage points (71% to 75%) compared to 2017-2018 EOY.



Quarterly Goal 1: The percentage of students who are at or above the 50th percentile on their November SLO reading progress monitoring instrument will increase by 4 percentage points compared to the BOY.



Quarterly Goal 2: The percentage of students who are at or above the 50th percentile on their December SLO reading progress monitoring instrument will increase by 4 percentage points compared to the BOY.

Quarterly Goal 3: The percentage of students who are at or above the 50th percentile on their March SLO reading progress monitoring instrument will increase by 4 percentage points compared to the BOY.

Quarterly Goal 4: The percentage of students who are at or above the 50th percentile on their EOY DIBELS Composite Score will increase by 4 percentage points (71% to 75%) compared to 2017-2018 EOY.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7 1) Progress monitor all students in reading monthly: Pre-K: Kinder: Phonemic Awareness 1st: Nonsense Words 2nd: Fluency 3rd-5th: Daze	2.4, 2.6	Teachers, Instructional Coach, Support Staff	Students will take ownership by setting goals and tracking their progress on a student data graph. These will be shared in Student-Led Conferences. Teachers will take ownership by tracking their students' progress on a class chart.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 2) Meet monthly in grade level PLC to review results and discuss possible changes in instruction.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Grade level PLCs in consultation with administration and our Instructional Coach will continuously monitor student performance and adjust instruction as necessary on a monthly basis.				
	Funding Sources: 211 - Title I, Part A - 0.00						

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 3) Provide after school tutoring in grades 3-5 for students needing additional help in reading. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students.				
	Funding Sources: 211 - Title I, Part A - 4000.00						
							

Annual Goal 3: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the STAAR Reading test will increase by 5 percentage points (37% to 42%) compared to 2017-2018.

Quarterly Goal 1: 100% of classrooms will progress monitor their students monthly with a grade-specific Reading instrument, set goals for individual students and classrooms, and make instructional adjustments throughout the year to push more students to "at or above" the 50th percentile.



Quarterly Review 1: Exceeded Quarterly Goal



Quarterly Goal 2: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the Reading CBA will increase by 4 percentage points (6% to 10%) compared to the 2017-2018 Reading CBA.

Quarterly Goal 3: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the Reading Benchmark will increase by 7 percentage points (18% to 25%) compared to the 2017-2018 Reading Benchmark.

Quarterly Goal 4: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the STAAR Reading test will increase by 5 percentage points (37% to 42%) compared to 2017-2018.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7</p> <p>1) Strategy Aims AIM 1, AIM 4, AIM 6, AIM 7</p> <p>1) Progress monitor all students in reading monthly: Pre-K: Kinder: Phonemic Awareness 1st: Nonsense Words 2nd: Fluency 3rd-5th: Daze</p>	2.4, 2.6	Teachers, Instructional Coach, Support Staff	Students will take ownership by setting goals and tracking their progress on a student data graph. These will be shared in Student-Led Conferences. Teachers will take ownership by tracking their students' progress on a class chart				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7</p> <p>2) Monitor assessment data and make instructional adjustments throughout the year.</p>	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Grade level PLCs in consultation with administration and our Instructional Coach will continuously monitor student performance and adjust instruction as necessary looking at the previous year's STAAR data, and current CBAs and Benchmarks.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 3) Provide after school tutoring in grades 3-5 for students needing additional help in math. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 0.00						
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 37% of students met the Master Grade Level Standard on the Reading STAAR test. Root Cause 1: Students are in need of more rigorous instruction focused on reading comprehension and a progress monitoring system that relates to reading.

Annual Goal 4: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the STAAR Math test will increase by 4 percentage points (41% to 45%) compared to 2017-2018.

Quarterly Goal 1: 100% of classrooms will progress monitor their students monthly with a grade-specific Math instrument, set goals for individual students and classrooms, and make instructional adjustments throughout the year to push more students to "at or above" the 50th percentile.

Quarterly Review 1: Exceeded Quarterly Goal








Quarterly Goal 2: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the Math CBA will increase by 6 percentage points (29% to 35%) compared to the 2017-2018 Math CBA.

Quarterly Goal 3: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the Math Benchmark will increase by 6 percentage points (29% to 35%) compared to the 2017-2018 Math Benchmark.

Quarterly Goal 4: The percentage of students (grades 3-5) meeting expectations at the Masters Grade Level Standard on the STAAR Math test will increase by 4 percentage points (41% to 45%) compared to 2017-2018.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7</p> <p>1) Strategy Aims AIM 1, AIM 4, AIM 6, AIM 7</p> <p>1) Progress monitor all students in math monthly: PreK: K: Number Identification 1st-5th: Computation</p>	2.4, 2.6	Teachers, Instructional Coach, Support Staff	Students will take ownership by setting goals and tracking their progress on a student data graph. These will be shared in Student-Led Conferences. Teachers will take ownership by tracking their students' progress on a class chart				
Funding Sources: 211 - Title I, Part A - 0.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7</p> <p>2) Monitor assessment data and make instructional adjustments throughout the year.</p>	2.4, 2.6	Teachers, Instructional Coach, Support Staff	Grade level PLCs in consultation with administration and our Instructional Coach will continuously monitor student performance and adjust instruction as necessary looking at the previous year's STAAR data, and current CBAs and Benchmarks.				

<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>3) Provide after school tutoring in grades 3-5 for students needing additional help in math. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.</p>	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students				
Funding Sources: 211 - Title I, Part A - 0.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Annual Goal 5: The percentage of students meeting expectations at the Masters Grade Level Standard on the 4th grade Writing STAAR test will increase by 8 percentage points (17% - 20%) compared to 2017-2018.

Quarterly Goal 1: 100% of classrooms will implement the Writing Academy curriculum in its entirety.




Quarterly Review 1: Exceeded Quarterly Goal











Quarterly Goal 2: The percentage of 4th grade students meeting expectations at the Masters Grade Level Standard on the Writing CBA will increase by 2 percentage points (9% to 11%) compared to the 2017-2018 Writing CBA.

Quarterly Goal 3: The percentage of 4th grade students meeting expectations at the Masters Grade Level Standard on the Writing Benchmark will increase by 5 percentage points (20% to 25%) compared to the 2017-2018 Writing Benchmark.

Quarterly Goal 4: The percentage of students meeting expectations at the Masters Grade Level Standard on the 4th grade Writing STAAR test will increase by 8 percentage points (17% - 25%) compared to 2017-2018.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 1) Implement Writing Academy curriculum fully and completely in all grade levels.	2.4, 2.5, 2.6	Instructional Coach, Administration, Teachers	Improved instruction and student performance.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 2) Meet in ELAR ILT to audit and review Writing Academy curriculum.	2.4, 2.5, 2.6	Instructional Coach, Administration	Ensure accountability for implementation and coverage of all TEKS.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 3) Meet in PLC to review student performance on CBA and Benchmarks to inform instruction and adjust where necessary.	2.4, 2.5, 2.6	Instructional Coach, Administration	Improved instruction and student performance.				
	Funding Sources: 211 - Title I, Part A - 0.00						

Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 4) Provide after school tutoring in grade 4 for students needing additional help in writing. After school tutoring will start the week of January 23rd.	2.4, 2.5, 2.6	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students.				
	Funding Sources: 211 - Title I, Part A - 1500.00						
Critical Success Factors CSF 1 CSF 3 CSF 7 Strategy Aims AIM 1 AIM 4 AIM 5 5) Send part of 4th grade team to Writing Academy training in Kemah, Texas this coming summer and October.	2.4, 2.6	Administration	This training is expected to improve the effectiveness of our writing instruction.				
	Funding Sources: 211 - Title I, Part A - 2300.00, 199 - Local Funds - 4170.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Annual Goal 6: The Vickers attendance rate will increase from 97% (2017-2018) to 97.3% (2018-2019).

Quarterly Goal 1: The Vickers attendance rate during the 1st 9-weeks will increase from 98% to 98.2%.












Quarterly Review 1: No progress made toward meeting Quarterly Goal

Quarterly Goal 2: The Vickers attendance rate during the 2nd 9-weeks will increase from 96.5% to 97%.

Quarterly Goal 3: The Vickers attendance rate during the 3rd 9-weeks will increase from 96.1% to 96.7%.

Quarterly Goal 4: The Vickers attendance rate during the 4th 9-weeks will increase from 97.1% to 97.4%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 4 AIM 7 1) Implement daily, weekly, monthly, quarterly, and yearly attendance incentives for students.	2.4, 2.5	All staff	Incentives will increase attendance rate awareness and make students to not want to miss school.				
Problem Statements: Demographics 1							
Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 7 2) Contact parents of students on the 10% list from the last school year to come to a meeting to give information about attendance.	3.1, 3.2	Parent Liaison, Administration	Less students on the 10% list.				
Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 10977.00							
Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 7 3) Potential retention letter sent home every quarter as a warning to parents with students on the 10% list.	3.1, 3.2	Parent Liaison , Administration	Less students on the 10% list				
Problem Statements: Demographics 1							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics

Problem Statement 1: Attendance decreased from 97.19% in 2016-2017 to 96.97% in 2017-2018. **Root Cause 1:** Increase in illnesses, especially during the 2nd and 4th six weeks.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	3	Provide after school tutoring in grades 3-5 for students needing additional help in math. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.
2	1	3	Provide after school tutoring in grades 3-5 for students needing additional help in reading. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.

Plan Notes

Goal 1

2016/2017 EOY Math Computation = 51%

October Math SLO = $301/515 = 58.4\%$

January Math SLO = $350/514 = 68.1\%$

March Math SLO = $387/517 = 74.9\%$

May Math SLO = $386/505 = 76.4\%$

3RD GRADE MATH			
	% Approaches	% Meets	% Masters
Vickers 2017	93	63	27
Vickers 2018	90	68	42
District 2018	63	32	14

4TH GRADE MATH			
	% Approaches	% Meets	% Masters
Vickers 2017	86	61	38
Vickers 2018	84	61	36
District 2018	62	29	15

5TH GRADE MATH			
	% Approaches	% Meets	% Masters
Vickers 2017	93	66	41
Vickers 2018	98	76	45
District 2018	70	43	19

5TH GRADE SCIENCE			
	% Approaches	% Meets	% Masters
Vickers 2017	84	61	34
Vickers 2018	86	57	32
District 2018	62	25	8

Goal 2

2016-2017 EOY Dibels Composite = 70%

October ELAR SLO = 300/446 = 67.3%

January ELAR SLO = 319/448 = 71.2%

March ELAR SLO = 363/445 = 81.8%

May ELAR SLO = 359/435 = 82.5%

2017-2018 EOY Dibels Composite = 71.3%

3RD GRADE READING			
	% Approaches	% Meets	% Masters
Vickers 2017	83	51	29
Vickers 2018	89	67	45
District 2018	64	28	15

4TH GRADE READING			
	% Approaches	% Meets	% Masters
Vickers 2017	78	54	33
Vickers 2018	83	59	32

District 2018	62	34	16
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5TH GRADE READING			
	% Approaches	% Meets	% Masters
Vickers 2017	90	58	38
Vickers 2018	88	67	36
District 2018	77	41	17

Goal 3

2016 Writing CBA Grades 3-5 (Approaches / Passing)

129/278 = 50%

2017 Writing CBA Grades 3-5 (Approaches / Passing)

175/278 = 63%

2016 Writing Benchmark Grade 4

Approaches/Passing = 66%

Final Recommended = 27%

2017 Writing Benchmark Grade 4

Approaches/Passing = 82%

Final Recommended = 57%

4TH GRADE WRITING			
	% Approaches	% Meets	% Masters
Vickers 2017	74	41	15
Vickers 2018	74	57	17
District 2018	53	48	6

Goal 4 Year to Year comparison

	1 st 6 Weeks	2 nd 6 th Weeks	3 rd 6 Weeks	4 th 6 Weeks	5 th 6 Weeks	6 th 6 Weeks
16-17	98.3	97.6	97.4	96.3	96.7	97.3
17-18	98.46	96.51	97.21	95.83	97.12	97.12
Difference						

Cumulative						
	1 st 6 Weeks	2 nd 6 th Weeks	3 rd 6 Weeks	4 th 6 Weeks	5 th 6 Weeks	6 th 6 Weeks
16-17	98.3	97.9	97.8	97.4	97.2	97.19
17-18	98.46	97.29	97.26	96.88	96.93	96.97
Difference						-0.22

	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
16-17	98.13	97.48	96.41	96.94
17-18	98.06	96.53	96.17	97.24

Difference				
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Attendance Cumulative				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
16-17	98.13	97.81	97.29	97.19
17-18	98.06	97.24	96.85	96.97
Difference				-0.22

10% List Cumulative						
	1 st 6 Weeks	2 nd 6 th Weeks	3 rd 6 Weeks	4 th 6 Weeks	5 th 6 Weeks	6 th 6 Weeks
16-17						
17-18	6.8	7.1	3.6	4.0	4.0	3.3
Difference						

10% List Cumulative				
	1 st Quarter	2 nd Quarter	3 rd Quarter	4 th Quarter
16-17	3.2	4.6	3.8	3.1
17-18	3.8	5.8	4.2	3.3
Difference				+0.2

2018-2019 Site-Base Committee

Committee Role	Name	Position
Classroom Teacher	Andra Coffman	Pre-K
Classroom Teacher	Debra Webb	Kinder
Classroom Teacher	Kathleen Stefka	1st Grade
Classroom Teacher	Alyssa Villa	2nd Grade
Classroom Teacher	Kelsie Gerner	3rd Grade
Classroom Teacher	Tammy Reyes	4th Grade
Classroom Teacher	Rachel Striedel	5th Grade
Paraprofessional	Emily Posada	Computer Lab
IC	Kelly Olson	IC
Classroom Teacher	Nicholas Jobe	Librarian
Classroom Teacher	Jennifer Nichols	SpEd Teacher
Administrator	Yasmina St. Jean	Assistant Principal
Administrator	Troy White	Principal
Business Representative	Jesse Pena	
Parent	Jeremy Gould	
Community Representative	Russell Bagnall	
Business Representative	Debbie White	
Parent	Monica Crocker	
Community Representative	Brandon Schustereit	

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
5	1	5	Writing Academy training		\$4,170.00
Sub-Total					\$4,170.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach		\$57,145.00
1	1	2	Instructional Coach		\$0.00
1	1	2	Art Assistant		\$9,675.00
1	1	3	Staff tutors		\$4,000.00
2	1	1	Instructional Coach		\$0.00
2	1	2	Instructional Coach		\$0.00
2	1	2	Art Assistant		\$0.00
2	1	3	Staff tutors		\$4,000.00
3	1	1			\$0.00
3	1	2	Instructional Coach		\$0.00
3	1	3	Staff tutors		\$0.00
4	1	1			\$0.00
4	1	3	Staff Tutors		\$0.00
5	1	1	Instructional Coach		\$0.00
5	1	2	Instructional Coach		\$0.00
5	1	3	Instructional Coach		\$0.00
5	1	3	Art Assistant		\$0.00
5	1	4	Staff tutors		\$1,500.00
5	1	5	Writing Academy training		\$2,300.00
6	1	2	Parent Liaison		\$10,977.00

	Sub-Total	\$89,597.00
	Grand Total	\$93,767.00