

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

Accountability Rating: Met Standard



Mission Statement

Guadalupe Elementary is a campus that will build an educational and social foundation for our K-5 students. We will achieve this by maintaining a professionally developed, collaborative and caring staff who provides a rigorous and relevant curriculum in a safe environment which focuses on building articulate life-long learners.

Vision

Guadalupe Elementary is a campus that will build an educational and social foundation for our K-5 life-long learners.

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Guadalupe Elementary is a small rural school with the following demographics:

The Attendance average for the 2017-2018 school year was: 96.16%

Total Enrolled students: 98 Kinder: 16, 1st Grade: 11, 2nd Grade: 20, 3rd Grade: 21, 4th Grade: 16, 5th Grade: 14

Ethnicity Percentages are as follows:

Hispanic: 38 students 38.7%

White: 57 students 58.16%

African- American- 1 student 0.01%

Asian: 0 students 0%

American Indian: 1 student 0.01%

Other: 2 students 0.02%

G/T: 3 students 0.03%

At-Risk: 42 students 42.85%

ED: 67 students 68.36%

Special Ed.: 8 students 0.081%

ELL: 2 0.02%

Mobility Rate: 12.6%

Demographics Strengths

Our demographic strengths are that we are a small campus.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 96.16% was the attendance average for the 2017-2018 school year. **Root Cause:** Increase in student illnesses in the second semester and a better understanding of parent education of attendance issues.

Student Academic Achievement

Student Academic Achievement Summary

In 2016-2017, Guadalupe Elementary was a Met Standard campus with 2 Distinction Designations in Academic Achievement in ELA/Reading and Top 25 Percent Student Progress.

Index 1- Student Achievement: 73 (Target Score was 60)

Index 2- Student Progress: 55 (Target Score was 32)

Index 3- Closing Performance Gaps: 35 (Target Score was 28)

Index 4- Postsecondary Readiness: 24 (Target Score was 12)

STAAR Scores: Math: 83% Reading: 72% Writing: 45% Science: 67%

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 30% of our 3-5 students met grade level standard on the 2017-2018 STAAR Reading Assessment **Root Cause:** Rigorous Reading instruction needs to be targeted for student progress.

Problem Statement 2: 34% of our 3-5 students met grade level standard on the 2017-2018 STAAR Math Assessment. **Root Cause:** Lack of alignment from instruction to assessment.

Problem Statement 3: 38% of our 4th grade students met grade level standard on the 2017-2018 STAAR Writing Assessment. **Root Cause:** A more consistent accountability for writing skills is need from K-5.

School Processes & Programs

School Processes & Programs Summary

- Weekly PLC Grade Level Meetings with Instructional Coach and Administration
- Weekly Grade Level PLC to lesson plan
- Monthly data PLC to track students and plan for instructional adjustments
- 9 Week and 6 week RtI meetings with grade level teams and administration
- Safe and Civil schools policies and procedures implemented campus wide with common area policies
- Campus curriculum guide and instructional non-negotiables (Guided Level Readers utilization, Daily 5, Fundamental 5)
- Student Council was awarded as a Texas Honor Council for Leadership

School Processes & Programs Strengths

- We have been consistent in our instructional practices, RtI implementation and interventions.
- More staff have taken initiative and leadership in instructional practices and safety practices.
- Student Council has increased its' activities.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: 62% of our 3rd graders passed the 2018 Reading STAAR test. **Root Cause:** K-2 levels need more targeted instructional coaching.

Perceptions

Perceptions Summary

- Timely, effective, clear communication with all stakeholders is of the utmost importance and a non-negotiable on our campus.
- Staff is respectful to each other, parents, visitors and students.
- Data analysis is used to make targeted and best decisions for students.
- School spirit is instilled with Star Pride (Star Pride behavior and A Small, but Mighty attitude, just like our school!)

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Parent attendance at events has remained the same or declined. **Root Cause:** Parents feel that the school is fine; so they don't need to attend events.

Comprehensive Needs Assessment Data Documentation

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

Annual Goals

Annual Goal 1: 70% of our 3rd-5th grade students will meet grade level on the STAAR Reading Assessment for the 2018-2019 school year.

Quarterly Goal 1: 75% of our 3rd-5th grade students will be at or above the cutpoint on the BOY screener.





Quarterly Review 1: Significant progress made toward meeting Quarterly Goal








Quarterly Goal 2: 50% of our 3rd-5th grade students will meet grade level expectation on the Reading CBA.








Quarterly Goal 3: 65% of our 3rd-5th grade students will meet grade level on the District Benchmark .

Quarterly Goal 4: 75% of our 3rd-5th students will be on grade level in Reading according to the AR Independent Reading Level in the Star Reading Assessment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 6 AIM 7 1) Family Reading Night will be held in the Fall Semester.	2.4, 3.1, 3.2	Campus Principal Campus Teachers	The expected result of this strategy will be to model to our parents how they can help their child read at home which in turn will help with the child's reading progress at school.				
				Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 100.00			
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 Strategy Aims AIM 1 AIM 3 AIM 6 AIM 7 2) Our campus will continue the use of Guided Level Readers to encourage more reading practice at home.	2.4, 2.5, 2.6	Campus Teachers	The use of our guided level readers will help our students to increase their reading fluency.				
				Problem Statements: Student Achievement 1			

<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 3 AIM 6</p> <p>3) We will focus on the students' Independent Reading Level (IRL) to target areas of weakness and strengths to increase students' reading levels.</p>	2.4, 2.6	Campus Principal Campus Teachers	By focusing on the students independent reading level, our teachers and students' can view progress and target reading skills that are in need of improvement or enrichment.				
Problem Statements: Student Achievement 1							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 6</p> <p>4) We will assess our students' reading progress monthly on the AR Star Reading Assessment.</p>	2.4, 2.5, 2.6	Campus Teachers Campus Principal	By assessing our students monthly, we are able to focus our reading instruction and interventions accordingly and students will be aware of their progress as well.				
Problem Statements: Student Achievement 1 Funding Sources: 199 - Local Funds - 0.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 5 AIM 6</p> <p>5) We will purchase "The Next Step Forward in Guided Reading" and "The Guided Reading Teacher's Companion".</p>	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Teachers will use the guide to utilize our Guided Level Readers efficiently and in a timely manner to move students to the correct reading level.				
Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 350.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 6</p> <p>6) We will continue the use of small group instruction through Daily 5 stations in our Reading program.</p>	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Small group instruction during Reading will target our students at all levels.				
Problem Statements: Student Achievement 1							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3</p> <p>7) We will continue the use of small intervention groups during our computer lab time.</p>	2.4, 2.5, 2.6	Campus Principals Campus Teachers	We will be able to provide more intervention during computer lab time so that students' have more time to increase their reading skills.				
Problem Statements: Student Achievement 1							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 6 8) We will use PLC time to provide extra small group instruction in the second semester.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	By taking more time to provide small group instruction/intervention; our students will have the opportunity to increase their Reading skills before the STAAR test.				
	Problem Statements: Student Achievement 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 1: 30% of our 3-5 students met grade level standard on the 2017-2018 STAAR Reading Assessment. Root Cause 1: Rigorous Reading instruction needs to be targeted for student progress.

Annual Goal 2: 75% or higher of our K-2 students will be on or above their grade level for Reading according to their Independent Reading Level (IRL) on the Star Assessment.

Quarterly Goal 1: 50% of our K-2 students will be on Tier 1 according to the I-station October Assessment.





Quarterly Review 1: Exceeded Quarterly Goal






Quarterly Goal 2: 55% of our Kindergarten students will be on Tier 1 according to the I-station December Assessment and our Grades 1 and 2 will be on their grade level according to their grade's IRL.

Quarterly Goal 3: 60% of our K-2 students will be on will be on their grade level according to their grade's IRL.

Quarterly Goal 4: 70% of our K-2 students will be on their grade level according to their grade's IRL.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 6 AIM 7 1) Family Reading Night will be held in the Fall Semester.	2.4, 3.1, 3.2	Campus Principal Campus Teachers	The expected result of this strategy will be to model to our parents how they can help their child read at home which in turn will help with the child's reading progress at school.				
				Problem Statements: Student Achievement 1 Funding Sources: 199 - Local Funds - 100.00			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 2) Our campus will continue the use of Guided Level Readers to encourage more reading practice at home.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	The use of our guided level readers will help our students to increase their reading fluency.				
				Problem Statements: Student Achievement 1			

<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3</p> <p>3) We will focus on the students' Independent Reading Level (IRL) to target areas of weakness and strengths to increase students' reading levels. For our K-2 students, this monitoring and focus will occur in the second semester of the school year.</p>	2.4, 2.6	Campus Principal Campus Teachers	By focusing on the students independent reading level, our teachers and students' can view progress and target reading skills that are in need of improvement or enrichment.				
Problem Statements: Student Achievement 1							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3</p> <p>4) We will assess our students' reading progress monthly on the AR Star Reading Assessment.</p>	2.4, 2.5, 2.6	Campus Principal Campus Teachers	By assessing our students monthly, we are able to focus our reading instruction and interventions accordingly and students will be aware of their progress as well.				
Problem Statements: Student Achievement 1 Funding Sources: 199 - Local Funds - 0.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>5) We will purchase "The Next Step Forward in Guided Reading" and "The Guided Reading Teacher's Companion".</p>	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Teachers will use the guide to utilize our Guided Level Readers efficiently and in a timely manner to move students to the correct reading level.				
Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 400.00							
<p>Comprehensive Support Strategy</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3</p> <p>6) We will continue the use of small group instruction through Daily 5 stations in our Reading program.</p>	2.4, 2.5, 2.6		Small group instruction during Reading will target our students at all levels.				
Problem Statements: Student Achievement 1							

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 2 7) We will continue the use of small intervention groups during our computer lab time.	2.4, 2.5, 2.6	Campus Teachers	We will be able to provide more intervention during computer lab time so that students' have more time to increase their reading skills.				
	Problem Statements: Student Achievement 1						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 2 AIM 3 8) We will use PLC time to provide extra small group instruction in the second semester.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	By taking more time to provide small group instruction/intervention; our students will have the opportunity to increase their Reading skills.				
	Problem Statements: Student Achievement 1						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 1: 30% of our 3-5 students met grade level standard on the 2017-2018 STAAR Reading Assessment. Root Cause 1: Rigorous Reading instruction needs to be targeted for student progress.

Annual Goal 3: 70% of our 3rd-5th grade students will meet grade level on the STAAR Math Assessment for the 2018-2019 school year.

Quarterly Goal 1: 70% of our 3-5 students will be at or above the cutpoint on the Math BOY screener.












Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 75% of our 3-5 students will meet expectations on the Math CBA.

Quarterly Goal 3: 60% of our 3-5 students will meet expectations on the Math Benchmarks.

Quarterly Goal 4: 70% of our 3-5 students will meet grade level expectations on the Imagine Math EOY Benchmark.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 6 AIM 7 1) We will hold a Family Math Night.	2.4, 2.6, 3.2	Campus Principal Campus Teachers	Parents will be able to watch us model how they can help their child at home with Math.				
	Problem Statements: Student Achievement 2 Funding Sources: 199 - Local Funds - 100.00						
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 6 2) Students will use Math Journals.	2.4, 2.5, 2.6	Campus Teachers	Students will be able to explain their math problem solving process and enhance their writing skills.				
	Problem Statements: Student Achievement 2						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 6 3) We will continue Math stations in the Math class.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	By providing small group instruction during Math time; students are able to receive more targeted instruction on their level.				
	Problem Statements: Student Achievement 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Achievement

Problem Statement 2: 34% of our 3-5 students met grade level standard on the 2017-2018 STAAR Math Assessment. **Root Cause 2:** Lack of alignment from instruction to assessment.

Annual Goal 4: 75% of our K-2 students will be at or above their grade level in Math.

Quarterly Goal 1: 50% of our K-2 students will be at or above the cutpoint of the BOY screener.

Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 50% of our K/1 students will meet expectation on the Math Pre-test and 60% of our 2nd grade students will meet expectation on the Math CBA.

Quarterly Goal 3: 70% of our K-2 students will be at or above the cutpoint on the MOY Screener.

Quarterly Goal 4: 70% of our K-2 students will meet expectations on the 2nd Grade Math Benchmark and the K/1 Post test.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 6 AIM 7 1) We will hold a Math night.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Parents will know how to help their children with Math concepts at home.				
				Problem Statements: Student Achievement 2 Funding Sources: 199 - Local Funds - 100.00			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 6 2) We will continue to provide small group instruction during Math time.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Students will be provided with more focused instruction on their level.				
				Problem Statements: Student Achievement 2			
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 6 3) We will utilize the TEMI for an EOY assessment.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Students will have a more rigorous assessment to prepare them for the next grade level of Math. Teachers will adjust their instruction on this data.				
				Problem Statements: Student Achievement 2			

Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 6 4) We hope to purchase the I-station Math program for our students to assess Math skills monthly.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Students will be assessed monthly to target their weaknesses and strengths and be able to have more practice in Math.				
	Problem Statements: Student Achievement 2 Funding Sources: 211 - Title I, Part A - 0.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 2: 34% of our 3-5 students met grade level standard on the 2017-2018 STAAR Math Assessment. Root Cause 2: Lack of alignment from instruction to assessment.

Annual Goal 5: 70% of our 4th grade students will meet grade level expectation on the STAAR Writing Assessment for the 2018-2019 school year.

Quarterly Goal 1: All students on campus will be introduced to the Campus Writers' Profile expectations for their grade level.

Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 50% of our 3-5th grade students will meet grade level expectations on the Writing CBA.

Quarterly Goal 3: 60% of 4th grade students will meet grade level expectations on the Writing Benchmark.

Quarterly Goal 4: 50% of our K-5 students will meet 75% of their grade level Campus Writer Profile expectations.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 5 AIM 6 1) The Campus Writer's Profile expectations will be revised and will add a revising and editing section to them.	2.4, 2.5, 2.6	Campus Principal Campus Teachers	Students will be able to be assessed to ensure that writing skills are acquired for the next grade level.				
	Problem Statements: Student Achievement 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 6 2) Students will track their progress on writing skills in their Data Binders.	2.4, 2.5, 2.6	Campus Principal Campus Teachers Campus Students	By tracking their writing skills' progress; students will be able to become more effective writers.				
	Problem Statements: Student Achievement 3						
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 6 AIM 7 3) A Family Writing Night will be held.	2.4, 2.5, 2.6, 3.2	Campus Principal Campus Teachers	Parents will				
	Problem Statements: Student Achievement 3 Funding Sources: 199 - Local Funds - 100.00						

= Accomplished
 = Continue/Modify
 = Considerable
 = Some Progress
 = No Progress
 = Discontinue

Quarterly Goal 1 Problem Statements:

Student Achievement

Problem Statement 3: 38% of our 4th grade students met grade level standard on the 2017-2018 STAAR Writing Assessment. **Root Cause 3:** A more consistent accountability for writing skills is needed from K-5.

Annual Goal 6: Our campus attendance will be 98.5% or above for the 2018-2019 school year.

Quarterly Goal 1: Our campus attendance average for the first quarter will be 95% or higher.

Quarterly Review 1: Exceeded Quarterly Goal











Quarterly Goal 2: Our campus attendance average for the second quarter will be 96% or higher.

Quarterly Goal 3: Our campus attendance average for the third quarter will be 97% or higher.

Quarterly Goal 4: Our campus attendance average for the fourth quarter will be 98% or higher.

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 6 Strategy Aims AIM 1 AIM 6 1) We will hold No-tardy parties at the end of each nine-weeks.	2.5, 2.6	Campus Principal Campus Teachers Campus Title 1 Parent Liaison	To reduce the number of tardies to school.				
Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 100.00							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 6 2) We recognize classes that earn 100% attendance daily on class announcements.	2.5, 2.6	Campus Principal Campus Teachers Campus Title 1 Parent Liaison	Motivate students to be here everyday to maximize their learning and avoid any instructional gaps.				
Problem Statements: Demographics 1							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 6 3) Classes that have the highest attendance will win a party.	2.5	Campus Principal Campus Teachers Campus Title 1 Parent Liaison	Motivate students to be here everyday to maximize their learning and avoid any instructional gaps.				
Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 0.00							

Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 6 4) Principal awards the whole school with a treat when the school achieves 100% attendance.	2.5	Campus Principal Campus Teachers Campus Title 1 Parent Liaison					
	Problem Statements: Demographics 1						
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 6 5) Students will track their attendance in their Data Binders.	2.5	Campus Principal Campus Teachers Campus Students Campus Title 1 Parent Liaison	Students will attend school to avoid instructional gaps.				
	Problem Statements: Demographics 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: 96.16% was the attendance average for the 2017-2018 school year. Root Cause 1: Increase in student illnesses in the second semester and a better understanding of parent education of attendance issues.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Family Reading Night will be held in the Fall Semester.
1	1	4	We will assess our students' reading progress monthly on the AR Star Reading Assessment.
1	1	5	We will purchase "The Next Step Forward in Guided Reading" and "The Guided Reading Teacher's Companion".
1	1	6	We will continue the use of small group instruction through Daily 5 stations in our Reading program.
1	1	7	We will continue the use of small intervention groups during our computer lab time.
1	1	8	We will use PLC time to provide extra small group instruction in the second semester.
2	1	1	Family Reading Night will be held in the Fall Semester.
2	1	2	Our campus will continue the use of Guided Level Readers to encourage more reading practice at home.
2	1	3	We will focus on the students' Independent Reading Level (IRL) to target areas of weakness and strengths to increase students' reading levels. For our K-2 students, this monitoring and focus will occur in the second semester of the school year.
2	1	4	We will assess our students' reading progress monthly on the AR Star Reading Assessment.
2	1	5	We will purchase "The Next Step Forward in Guided Reading" and "The Guided Reading Teacher's Companion".
2	1	6	We will continue the use of small group instruction through Daily 5 stations in our Reading program.
2	1	7	We will continue the use of small intervention groups during our computer lab time.
2	1	8	We will use PLC time to provide extra small group instruction in the second semester.
3	1	1	We will hold a Family Math Night.
3	1	3	We will continue Math stations in the Math class.
4	1	1	We will hold a Math night.
4	1	2	We will continue to provide small group instruction during Math time.
4	1	3	We will utilize the TEMI for an EOY assessment.
4	1	4	We hope to purchase the I-station Math program for our students to assess Math skills monthly.
5	1	1	The Campus Writer's Profile expectations will be revised and will add a revising and editing section to them.
5	1	2	Students will track their progress on writing skills in their Data Binders.
5	1	3	A Family Writing Night will be held.

Annual Goal	Quarterly Goal	Strategy	Description
6	1	2	We recognize classes that earn 100% attendance daily on class announcements.
6	1	3	Classes that have the highest attendance will win a party.

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	4	AR License Renewal		\$0.00
2	1	1	Materials and door prizes		\$100.00
2	1	4	AR Program License renewal		\$0.00
3	1	1	Materials and door prizes		\$100.00
4	1	1	Materials and door prizes		\$100.00
5	1	3	Materials and door prizes		\$100.00
6	1	1	Party snacks		\$100.00
6	1	3			\$0.00
Sub-Total					\$500.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Materials and door prizes.		\$100.00
1	1	5	Teacher book set		\$350.00
2	1	5	Teacher book sets		\$400.00
4	1	4	I-station Math License		\$0.00
Sub-Total					\$850.00
Grand Total					\$1,350.00