

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

Demographics Summary Based on 2016-17 TAPR Report

Enrollment: 580 students

Title 1 Enrollment: 580 students

Ethnic Distribution:

Total Student Enrollment	580
% Af Am (30)	5.2
% White (107)	18.4
% Hispanic (430)	74.1
% 2 or More Races (9)	1.6
% Other (13)	2.3
Eco Dis (450)	77.6
ELL (143)	24.7
BE/ESL (142)	24.5
SpEd (41)	7.1
G/T (7)	1.2
CTE	0.0
Mobile (96)	16.6
DAEP Rate (6)	0.1

Demographics Strengths

-Maintained 96% or higher attendance rate for 2016-17 school year.

-Attendance for 2017-18 school year was 95.67%. (major flu outbreak)

-One Bilingual classroom per grade level

-22:1 ratio for all classrooms PreK-4th

-1 Instructional ELAR Coach to assist teachers

-Each grade level has a Math/Science facilitator

-Many opportunities for parent involvement (Math Night, Reading Night, Science Night, STAAR Night, Fun Day/Multi-Cultural Day, Field/Water Day, Reading Day/Dr. Seuss Day, Science Fair, Recycling, parent involvement meetings)

-2 mobile labs to accommodate reading programs and tutorials

-Friday Enrichment Day for 3rd-5th (Club Meetings: Student Council, Book Club, Tech Club, Art Club, Sports Club, Honor Choir, SEA Club, Robotics)

-Afterschool Clubs (Honor Choir, EAFK, Sewing Club, Cheerleading, Safety Patrol)

Problem Statements Identifying Demographics Needs

Problem Statement 1: 238 Referrals for the 2017-18 school year **Root Cause:** Students lack necessary social skills to make appropriate decisions

Problem Statement 2: Attendance decreased from 96.7 in 2016-17 to 95.67% in 2017-18 **Root Cause:** Students are not motivated to attend school daily

Student Achievement

Student Achievement Summary

(For Growth Comparison)

2016 & 2017 & 2018 STAAR Data

Smith Elementary

	Math	Reading	Writing	Science
2016-3rd	64%	65%		
2017-3rd	60%	57%		
2018-3rd	66%	60%		
2016-4th	58%	68%	58%	
2017-4th	66%	66%	57%	
2018-4th	54%	58%	41%	
2016-5th	63%	66%		41%
2017-5th	72%	72%		51%
2018-5th	82%	74%		62%

Student Achievement Strengths

-SCIENCE WENT UP FROM 51% TO 62%.

-1 Instructional ELAR Coach to assist teachers

-Each grade level has a Math/Science facilitator

-5th grade Math STAAR scores increased 10%

-Many opportunities for parent involvement (Math Night, Reading Night, Science Night, STAAR Night, Fun Day/Multi-Cultural Day, Field/Water Day,

Reading Day/Dr. Seuss Day, Science Fair, Recycling, parent involvement meetings)

-2 mobile labs to accommodate reading programs and tutorials

-Friday Enrichment Day for 3rd-5th (Club Meetings: Student Council, Book Club, Tech Club, Art Club, Sports Club, Honor Choir, SEA Club, Robotics)

-Afterschool Clubs (Honor Choir, EAFK, Sewing Club, Cheerleading, Safety Patrol)

Problem Statements Identifying Student Achievement Needs

Problem Statement 1: 41% of 4th grade students met minimum standards on the 2017-18 Writing STAAR test **Root Cause:** Students are not able to identify grammar rules and apply in written compositions

Problem Statement 2: 62% of 5th grade students met the minimum standard on the 2017-18 Science STAAR test **Root Cause:** Students lack foundational vocabulary and are unable to apply science concepts

Problem Statement 3: 67% of 3rd-5th grade students met minimum standards on the 2017-18 Math STAAR test **Root Cause:** Students lack computational and problem solving skills

Problem Statement 4: 64% of 3rd-5th grade students met minimum standards on the 2017-18 Reading STAAR test **Root Cause:** Students are not reading on level when they leave a grade

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

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 Released Test Questions
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local benchmark or common assessments data
- Student failure and/or retention rates
- 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
- 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
- At-Risk population, including performance, progress, discipline, attendance, and mobility
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records

Employee Data

- Professional learning communities (PLC) data
- Teacher/Student Ratio
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- T-TESS

Parent/Community Data

- Parent Involvement Rate

Support Systems and Other Data

- Study of best practices

Annual Goals

Revised/Approved: September 07, 2018

Annual Goal 1: Decrease discipline referrals by 10% for the 2018-19 school year.

Quarterly Goal 1: Zero referrals for the 1st nine weeks

Quarterly Review 1: No progress made toward meeting Quarterly Goal




Quarterly Goal 2: Less than 75 referrals for the 2nd nine weeks










Quarterly Goal 3: Less than 75 referrals for the 3rd nine weeks

Quarterly Goal 4: Less than 75 referrals for the 4th nine weeks

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 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6</p> <p>1) Classroom management plan by 100% of teachers create high structured plans with intentional student and classroom procedures.</p>	2.6, 3.1	Administrators, Instructional Coaches and teachers	0 referrals Increased on-task behaviors High student engagement	✓	✓	✓	
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 106000.00</p>							
<p>Critical Success Factors CSF 4 CSF 6</p> <p>2) 100% of campus trained on school-wide discipline plan. Job-embedded staff development to develop teacher created behavior plans to improve/motivate behavior. Teachers and administrative team will collaborate to develop teacher created behavior plan with positive incentives for students struggling with behavioral issues.</p>		Administrative team, IC's, professional and paraprofessional staff	Consistent school-wide plan Effective communication to parents Increased on-task behaviors High student engagement	✓			
<p>Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 0.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 6 AIM 7</p> <p>3) School-wide positive reward system for positive student behavior choices. Monthly opportunity for students without tune-ups and referrals or tune-ups to be recognized with certificates, pencils, stickers, gifts, restaurant coupons, candy treats, popcorn party, arts & crafts, face painting, etc. Students will receive instruction during block and morning broadcast announcements regarding EAFK, bucket-filling and anti-bullying. Students recognized for these traits will be acknowledged through random drawings and receive small treats.</p>		Administrators, IC's, professional and para-professional staff	Consistent school-wide plan Effective communication to parents Increased student engagement				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p>Critical Success Factors CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5</p> <p>4) Intentionally include high structures and Kagan activities to increase student engagement. Review of Kagan structures in PLC's modeling of Kagan structures on faculty meetings and PLC's.</p>	2.5, 2.6	Administrators, IC's, professional and para-professional staff	Increased student engagement Increased on-task behaviors				
<p>Problem Statements: Demographics 1 Funding Sources: 199 - Local Funds - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 6 AIM 7</p> <p>5) Role play how to have positive parent contacts and conferences. Training on how to use Journal in Eduphoria. Administrative monitoring of Journal for positive parent conferences. Role play parent conferences and phone calls. Minimum of 2 documented parent conferences using Eduphoria and 2 positive contacts using eagle Notes.</p>	3.1	Administrators, IC's, professional and para-professional staff	Positive parent contacts and increased parental support Increased student engagement Increased on-task behaviors				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>Critical Success Factors CSF 4 CSF 6</p> <p>Strategy Aims AIM 2 AIM 4 AIM 6 AIM 7</p> <p>6) School-wide focus on bullying/anti-bullying. Purchase grade-level read-a-loud books (3x weekly) to become school-wide focus. Students will participate in pre-planned questions/discussions prompts to promote choosing to be kind. PreK and Kinder will start with active modeling and role-play.</p>		Administrators, IC's, professional and para-professional staff	<p>Consistent school-wide plan</p> <p>Effective communication to parents</p> <p>Reduction in office referrals and bullying as students make conscious decision to be kind.</p> <p>Increased student engagement</p> <p>Increased on-task behaviors</p>				
<p>Problem Statements: Demographics 1</p> <p>Funding Sources: 211 - Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>7) Parent Liaison will address parent needs such as homework, respect, empathy and behavior strategies during parent involvement meetings.</p>	2.6, 3.1, 3.2	Administrators, parent liaison and IC.	Improved parent communication. Improved student behaviors.				
<p>Funding Sources: 211 - Title I, Part A - 100.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>8) 8) Students will participate in school-wide social skills to mimic virtues of the EAFK program. Six virtues will be taught each year. One student from each classroom, K-5th, will be recognized at the 6 scheduled knighting ceremonies.</p>	2.5, 2.6	Administrators. Parent Liaison, IC, professional and paraprofessional staff.	<p>Decrease in student discipline referrals and office tune-ups. Decrease in classroom discipline issues.</p> <p>Improvement in overall school-wide culture.</p>				
<p>Funding Sources: 211 - Title I, Part A - 5000.00</p>							
<p> = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Demographics	
Problem Statement 1: 238 Referrals for the 2017-18 school year	Root Cause 1: Students lack necessary social skills to make appropriate decisions

Annual Goal 2: Increase attendance rate from 95.67 % to 98.0% in 2018-19.

Quarterly Goal 1: Students will achieve 96.5 % attendance for the 1st nine weeks

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: Students will achieve 97.0 % attendance for the 2nd nine weeks

Quarterly Goal 3: Students will achieve 97.5 % attendance for the 3rd nine weeks

Quarterly Goal 4: Students will achieve 98.0 % attendance for the 4th nine weeks

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 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>1) School-wide positive reward system for perfect attendance and tardy-free status. Monthly Opportunity for students without absences or tardy slips to be recognized with certificates, pencils, stickers, gifts, restaurant coupons, candy treats, popcorn party, arts & crafts, face painting, dances, tardy-free parties, etc.</p>	2.5, 2.6, 3.1, 3.2	Administration, Instructional Coaches, professional and para-professional staff, Parent Liaison	Improved attendance rate Effective parent communication Increased learning time	✓			
<p>Problem Statements: Demographics 2 Funding Sources: 211 - Title I, Part A - 14000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>2) Classrooms will spell out PERFECT ATTENDANCE for a small prize. The class will receive a letter each time the class has 100% attendance. When the goal has been achieved, teacher will turn in prize request to parent liaison.</p>	2.4, 3.1, 3.2	Administration, Instructional Coaches, professional and para-professional staff, Parent Liaison	Improved attendance rate Effective parent communication Increased learning time	🟡			
<p>Problem Statements: Demographics 2 Funding Sources: 211 - Title I, Part A - 500.00</p>							

<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>3) Weekly competition between grade levels to achieve the highest attendance rate. Grade-level winners get to post banners outside of classroom and earn 10 minute bonus recess.</p>	3.1	Administration, Instructional Coaches, professional and para-professional staff, Parent Liaison	Improved attendance rate Effective parent communication Increased learning time				
	<p>Problem Statements: Demographics 2</p> <p>Funding Sources: 211 - Title I, Part A - 200.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>4) Each day that 98% district goal is met, school will receive an intrinsic or extrinsic reward the following day.</p>	3.1	Administration, Instructional Coaches, professional and para-professional staff, Parent Liaison	Improved attendance rate Effective parent communication Increased learning time				
	<p>Problem Statements: Demographics 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>5) Implement an attendance action plan for all students >10+ absences.</p>	3.1	Administration, Instructional Coaches, professional and para-professional staff, Parent Liaison	Improved attendance rate Effective parent communication Increased learning time				
	<p>Problem Statements: Demographics 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 2: Attendance decreased from 96.7 in 2016-17 to 95.67% in 2017-18 Root Cause 2: Students are not motivated to attend school daily

Annual Goal 3: Increase from 20% to 50% meets standards on the 2018-19 Writing STAAR test.

Quarterly Goal 1: 20% of all students will score at the meets grade-level standard on all 2019 STAAR Writing Tests and grade level/district assessments


Quarterly Review 1: Some progress made toward meeting Quarterly Goal





Quarterly Goal 2: 30% of all students will score at the meets grade-level standard on all 2019 STAAR Writing Tests and grade level/district assessments








Quarterly Goal 3: 40% of all students will score at the meets grade-level standard on all 2018 STAAR Writing Tests and grade level/district assessments

Quarterly Goal 4: 50% of all students will score at the meets grade-level standard on all 2018 STAAR Writing Tests and grade level/district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>1) Review upcoming units and TEKS- Teachers will be provided necessary Lead4ward documents and YAGS to discuss upcoming units and TEKS. Teachers and IC's will model how to teach TEKS and share strategies.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches, teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Sign-in sheets to reflect training at PLC's and faculty meetings on binder and thumb-drive	✓	✓	✓	
Funding Sources: 211 - Title I, Part A - 400.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>2) Utilize High Yield Writing- Students will utilize high yield writing strategies (note-taking, graphic organizers, summaries and identifying similarities and differences). IC's will share resources and model during PLC's various examples of high yield writing.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches and teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Lesson plans will reflect intentional planning of high yield writing activities and student journals will be reviewed during walk-throughs				
Funding Sources: 211 - Title I, Part A - 500.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>3) Purchase STAAR prep materials to prepare students for testing format and rigor of STAR.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches and teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Small group plans and intervention plans/groups-use materials to practice and assess student ability to apply concepts and skills				
Funding Sources: 211 - Title I, Part A - 1500.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>4) Professional Development on writing from other resources emphasizing grammar and developmental writing. Follow-up with Make-it-Take it opportunity for 4th grade team to create writing materials to assist with instructional delivery.</p>	2.4, 2.5, 2.6	Administration, Instructional Coaches and teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Small group plans and intervention plans/groups-use materials to practice and assess student ability to apply concepts and skills. Increase teacher capacity.				
Funding Sources: 211 - Title I, Part A - 2000.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>5) Students in grades Kinder-5th will produce 2 written compositions and display in the hallway each month. 4th grade will be scored monthly in faculty meetings.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Student scores on expository writing compositions will improve. Faculty will understand necessary components and scoring criteria for expository passage.				
Funding Sources: 211 - Title I, Part A - 0.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>6) 6) Implement a daily grammar spiraling review (such as DOL).</p>	2.4, 2.5	Administration, Instructional Coach and classroom teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Improved scores on writing assessments. Improved scores on 2019 STAAR Writing test for 4th grade.				
Funding Sources: 211 - Title I, Part A - 0.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>7) Monthly Data Tracking in PLC's to track student progress from approaches, meets and exceeds as well as critical student sub-populations.</p>	2.4, 2.5, 2.6	Administration, IC, Teachers, 3-hr teachers, Title 1 Data Clerk, SPED Teacher, ESL Itinerant and Bilingual teachers	Awareness of student strengths and weakness. Data used to create small groups and intervention lessons. Information shared with parents in parent conferences.				
Funding Sources: 211 - Title I, Part A - 1000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Annual Goal 4: Increase from 23% to 50% meets standard on the 2018-19 Science STAAR test.

Quarterly Goal 1: 20% of all students will score at the meets grade-level standard on all 2019 STAAR Science Tests and grade level/district assessments



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal





Quarterly Goal 2: 30% of all students will score at the meets grade-level standard on all 2019 STAAR Science Tests and grade level/district assessments





Quarterly Goal 3: 40% of all students will score at the meets grade-level standard on all 2019 STAAR Science Tests and grade level/district assessments








Quarterly Goal 4: 50% of all students will score at the meets grade-level standard on all 2019 STAAR Science Tests and grade level/district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>1) Review upcoming units and TEKS- Teachers will be provided necessary Lead4ward documents and YAGS to discuss upcoming units and TEKS. Teachers and IC's will model how to teach TEKS and share strategies.</p>	2.4, 2.5, 2.6	Administrators and Instructional Coaches, SPED Teacher, ESL Itinerant and Bilingual teachers	Teachers will have knowledge of scope and sequence-IFD's, YAGS and opportunities to discuss TEKS.				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 100.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>2) Grades Kinder-5th will utilize science lab reports weekly-Each student will complete assigned lab report sections in Quality Tools folders. Grade levels will modify existed science lab report for effectiveness and efficiency.</p>	2.4, 2.5, 2.6	Administrators and Instructional Coaches, SPED Teacher, ESL Itinerant and Bilingual teachers	Each student will complete assigned lab report sections in Quality Tools folders. Students will apply science understanding and make real world connections.				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 100.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>3) Purchase STAAR Writing prep materials to prepare students for testing format and rigor of STAR.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, SPED Teacher, ESL Itinerant and Bilingual teachers	Small group plans and intervention plans/groups-use materials to practice and assess student ability to apply concepts and skills. Student understanding of science concepts and real world applications will improve.				
<p>Problem Statements: Student Achievement 1 Funding Sources: 211 - Title I, Part A - 1500.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>4) Teachers will utilize Stem-scope lessons-Teachers will utilize Stem-scope lessons and document in lesson plans. Instructional coach will model how to access and use during PLC's and faculty meeting.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Test data will improve, lesson plans document usage of Stem-scope, sign-in sheets to reflect training, and teachers will provide engaging resources to impact student understanding.				
<p>Problem Statements: Student Achievement 2 Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>5) Teachers will utilize Edusmart lessons-Teachers will utilize Edusmart lessons and document in lesson plans. IC will model how to access and use during PLC's and faculty meeting.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Test data will improve, lesson plans document usage of Edusmart, sign-in sheets to reflect training, and teachers will provide engaging resources to impact student understanding.				
<p>Problem Statements: Student Achievement 2 Funding Sources: 211 - Title I, Part A - 2500.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4</p> <p>6) Teachers will utilize FOSS/Delta Kits to promote authentic science engagement. Students will experiment and observe with live organisms and seeds to create environments.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Foss/Delta Kit live materials will increase authentic engagement and provided authentic experiences in science. Science scores will improve.				
<p>Problem Statements: Student Achievement 2 Funding Sources: 211 - Title I, Part A - 3000.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>7) Purchase science kits with experiments and materials for additional science labs for 5th grade.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, SPED Teacher, ESL Itinerant and Bilingual teachers	Opportunities for hands on learning will increase authentic engagement and provided authentic experiences in science. Students will make real world connections. Science scores will improve.				
<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 4000.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>8) Utilize/hire 3-hr teacher to facilitate/plan additional science labs and co-teach with 5th grade teachers.</p>		Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	5th grade students will be provided with 2 extra lab opportunities each week for hands on learning and to make real world connections as they apply science concepts. STAAR scores will improve.				
<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 12000.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>9) Monthly Data Tracking in PLC's to track student progress from approaches, meets and exceeds as well as critical student sub-populations.</p>	2.4, 2.5, 2.6	Administration, IC, Teachers, 3-hr teachers, Title 1 Data Clerk, SPED Teacher, ESL Itinerant and Bilingual teachers	Awareness of student strengths and weakness. Data used to create small groups and intervention lessons. Information shared with parents in parent conferences.				
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 2 AIM 3 AIM 4 AIM 5</p> <p>10) Students will correctly apply science vocabulary on a daily basis-Instructional Coach will create school-wide science vocabulary power-point to be used for the morning broadcast system and to be used in the science lab. Science word of the day with picture/illustrations shown on morning announcements. Teachers will intentionally plan questions relating to vocabulary using Kagan structures to re-enforce.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers, 3-hr teachers and science lab paraprofessional, SPED Teacher, ESL Itinerant and Bilingual teachers	Increased understanding of science vocabulary and increased science scores on all science assessments. Walkthrough data and observations will show that students are applying science vocabulary in journal writing and student discussions				
<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>11) Build teacher capacity: 5th grade teachers will attend at least one Science Professional Development workshop to develop understanding of vocabulary application and build teacher capacity.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Increased understanding of science vocabulary and increased science scores on all science assessments. Walkthrough data and observations will show that students are applying science vocabulary in journal writing and student discussions. Teachers will gain science understanding.				
	<p>Problem Statements: Student Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 1200.00</p>						
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 1: 41% of 4th grade students met minimum standards on the 2017-18 Writing STAAR test Root Cause 1: Students are not able to identify grammar rules and apply in written compositions
Problem Statement 2: 62% of 5th grade students met the minimum standard on the 2017-18 Science STAAR test Root Cause 2: Students lack foundational vocabulary and are unable to apply science concepts

Annual Goal 5: Increase from 29% to 54% Meets Standard on the 2018-19 Math STAAR test.

Quarterly Goal 1: 20% of all students will score at the meets grade-level standard on all 2019 STAAR Math Tests and grade level/district assessments



Quarterly Review 1: Some progress made toward meeting Quarterly Goal




Quarterly Goal 2: 30% of all students will score at the meets grade-level standard on all 2019 STAAR Math Tests and grade level/district assessments





Quarterly Goal 3: 40% of all students will score at the meets grade-level standard on all 2019 STAAR Math Tests and grade level/district assessments








Quarterly Goal 4: 50% of all students will score at the meets grade-level standard on all 2019 STAAR Math Tests and grade level/district assessments

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>1) Improve rote memorization of grade level math facts by using a variety of resources-Students will take 2 math fact probes each week and record in Quality Tools folder. Instructional coach will share math fact practices in PLC's and host monthly math fact tournaments for grades 2-5.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Students will record math fact data in quality tools binder. Students are expected to be able to articulate the data in binder at all times. Students will receive reward incentive for mastery of facts. Traveling trophy and bragging rights for math fact tournament winners.				
Problem Statements: Student Achievement 3 Funding Sources: 211 - Title I, Part A - 100.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 5</p> <p>2) Review upcoming Math units and math TEKS- Teachers will be provided necessary Lead4ward documents and YAGS to discuss upcoming units and TEKS. Teachers and IC's will model how to teach TEKS and share strategies.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Teachers will have knowledge of scope and sequence- IFD's, YAGS and opportunities to discuss TEKS. Lead4ward documents provide teachers with information to make data-based decisions.				
Problem Statements: Student Achievement 3							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>3) Professional Development on UPSE model (or new state model)-IC will train staff (K-5) on UPSE model. Teachers will model for students during math refinement. Along with strategies and representational models</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Lesson plans will reflect UPSE model practice, sign in sheets of staff development in PLC's				
<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 100.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>4) Intentionally planned Tactile and Kinesthetic activities for math-Discussion in PLC's on math strategies and the intentional planning of tactile and kinesthetic activities marked in lesson plans with T/K. IC will model lessons and provide coaching as needed.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Lesson plans will reflect daily tactile and kinesthetic activities.				
<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>5) Before and after school tutorials to improve math problem solving and fluency- Provide before and after school math web-based tutorials for for math. Targeted group is 3rd-5th grade.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers and hired paraprofessionals to monitor program, SPED Teacher, ESL Itinerant and Bilingual teachers	Data reports on tutorial program, attendance reports, increased math STAAR scores				
<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 3500.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>6) Intentionally planned Math Interventions- Teachers will plan 2X weekly math intervention lessons submitted via small group/intervention lesson plans based on unit test, CBA and Benchmark data for grades 3-5.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Improved scores on Unit tests, math checkpoints, CBA's and Benchmarks. Teachers will turn in interventions checkpoints 2x monthly.				
<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 100.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>7) Contract with Math consultant to work with grades 1- 5 to address strengths and weaknesses depicted from 2018 STAAR math data.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Sign in sheets, lesson plans and walk-throughs will reflect training. Increase teaching capacity of teachers to improve student understanding.				
<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 6000.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>8) Purchase Lone Star Math licenses to address problem solving through spiraling for 1st grade-ongoing all year.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Reflected in lesson plans as part of spiraling review to maintain and continuously refresh skills				
<p>Problem Statements: Student Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 400.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>9) Monthly Data Tracking in PLC's to track student progress from approaches, meets and exceeds as well as critical student sub-populations.</p>	2.4, 2.5, 2.6	Administration, IC, Teachers, 3-hr teachers, Title 1 Data Clerk, SPED Teacher, ESL Itinerant and Bilingual teachers	Awareness of student strengths and weakness. Data used to create small groups and intervention lessons. Information shared with parents in parent conferences.				
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>10) Purchase STAAR Math prep materials to prepare students for testing format and rigor of STAR.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Small group plans and intervention plans/groups-use materials to practice and assess student ability to apply concepts and skills.				
Problem Statements: Student Achievement 3 Funding Sources: 211 - Title I, Part A - 4000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 3: 67% of 3rd-5th grade students met minimum standards on the 2017-18 Math STAAR test Root Cause 3: Students lack computational and problem solving skills

Annual Goal 6: Increase from 25% to 50% Meets standards on the 2018-19 Reading STAAR test.

Quarterly Goal 1: 20% of all students will score at the meets grade-level standard on all 2019 STAAR Reading Tests and grade level/district assessment.



Quarterly Review 1: Met Quarterly Goal




Quarterly Goal 2: 30% of all students will score at the meets grade-level standard on all 2019 STAAR Reading Tests and grade level/district assessment.




Quarterly Goal 3: 40% of all students will score at the meets grade-level standard on all 2019 STAAR Reading Tests and grade level/district assessment.




Quarterly Goal 4: 50% of all students will score at the meets grade-level standard on all 2019 STAAR Reading Tests and grade level/district assessment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>1) Review upcoming units and TEKS- Teachers will be provided necessary Lead4ward documents and YAGS to discuss upcoming units and TEKS. Teachers and IC's will model how to teach TEKS and share strategies.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Teachers will have knowledge of scope and sequence-IFD's, YAGS and opportunities to discuss TEKS. Lead4ward documents provide teachers with information to make data-based decisions.				
<p>Problem Statements: Student Achievement 4 Funding Sources: 211 - Title I, Part A - 100.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>2) STAR Renaissance AR reading level tests-Students in grades 2-5 will take Renaissance STAR AR reading level test every six weeks to obtain accurate reading levels. 1st grade will begin 2nd nine weeks.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	AR reading levels will show growth after each administration. Students will read on-level at the end of the school year.				
<p>Problem Statements: Student Achievement 4 Funding Sources: 211 - Title I, Part A - 5100.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>3) Job embedded professional development on reading resources-IC will train 100% of all teachers on district reading resources located on VISD website and on campus resources located in handbook. Teachers will also be trained on best practices resources utilized at Smith: Bloom's II, Question Matrix, STAAR question stems, Kagan resources, colored overlays, Carbo, etc.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Lesson plans will reflect implementation of reading resources and sign in sheets will reflect staff development in PLC's. Teachers will be proficient at knowing where to find resources and how to implement in the classroom.				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>4) Job-embedded professional development on schoolwide reading strategies-IC will model the a school-wide reading comprehension (like "What Great Readers Do") strategy to 100% of all 3rd-5th grade teachers to provide consistent school-wide approach to demonstrate understanding and reading comprehension.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Lesson plans will reflect higher order thinking questions, sign in sheets of staff development in PLC's, walkthrough data will reflect students responding to questions and utilizing school-wide comprehension strategies. Students will improve in their comprehension strategies, resulting in higher scores.				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 100.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>5) Job-embedded professional development for grades K-5 to build comprehension skills. Instructional Coach will present PD in back to school staff development, PLC's and faculty meetings</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Build teacher capacity in understanding of teaching comprehension. Teachers will document comprehension strategies taught. Walk-through data will show students applying comprehension strategies.				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 200.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>6) Job-embedded Professional Development to review Neuhaus Phonics (K-2nd) and Developing Metacognitive Skills (3rd-5th). Instructional Coach will present PD in faculty meetings and PLC's. Teachers in grades 3-5 will receive book, Six Way Paragraphs, to use in small group instruction/interventions to address gaps in comprehension.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Teachers will document Neuhaus lessons and metacognitive lessons in lesson plans/small group plans. Students will improve comprehension strategies and apply to text. Students reading levels will increase.				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 1500.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>7) Job-embedded professional development to increase rigor of comprehension questions-Lesson plans will reflect 2 intentionally planned rigorous comprehension questions for students to reflect on for math, reading and science. Lesson plans will reflect 1 rigorous question for social studies. Questions will be evaluated for rigor and alignment to TEKS each week in PLC's. Students will respond to questions either orally using Kagan strategies or with a form of written response (journals, parking lot, etc.)</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Student comprehension and applications/connections will increase with rigorous questioning. Authentic student engagement will increase as students are given planned opportunities to reflect and interact with peers.				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>8) 8. Review upcoming units and TEKS- Teachers will be provided necessary Lead4ward documents and YAGS to discuss upcoming units and TEKS. Teachers and IC's will model how to teach TEKS and share strategies.</p>							
<p>Problem Statements: Student Achievement 4</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>9) Before and after school tutorials to improve reading comprehension- Provide before and after school reading web-based tutorials (such as Study Island or Learning Farms) for reading. Targeted group is 3rd-5th grade.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers and hired paraprofessionals to monitor program, SPED Teacher, ESL Itinerant and Bilingual teachers	Data reports on tutorial program, attendance reports, increased math STAAR scores				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 3500.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>10) Monthly Data Tracking in PLC's to track student progress from approaches, meets and exceeds as well as critical student sub-populations.</p>	2.4, 2.5, 2.6	Administration, IC, Teachers, 3-hr teachers, Title 1 Data Clerk, SPED Teacher, ESL Itinerant and Bilingual teachers	Awareness of student strengths and weakness. Data used to create small groups and intervention lessons. Information shared with parents in parent conferences.				
<p>Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>11) K-2 focus: Intentionally planned Reading Interventions- Teachers will use daily reading intervention lessons created by instructional coach and teacher based on unit test, CBA and Benchmark data for grades 2-5. Utilize two 3-hr Title 1 teachers (1st semester) to pull out small groups to focus on letter/sound recognition, blending, sight words and reading comprehension.</p> <p>3rd-5th focus: Intentionally planned reading Interventions- Teachers will plan 2X weekly reading intervention lessons submitted via small group/intervention lesson plans based on unit test, CBA and Benchmark data for grades 3-5. 2nd semester-the two 3-hr teachers will work with 3rd-5th students for STAAR tutorials.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Kinder-1st grade date will reflect students on level for grade level reading expectations. 2nd-5th grade: Improved scores on reading Unit tests, checkpoints, CBA's and Benchmarks. Teachers will turn in interventions checkpoints 2x monthly.				
<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 25000.00</p>							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>12) Utilize Learning A to Z or RazKids resources for small groups, guided reading, homework and monitored reading- Students read 4X weekly using Learning A to Z resources. Parents will be provided in internet codes to access at homes. Kinder-2nd grade are provided with paper copies for homework along with reading logs for parents to sign.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Data reports on students fluency, reading levels and comprehension. Students will read fluently and on-level at the end of the grade level.				
	<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 11000.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 5</p> <p>13) Purchase STAAR prep materials to prepare students for testing format and rigor of STAR. (grades 2-5)</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Small group plans and intervention plans/groups-use materials to practice and assess student ability to apply concepts and skills.				
	<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 5300.00</p>						
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>14) 100% of teachers will display and utilize a vocabulary word wall for one subject. IC will present staff development on word wall/vocabulary activities to provide vocabulary toolbox ideas for teachers during faculty meetings/PLC.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Lesson plans will reflect vocabulary review/activities 2X weekly. Walkthrough data and observations will show that teachers are applying strategies from staff development. Peer observation forms will show if strategies from training are being applied.				
	<p>Problem Statements: Student Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 100.00</p>						
<p> = Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue</p>							

Quarterly Goal 1 Problem Statements:

Student Achievement
Problem Statement 4: 64% of 3rd-5th grade students met minimum standards on the 2017-18 Reading STAAR test Root Cause 4: Students are not reading on level when they leave a grade

Annual Goal 7: Student on PreK-2nd will make progress toward EOY grade level reading expectations (PreK & Kinder will meet a minimum of report card expectations; 1st-master sight words, fluency rate of 60 WPM and reading level 1.7-2.0; 2nd grade-master sight words, fluency rate of 90 WPM and reading level of 27.-3.0)

Quarterly Goal 1: PreK-Wave 1 Kinder: 25 sight words and Report card expectations for letters and sounds 1st: 25 sight words, fluency 10-29 WPM, PP reading level 2nd: 38 sight words, Fluency 60-90 WPM, 1.7-2.0 Reading Level

Quarterly Review 1: Significant progress made toward meeting Quarterly Goal




Quarterly Goal 2: PreK-Wave 1 Expectations Kinder: 23 sight words and Report card expectations for letters and sounds 1st: 50 sight words, fluency-30 wpm, Primer Reading Level 2nd: 75 sight words, fluency-80-100 wpm, 2.0-2.4 Reading level









Quarterly Goal 3: PreK-Wave 2 Expectations Kinder: 46 sight words and Report card expectations for letters and sounds 1st: 75 sight words, fluency-60 wpm, 1.0-1.5 Reading level 2nd: 115 sight words, fluency 90-110 wpm, 2.2-2.6 Reading level

Quarterly Goal 4: PreK-Wave 2 Expectations Kinder: 69 sight words, fluency 30 WPM and Report card expectations for letters and sounds 1st: 100 sight words, fluency-90 wpm, 1.5-2.0 Reading level 2nd: 150 sight words, fluency 120 wpm, 2.5-3.0 Reading level

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>1) STAR Renaissance AR reading level tests-Students in grades 2-5 will take Renaissance STAR AR reading level test every six weeks to obtain accurate reading levels. 1st grade will begin 2nd nine weeks.</p>	2.4, 2.5, 2.6	Administrators, IC and classroom teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	AR reading levels will show growth after each administration. Students will read on-level at the end of the school year.	✔			
Funding Sources: 211 - Title I, Part A - 5100.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>2) Job-embedded Professional Development to review Neuhaus Phonics (K-2nd) and Developing Metacognitive Skills (3rd-5th). Instructional Coach will present PD in faculty meetings and PLC's. Teachers in grades 3-5 will receive book, Six Way Paragraphs, to use in small group instruction/interventions to address gaps in comprehension.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Teachers will document Neuhaus lessons and metacognitive lessons in lesson plans/small group plans. Students will improve comprehension strategies and apply to text. Students reading levels will increase.				
Funding Sources: 211 - Title I, Part A - 500.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>3) K-2 focus: Intentionally planned Reading Interventions- Teachers will use daily reading intervention lessons created by instructional coach and teacher based on unit test, CBA and Benchmark data for grades 2-5. Utilize two 3-hr Title 1 teachers (1st semester) to pull out small groups to focus on letter/sound recognition, blending, sight words and reading comprehension.</p>	2.4, 2.5, 2.6	Administrators, IC, Classroom teacher, 3-hour teachers, Title 1 Clerk, SPED Teacher, ESL Itinerant and Bilingual teachers					
Funding Sources: 211 - Title I, Part A - 40000.00							
<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>4) Utilize Learning A to Z or RazKids resources for small groups, guided reading, homework and monitored reading- Students read 4X weekly using Learning A to Z resources. Parents will be provided in internet codes to access at homes. Kinder-2nd grade are provided with paper copies for homework along with reading logs for parents to sign.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Data reports on students fluency, reading levels and comprehension. Students will read fluently and on-level at the end of the grade level.				
Funding Sources: 211 - Title I, Part A - 11000.00							

<p>Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 7</p> <p>5) Job-embedded professional development for grades K-5 to build comprehension skills. Instructional Coach will present PD in back to school staff development, PLC's and faculty meetings</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches and Teachers, SPED Teacher, ESL Itinerant and Bilingual teachers	Build teacher capacity in understanding of teaching comprehension. Teachers will document comprehension strategies taught. Walk-through data will show students applying comprehension strategies.				
Funding Sources: 211 - Title I, Part A - 200.00							
<p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5</p> <p>6) Monthly Data Tracking in PLC's to track student progress from approaches, meets and exceeds as well as critical student sub-populations.</p>	2.4, 2.5, 2.6	Administration, IC, Teachers, 3-hr teachers, Title 1 Data Clerk	Awareness of student strengths and weakness. Data used to create small groups and intervention lessons. Information shared with parents in parent conferences.				
Funding Sources: 211 - Title I, Part A - 1000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Job-embedded staff development to review school-wide plan and job-embedded training on creating and implementing teacher created behavior plans.		\$0.00
1	1	4	IC's, Kagan binders		\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach salary (2), classroom management plan		\$106,000.00
1	1	3	IC's, Reward plan, parent communication to parents, students and staff; Certificates, pencils, stickers, gifts, restaurant coupons, candy treats, popcorn party, arts & crafts materials, face painting materials, etc.		\$1,000.00
1	1	5	IC's, Resources for teacher conference training, teacher communication to parents, students, Eagle Notes; Job-embedded staff development in faculty meetings and PLC's to model effective parent communication		\$0.00
1	1	6	Books/novels on bullying and anti-bullying, job-embedded staff development to create questions and discussion activities.		\$2,000.00
1	1	7	Snacks for parent meetings, copying costs for hand-outs		\$100.00
1	1	8	EAFK curriculum, EAFK medals, 6 programs-service of knights		\$5,000.00
2	1	1	Parent Liaison salary, Instructional Coaches, certificates, pencils, stickers, gifts, restaurant coupons, candy treats, popcorn party, arts & crafts, face painting, dances, tardy-free parties, etc.		\$14,000.00
2	1	2	PERFECT ATTENDANCE Plan, incentives, parent liaison, Instructional Coaches		\$500.00
2	1	3	Attendance banners, morning broadcast announcements, Parent Liaison, Instructional Coaches		\$200.00

2	1	4	Parent Liaison, Instructional Coaches, attendance incentives	\$0.00
2	1	5	Parent Liaison, Instructional Coaches, attendance incentives, mentors, mentoring forms to collect data	\$0.00
3	1	1	Instructional Coach, IFD's, YAGs, updated thumb-drives, Lead 4 ward data	\$400.00
3	1	2	Instructional Coaches, job-embedded staff development on high yield writing, writing supplies	\$500.00
3	1	3	Title 1 Instructional Coaches, 4th grade STAAR prep materials, copying materials-Paper	\$1,500.00
3	1	4	Gretchen Barnaby staff development books, copying resources, Print Shop for mass copies and Task cards for writing.	\$2,000.00
3	1	5	4th grade written compositions, Writing rubric training, Instructional Coaches	\$0.00
3	1	6	Grammar practice/review activities	\$0.00
3	1	7	IC's, Title 1 Clerk, materials needed to create tracking boards	\$1,000.00
4	1	1	Instructional Coaches, copies of IFD and YAGs, and updated thumb-drives	\$100.00
4	1	2	Instructional Coaches, Science Lab reports	\$100.00
4	1	3	Instructional Coaches, STAAR Prep materials , copies for task card activities associated with STAAR prep materials	\$1,500.00
4	1	4	Instructional Coaches, Stem-scope access-provided by district	\$0.00
4	1	5	Instructional Coaches, Edusmart subscription renewal	\$2,500.00
4	1	6	Instructional Coaches	\$3,000.00
4	1	7		\$4,000.00
4	1	8		\$12,000.00
4	1	9	IC's, Title 1 Clerk, materials needed to create tracking boards	\$1,000.00
4	1	10	Instructional Coaches, Science Vocabulary Powerpoint	\$0.00
4	1	11	Instructional Coaches, substitutes for teacher coverage, science workshops	\$1,200.00

5	1	1	Math Fact activities and resources, Instructional Coaches and traveling trophies		\$100.00
5	1	3	Instructional Coaches, UPSE posters		\$100.00
5	1	4	Instructional Coaches		\$0.00
5	1	5	Instructional Coaches, Para-professional staff paid by the hour to monitor/facilitate program, Study Island/Learning Farm licenses for program		\$3,500.00
5	1	6	Instructional Coaches, copies as needed		\$100.00
5	1	7	Instructional Coaches, math consultant and training materials		\$6,000.00
5	1	8	Instructional Coaches		\$400.00
5	1	9	IC's, Title 1 Clerk, materials needed to create tracking boards		\$1,000.00
5	1	10	Instructional Coaches, STAAR prep materials		\$4,000.00
6	1	1	Instructional Coaches, Lead4ward documents, YAGS		\$100.00
6	1	2	Institutional Coaches, computers, STAR AR Renaissance program		\$5,100.00
6	1	3	Instructional Coach, computers, printed materials		\$1,000.00
6	1	4	Instructional Coaches, posters-Print Shop		\$100.00
6	1	5	Instructional coaches, materials from print shop		\$200.00
6	1	6	Instructional Coach, Six Way Paragraphs book (13)		\$1,500.00
6	1	7	Instructional Coaches and a variety of questioning prompts		\$0.00
6	1	9	Instructional Coaches, Web-based tutorial program, paid para-professionals to run program.		\$3,500.00
6	1	10	IC's, Title 1 Clerk, materials needed to create tracking boards		\$1,000.00
6	1	11	Instructional Coaches, two 3-hr teachers, reading materials		\$25,000.00
6	1	12	Instructional Coaches, A-Z licenses and computers for student use		\$11,000.00
6	1	13	Instructional Coaches, STAAR Prep materials		\$5,300.00
6	1	14	Instructional coaches, vocabulary lessons, materials from print shop		\$100.00
7	1	1			\$5,100.00
7	1	2	Instuctional materials, copies, etc		\$500.00
7	1	3	3-hour teachers, Title 1 Clerk		\$40,000.00

7	1	4			\$11,000.00
7	1	5	IC and materials from Print SHop		\$200.00
7	1	6	IC's, Title 1 Clerk, materials needed to create tracking boards		\$1,000.00
Sub-Total					\$286,500.00
Grand Total					\$286,500.00