

**Victoria Independent School District**  
**Dudley Elementary**  
**2018-2019 Campus Improvement Plan**

**Accountability Rating: Not Rated**



# Mission Statement

*The mission of Dudley Elementary School is to provide rigorous, relevant, and differentiated learning experiences so that all students achieve at high levels and contribute positively to society.*

## Vision

*Dudley Elementary commits to a collaborative learning environment which empowers students to reach their fullest potential.*

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	4
School Processes & Programs .....	12
Perceptions .....	14
Comprehensive Needs Assessment Data Documentation .....	17
Annual Goals .....	18
Annual Goal 1: The number of students in grades PK-5 who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 10% from September to May. ....	18
Annual Goal 2: The number of students at the Meets level or higher on the 3rd-5th grade Reading STAAR test will increase by 10% compared to 2018. ....	20
Annual Goal 3: The number of students in grades PK-5 who are at or above the 50th percentile on their math progress monitoring instrument will increase by 10% from September to May. ....	22
Annual Goal 4: The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Math STAAR test will increase by 10% compared to 2018. ....	24
Annual Goal 5: The number of students at the Meets level or higher on the 4th grade Writing STAAR test will increase by 10% compared to 2018. .	26
Annual Goal 6: The number of students at the Meets level or higher on the 5th grade Science STAAR test will increase by 10% compared to 2018. .	28
Annual Goal 7: The Academic Growth score will increase from 65 to 75 in Reading and from 68 to 78 in Math .....	30
Annual Goal 8: The number of reading and math lessons containing differentiated instructional activities will be at least 40% or greater in each grade level. ....	33
Annual Goal 9: The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities will reach 75%. ....	35
Annual Goal 10: Increase the attendance rate from 94.77% to 95.50% when comparing 2017-2018 to 2018-2019. ....	38
Comprehensive Support Strategies .....	40
Plan Notes .....	42
2018-2019 1st Grade PLC Committee .....	45
2018-2019 2nd Grade PLC Committee .....	46
2018-2019 3rd Grade PLC Committee .....	47
2018-2019 4th Grade PLC Committee .....	48
2018-2019 5th Grade PLC Committee .....	49
2018-2019 Kindergarten PLC Committee .....	50
2018-2019 Pre-K PLC Committee .....	51
2018-2019 Site-Base Committee .....	52



# Comprehensive Needs Assessment

Revised/Approved: June 20, 2018

## Demographics

### Demographics Summary

Campus Type - Elementary (EE-5)	African American - 8.5%	At Risk - 40%
Size - 490 students	Hispanic - 79.2%	Retention - 1.2%
Economically Disadvantaged - 83.8%	White - 11%	Overall attendance - 94.77%
English Language Learners - 7.1%	Asian - 0.2%	
Mobility Rate - 22.6%	Two or More - 1.2%	
Special Education - 9%	G/T - 10%	

### Demographics Strengths

Dudley Elementary used to be the only school in the district which offered GT services. As a result, the campus maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** The overall attendance rate in 2018 was 94.77%, a decrease of 0.63% when compared to 2017. **Root Cause:** Incentives were not in place and there was a lack of communication with all stakeholders on the importance of attendance.

# Student Academic Achievement

## Student Academic Achievement Summary

	Component Score	Scaled Score	Rating
Overall Accountability Rating		59	Not Rated: Harvey Provision
Student Achievement		62	Met Standard
STAAR Performance	36	62	
College, Career and Military Readiness			
Graduation Rate			
School Progress		67	Met Standard
Academic Growth	67	67	Met Standard
Relative Performance (Eco Dis: 78.4%)	36	65	Met Standard
Closing the Gaps	8	41	Improvement Required

### Closing the Gaps

Academic Achievement Status	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible
ELA/Reading	44%	32%	37%	60%	43%	74%	45%	56%	33%	29%	19%	36%	46%	42%		
Target																
Target Met	N		N					N					N	N		
Mathematics	46%	31%	40%	59%	45%	82%	50%	54%	36%	40%	23%	44%	47%	45%		
Target																
Target Met	N		N					N					N	N		
Total Indicators															0	10

	All Students	African American	Hispanic	White	American Indian	Asian	Pacific Islander	Two or More Races	Econ Disadv	EL (Current & Monitored)*	Special Ed (Current)	Special Ed (Former)	Continuously Enrolled	Non-Continuously Enrolled	Total Met	Total Eligible	
Growth Status																	
ELA/Reading Target	66%	62%	65%	69%	67%	77%	67%	68%	64%	64%	59%	65%	66%	67%			
Target Met	N		N						N				N	Y			
Mathematics Target	71%	67%	69%	74%	71%	86%	74%	73%	68%	68%	61%	70%	71%	70%			
Target Met	N		N						N				N	N			
Total Indicators																1	10
Graduation Rate Status																	
Graduation Target	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	90%	n/a	n/a	n/a			
Target Met																	
Total Indicators																	
English Language Proficiency Status																	
ELP Target										42%							
Target Met										N							
Total Indicators																0	1
Student Success Status																	
STAAR Component Target	47%	36%	41%	58%	46%	73%	48%	55%	38%	37%	23%	43%	48%	45%			
Target Met	N	N	N	Y					N	Y	Y		N	N			
Total Indicators																3	9
School Quality Status																	
CCMR Target	47%	31%	41%	58%	42%	76%	39%	53%	39%	30%	27%	43%	50%	31%			
Target Met																	

**All Students**   **African American**   **Hispanic**   **White**   **American Indian**   **Asian**   **Pacific Islander**   **Two or More Races**   **Econ Disadv**   **EL (Current & Monitored)\***   **Special Ed (Current)**   **Special Ed (Former)**   **Continuously Enrolled**   **Non-Continuously Enrolled**   **Total Met**   **Total Eligible**

Total Indicators

Total 2018 STAAR results

SUBJECT		ALL STUDENTS			AFRICAN AMERICAN			HISPANIC			WHITE			SPECIAL ED.			ECON. DISADV.			ELL		
		2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016	2018	2017	2016
ALL	Approaches	62	59	63	47	53	60	60	56	59	96	86	91	40			57	53	58	64		
	Meets	33	26	23	7	*	*	29	22	18	83	64	54	21			25	19	16	32		
	Masters	13	13	12	3	12	10	10	10	9	45	38	31	9			6	8	8	19		
RDG	Approaches	61	67	68	64	53	61	60	65	65	95	96	92	41			58	60	63	72		
	Meets	33	34	34	0	32	33	33	31	29	75	64	65	18			29	27	27	39		
	Masters	13	19	16	0	*	*	10	16	13	55	40	38	5			6	12	11	17		
MATH	Approaches	67	63	64	55	61	58	67	65	60	95	92	88	45			63	63	56	61		
	Meets	32	30	25	18	*	28	28	25	21	85	72	46	23			25	21	19	33		
	Masters	16	14	12	9	*	*	13	13	10	45	38	48	9			9	11	8	18		
WRTG	Approaches	38	42	57	0	*	*	24	41	50	100	*	90	29			31	38	48	29		
	Meets	23	22	24	0	*	*	12	21	20	90	*	50	29			13	21	16	14		
	Masters	6	7	8	0	*	7	4	*	*	30	*	*	29			3	*	*	0		
SCI	Approaches	63	41	52	33	*	*	64	37	48	100	56	75	29			59	36	49	100		
	Meets	33	17	22	0	*	*	32	15	15	100	*	50	14			28	14	12	25		
	Masters	7	*	*	0	*	*	7	*	*	33	*	*	0			5	*	*	25		

EOY Reading Post-tests: Kinder - 92%; 1st - 94%

EOY Math Post-tests: Kinder - 82%; 1st - 92%



Benchmarks (2nd) - ELAR - 57%; Math - 95%

13 students are advanced to the next grade level in math.

**Dudley Elementary**

**Percentage Above**

**50<sup>th</sup> %**

Math Universal Screener - % above 50<sup>th</sup> percentile

	2016-2017			2017-2018			2018-2019		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K	39	3	13	56	12	12			
1	61	47	30	58	36	36			
2	49	49	48	45	38	48			
3	54	70	69	35	56	56			
4	51	21	21	52	35	42			
5	15	32	13	83	80	76			
ALL	45	38	33	56	44	46			

Reading Universal Screener - % above 50<sup>th</sup> percentile

	2016-2017			2017-2018			2018-2019		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K	54	31	25	61	40	35			
1	51	47	38	71	54	33			
2	43	38	40	58	35	32			

3	60	52	52	41	44	41			
4	42	38	49	54	46	61			
5	39	32	31	34	31	33			
ALL	48	40	40	52	45	40			

## Dudley Elementary

### Above Cut Point

#### Math Universal Screener - % Above Cut Point

	2016-2017			2017-2018			2018-2019		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K	56	14	23	67	58	69			
1	81	86	76	75	74	91			
2	80	82	84	86	73	88			
3	77	84	83	60	86	70			
4	79	29	41	83	49	60			
5	41	63	49	68	53	56			
ALL	69	60	60	73	64	71			

#### Reading Universal Screener - % Above Cut Point

	2016-2017			2017-2018			2018-2019		
	BOY	MOY	EOY	BOY	MOY	EOY	BOY	MOY	EOY
K	74	83	90	84	72	85			
1	80	79	78	94	89	84			
2	67	64	62	80	74	53			
3	80	74	86	57	66	67			
4	65	59	74	75	67	82			

5	75	61	73	78	68	78			
ALL	73	70	77	77	72	75			

### Student Academic Achievement Strengths

EOY Reading Post-tests: Kinder - 92%; 1st - 94%

EOY Math Post-tests: Kinder - 82%; 1st - 92%

5th Grade STAAR: Math - 82% (34% Met/Exceeded Standard) Reading - 77% (45% Met/Exceeded Standard) Science - 65% (34% Met/Exceeded Standard)

5th grade STAAR Science increased from 41% approaches in 2017 to 63% in 2018 and from 17% met in 2017 to 33% in 2018.

### Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 61% of students passed the STAAR Reading assessment at the Approaches level while 32% passed at the Meets or Masters level.

**Root Cause:** Structures and accountability were not in place to assure student progress.

**Problem Statement 2:** 67% of students passed the STAAR Math assessment at the Approaches level while 32% passed at the Meets or Masters level. **Root**

**Cause:** Structures and accountability were not in place to assure student progress.

**Problem Statement 3:** 38% of students passed the STAAR Writing assessment at the Approaches level while 23% passed at the Meets or Masters level.

**Root Cause:** Alignment and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.

**Problem Statement 4:** 65% of students passed the STAAR Science assessment at the Approaches level while 34% passed at the Meets or Masters level.

**Root Cause:** Structures and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.

**Problem Statement 5:** Only 1 out of 10 indicators were met in student progress under Domain 3: Closing the Gaps **Root Cause:** Structures and accountability were not in place to assure student progress.

**Problem Statement 6:** 10% of the student population is identified Gifted and Talented and 9% as Special Education, resulting in a high need for differentiation. **Root Cause:** Due to it's former designation as a G/T campus, Dudley maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.

## **School Processes & Programs**

### **School Processes & Programs Summary**

Weekly PLC meetings Instructional Coaches and Administration to discuss student progress, curriculum, instruction, assessment, and RtI interventions

Instructional Focus meetings in ELAR, Math, and Science once a month

Unicorn Time (intervention and enrichment time) built into the schedule K-5, 30 minutes a day, Monday-Thursday

Individual student data notebooks and class charting of academic progress

Save and Civil team meetings once a month

Individual support staff schedules to ensure 100% utilization of all staff in working with students at risk

New Teacher Mentor Program

New Teacher Professional Development before the start of new school year

District Professional Development - self-selected by teachers

District/Campus Non-negotiables (i.e. Guided Reading, Writing Academy, Fundamental Five, RtI district interventions, greet students at door each day, critical and creative questioning; authentic student engagement, in-school intervention, technology enhanced instruction, Kagan structures, small group instruction, common lesson plan template, Instructional Rounds)

Campus outreach events: Minnow Camp, Sneak Peek, Open House, WATCH D.O.G.S., Math and Science Family Night, Donuts for Dad, Muffins for Mom, School-wide Musical, Student-led Conferences (2 per year), positive parent contacts, PTO, PK Spectacular Race, G.R.E.A.T. Graduation, Fall Festival, Reading/Writing Family Night, Knighting Ceremonies (6), STEMfest, VISD Board of Excellence Awards, Volunteer Luncheon, Book Fairs, STAAR Pep Rally, Field Day

Student clubs: Anatomy, Board Games, Buddies not Bullies, Cheer, EAFK Service, Girl's Empowered and Motivated, KDTV, Kickball, Math and Magic, Robotics, Scrabble

### **School Processes & Programs Strengths**

Number of discipline referrals resulting in interruption of learning decreased by 42% in 2018 with 130 referrals compared to 306 in 2017

Commitment of staff to sponsoring student clubs

EAFK Service Club for students works in concert with Victoria's Old Landmark Committee in a joint community service project in December each year. Food items, clothing, blankets, linens, toys, etc. are collected for a Christmas Giveaway to help families in need. Many of our own students and their families benefit from this project.

# Perceptions

## Perceptions Summary

### Dudley Elementary Survey Results

#### What do you like most about Dudley and want to see protected?

- Family atmosphere (7)
- Dedication of staff to students (4)
- GT program (4)
- Ability grouping (4)
- Kids (4)
- Student Clubs (3)
- School family celebrations (2)
- Teacher autonomy (2)
- IC Support (2)
- Reading Program (1)
- Morning Announcements – KDGT (1)
- Celebrations for Students (1)
- Diverse learners (1)
- Consuler support for students (1)
- Cultural celebrations (1)
- Dudley is not like all other schools (1)

#### What would you like changed or improved? Any ideas or suggestions?

- Discipline (18)
- Communication (8)
  - overall communication
  - communication for school activities need to be given ahead of time
  - communication within grade level
  - communication between general and sped staf

- some teachers feel ignored and want opinions to be heard
- Not receiving prizes from office when sent for discipline (5)
- Improve collaboration (3)
- Staff accountability for being on time for duty (2)
- Improved morale/staff is divided (2)
- Accountability for unprofessional staff behaviors (2)
- Cafeteria seating issues (2)
- No block (2)
- Non GT teachers feel out of loop (1)
- More welcoming to campus visitors (1)
- Professional dress for staff (1)
- Staff not allowed to come and go from campus at will (1)
- Some staff do not respect some of the students (1)
- Classrooms need to be more evenly distributed (1)
- More ESL certified teachers (1)

### **Suggestions/Ideas**

- More positivity all year/ not only at the beginning
- Teambuilding activities
- School wide discipline plan
- Increased family/community events
- Have designated team leader to relay information to their team on discipline and instruction.
- Attendance incentive program
- Computers need updating
- A/C for gym
- New track
- All staff need to feel part of the team including teachers, paras, custodians, and cafeteria workers
- Awning for walkway for cold and rainy days
- Motivation for STAAR from beginning of year not only a month before
- Pair younger/older students such as “big brother, big sister”
- Award ceremonies every nine weeks for all grade levels to increase motivation and success

### **Perceptions Strengths**

The staff survey indicated family atmosphere and dedication to students are campus strengths.

### **Problem Statements Identifying Perceptions Needs**

**Problem Statement 1:** When staff were surveyed to determine changes needed, 45% of all responses indicated dissatisfaction with discipline. **Root Cause:** Structures and accountability were not in place to assure implementation of school-wide behavior guidelines with fidelity.



# Comprehensive Needs Assessment Data Documentation

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

# Annual Goals

**Annual Goal 1: The number of students in grades PK-5 who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 10% from September to May.**

**Quarterly Goal 1:** The number of students in grades PK-5 who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 2% from September to October.




**Quarterly Review 1:** Exceeded Quarterly Goal













**Quarterly Goal 2:** The number of students in grades PK-5 who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 5% from September to December.

**Quarterly Goal 3:** The number of students in grades PK-5 who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 7.5% from September to March.

**Quarterly Goal 4:** The number of students in grades PK-5 who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 10% from September to May.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5</p> <p>1) Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Diane Ehlers	Increased expertise in content and instructional best practices.				
Funding Sources: 211 - Title I, Part A - 74190.51							

<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p><b>Strategy Aims</b>  AIM 1 AIM 4 AIM 5 AIM 6</p> <p>2) Hold monthly ELAR Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.</p>	2.4, 2.5, 2.6		Increased expertise in content and instructional best practices in the field of ELAR.				
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2</p> <p>3) Implement Accelerated Reader with fidelity, establishing reading levels and tracking student progress toward goal.</p>	2.4, 2.5	Diane Ehlers, Katrine Villela, homeroom teachers	Increased student stamina in reading and an increase in reading achievement.				
Funding Sources: 199 - Local Funds - 4460.36, 211 - Title I, Part A - 23436.66							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 3 CSF 4 CSF 6 CSF 7</p> <p><b>Strategy Aims</b>  AIM 1 AIM 2 AIM 4 AIM 5</p> <p>4) Purchase The Daily 5 books and lead book study to help teachers structure their literacy time to increase student independence and allow for individualized attention in small groups.</p>	2.4, 2.5, 2.6	Diane Ehlers	Increased student independence and academic achievement.				
Funding Sources: 211 - Title I, Part A - 600.00							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1</p> <p><b>Strategy Aims</b>  AIM 1 AIM 3 AIM 4</p> <p>5) Purchase and utilize Storyworks - short, interesting articles about relevant topics that engage and connect student.</p>		Diane Ehlers	Increased student engagement leading to increased student achievement.				
Funding Sources: 211 - Title I, Part A - 19639.28, 255 - Title II, Part A - 2960.73							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Annual Goal 2: The number of students at the Meets level or higher on the 3rd-5th grade Reading STAAR test will increase by 10% compared to 2018.**

**Quarterly Goal 1:** The number of students who are at or above the 50th percentile on their reading progress monitoring instrument will increase by 2% from September to October.


**Quarterly Review 1:** Exceeded Quarterly Goal












**Quarterly Goal 2:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Reading CBAs will increase by 5% compared to 2017.

**Quarterly Goal 3:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Reading Benchmarks will increase by 7.5% compared to 2018.

**Quarterly Goal 4:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Reading STAAR will increase by 10% compared to 2018.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7  <b>Strategy Aims</b>                      AIM 1 AIM 4 AIM 5</p> <p>1) Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Diane Ehlers	Increased expertise in content and instructional best practices.				
<p>Problem Statements: Student Academic Achievement 1, 5, 6                      Funding Sources: 211 - Title I, Part A - 73336.00</p>							

<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6</p> <p>2) Hold monthly ELAR Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.</p>	2.4, 2.5, 2.6		Increased expertise in content and instructional best practices in the field of ELAR.				
	<p>Problem Statements: Student Academic Achievement 1, 5, 6</p>						
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2</p> <p>3) Implement Accelerated Reader with fidelity, establishing reading levels and tracking student progress toward goal.</p>	2.4, 2.5	Diane Ehlers, Katrine Villela, homeroom teachers	Increased student stamina in reading and an increase in reading achievement.				
	<p>Problem Statements: Student Academic Achievement 1, 5</p> <p>Funding Sources: 199 - Local Funds - 4420.00</p>						
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4</p> <p>4) Purchase and utilize Storyworks - short, interesting articles about relevant topics that engage and connect student.</p>		Diane Ehlers	Increased student engagement leading to increased student achievement.				
	<p>Problem Statements: Student Academic Achievement 1, 5, 6</p> <p>Funding Sources: 211 - Title I, Part A - 4000.00</p>						
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

### Quarterly Goal 1 Problem Statements:

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> 61% of students passed the STAAR Reading assessment at the Approaches level while 32% passed at the Meets or Masters level. <b>Root Cause 1:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 5:</b> Only 1 out of 10 indicators were met in student progress under Domain 3: Closing the Gaps <b>Root Cause 5:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 6:</b> 10% of the student population is identified Gifted and Talented and 9% as Special Education, resulting in a high need for differentiation. <b>Root Cause 6:</b> Due to it's former designation as a G/T campus, Dudley maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.</p>

**Annual Goal 3: The number of students in grades PK-5 who are at or above the 50th percentile on their math progress monitoring instrument will increase by 10% from September to May.**

**Quarterly Goal 1:** The number of students in grades PK-5 who are at or above the 50th percentile on their math progress monitoring instrument will increase by 2% from September to October.



**Quarterly Review 1:** Exceeded Quarterly Goal

**Quarterly Goal 2:** The number of students in grades PK-5 who are at or above the 50th percentile on their math progress monitoring instrument will increase by 5% from September to December.

**Quarterly Goal 3:** The number of students in grades PK-5 who are at or above the 50th percentile on their math progress monitoring instrument will increase by 7.5% from September to March.

**Quarterly Goal 4:** The number of students in grades PK-5 who are at or above the 50th percentile on their math progress monitoring instrument will increase by 10% from September to May.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5</p> <p>1) Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Shelly Olguin	Increased expertise in content and instructional best practices.				
Funding Sources: 211 - Title I, Part A - 56071.30							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6</p> <p>2) Hold monthly Math Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.</p>	2.4, 2.5, 2.6	Shelly Olguin	Increased expertise in content and instructional best practices in the field of Math.				

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  3) Implement TEKSas Target Practice as a part of daily math refinement in grades 2-5.	2.4, 2.5, 2.6	Shelly Olguin	Increased math achievement by introducing students to math concepts prior to the skill being primarily taught.				
	Funding Sources: 211 - Title I, Part A - 2500.00						
= Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue							

**Annual Goal 4: The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Math STAAR test will increase by 10% compared to 2018.**

**Quarterly Goal 1:** The number of students who are at or above the 50th percentile on their math progress monitoring instrument will increase by 2% from September to October.


**Quarterly Review 1:** Exceeded Quarterly Goal

**Quarterly Goal 2:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Math CBAs will increase by 5% compared to 2017.









**Quarterly Goal 3:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Math Benchmarks will increase by 7.5% compared to 2018.

**Quarterly Goal 4:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Math STAAR test will increase by 10% compared to 2018.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 7  <b>Strategy Aims</b>                      AIM 1 AIM 4 AIM 5</p> <p>1) Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Shelly Olguin	Increased expertise in content and instructional best practices.				
<p>Problem Statements: Student Academic Achievement 2, 5, 6                      Funding Sources: 211 - Title I, Part A - 36514.00</p>							



<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6</p> <p>2) Hold monthly Math Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.</p>	2.4, 2.5, 2.6	Shelly Olguin	Increased expertise in content and instructional best practices in the field of Math.				
	<p>Problem Statements: Student Academic Achievement 2, 5, 6</p>						
<p><b>Comprehensive Support Strategy</b> <b>PBMAS</b></p> <p><b>Critical Success Factors</b> CSF 1</p> <p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4</p> <p>3) Implement TEKSas Target Practice as a part of daily math refinement in grades 2-6</p>	2.4, 2.5, 2.6	Shelly Olguin	Increased math achievement by introducing students to math concepts prior to the skill being primarily taught.				
	<p>Problem Statements: Student Academic Achievement 2, 5</p> <p>Funding Sources: 211 - Title I, Part A - 2803.07</p>						
<p>  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 2:</b> 67% of students passed the STAAR Math assessment at the Approaches level while 32% passed at the Meets or Masters level. <b>Root Cause 2:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 5:</b> Only 1 out of 10 indicators were met in student progress under Domain 3: Closing the Gaps <b>Root Cause 5:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 6:</b> 10% of the student population is identified Gifted and Talented and 9% as Special Education, resulting in a high need for differentiation. <b>Root Cause 6:</b> Due to it's former designation as a G/T campus, Dudley maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.</p>

**Annual Goal 5: The number of students at the Meets level or higher on the 4th grade Writing STAAR test will increase by 10% compared to 2018.**

**Quarterly Goal 1:** 100% of classrooms will implement The Writing Academy curriculum with fidelity.



**Quarterly Review 1:** Significant progress made toward meeting Quarterly Goal









**Quarterly Goal 2:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Writing CBAs will increase by 5% compared to 2017.

**Quarterly Goal 3:** The number of students meeting expectations at the Meets level or higher on the 4th grade Writing Benchmark will increase by 7.5% compared to 2018.

**Quarterly Goal 4:** The number of students meeting expectations at the Meets level or higher on the 4th grade Writing STAAR will increase by 10% compared to 2018.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 <b>Strategy Aims</b> AIM 1 AIM 4 1) Implement the Writing Academy with fidelity in grades K-5.	2.4, 2.5, 2.6	Diane Ehlers	Increased acquisition of writing skills due to tight alignment K-5.				
	Problem Statements: Student Academic Achievement 3						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 <b>Strategy Aims</b> AIM 1 AIM 4 2) Utilize interactive journals in K-5 and in all content areas in 1-5.	2.4, 2.5, 2.6	Diane Ehlers	Increased acquisition of writing skills and increased reading - writing connections.				
	Problem Statements: Student Academic Achievement 3, 5, 6						

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 7 <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6 3) Hold monthly ELAR Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.	2.4, 2.5, 2.6	Diane Ehlers	Increased expertise in content and instructional best practices in the field of ELAR.				
	Problem Statements: Student Academic Achievement 3						
<b>Critical Success Factors</b> CSF 1 <b>Strategy Aims</b> AIM 1 AIM 4 4) Include Daily Oral Language with Sentence Weather as a daily refinement in grades K-5.	2.4, 2.5, 2.6	Diane Ehlers	Increased student achievement in Writing.				
	Problem Statements: Student Academic Achievement 3						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 3:</b> 38% of students passed the STAAR Writing assessment at the Approaches level while 23% passed at the Meets or Masters level. <b>Root Cause 3:</b> Alignment and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.
<b>Problem Statement 5:</b> Only 1 out of 10 indicators were met in student progress under Domain 3: Closing the Gaps <b>Root Cause 5:</b> Structures and accountability were not in place to assure student progress.
<b>Problem Statement 6:</b> 10% of the student population is identified Gifted and Talented and 9% as Special Education, resulting in a high need for differentiation. <b>Root Cause 6:</b> Due to it's former designation as a G/T campus, Dudley maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.

**Annual Goal 6: The number of students at the Meets level or higher on the 5th grade Science STAAR test will increase by 10% compared to 2018.**

**Quarterly Goal 1:** 100% of classrooms in K-5 will plan and implement investigations using scientific processes weekly.



**Quarterly Review 1:** Met Quarterly Goal

**Quarterly Goal 2:** The number of students meeting expectations at the Meets level or higher on the 3rd-5th grade Science CBAs will increase by 5% compared to 2017.

**Quarterly Goal 3:** The number of students meeting expectations at the Meets level or higher on the 5th grade Science Benchmark will increase by 7.5% compared to 2018.

**Quarterly Goal 4:** The number of students meeting expectations at the Meets level or higher on the 5th grade Science STAAR test will increase by 10% compared to 2018.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 7  <b>Strategy Aims</b>                      AIM 1 AIM 3 AIM 4</p> <p>1) Clean out, organize, and inventory Science Lab and Science Materials room, cross-checking inventory with TEA suggested lab materials list, and purchasing any needed items to be fully optimized for investigative labs.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Shelly Olguin	Increased knowledge of lab resources leading to more rigorous lab investigations.				
<p>Problem Statements: Student Academic Achievement 4                      Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p><b>Comprehensive Support Strategy</b>  <b>PBMAS</b>  <b>Critical Success Factors</b>                      CSF 1 CSF 2 CSF 3 CSF 4 CSF 7  <b>Strategy Aims</b>                      AIM 1 AIM 4 AIM 5 AIM 6</p> <p>2) Hold monthly Science Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith	Increased expertise in content and instructional best practices in the field of Science.				
<p>Problem Statements: Student Academic Achievement 4</p>							

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 3) Purchase and utilize EduSmart.	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Shelly Olguin	Enhanced student engagement and student achivement.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I, Part A - 2500.00						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 4:</b> 65% of students passed the STAAR Science assessment at the Approaches level while 34% passed at the Meets or Masters level. <b>Root Cause 4:</b> Structures and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.

**Annual Goal 7: The Academic Growth score will increase from 65 to 75 in Reading and from 68 to 78 in Math .**

**Quarterly Goal 1:** 100% of student data notebooks will be updated weekly with fidelity.

**Quarterly Review 1:** Some progress made toward meeting Quarterly Goal

**Quarterly Goal 2:** 80% of students will meet their Accelerated Reader point goal and maintain a quiz average of 80 or higher.

**Quarterly Goal 3:** 100% of student data notebooks will be updated weekly with fidelity.

**Quarterly Goal 4:** The Academic Growth score will increase from 65 to 75 in Reading and from 68 to 78 in Math .

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6 <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 6 1) Eliminate tracking as well as placement of only high students with the most experienced teachers.	2.4, 2.5, 2.6	Steve Carroll	All classrooms will have high academic role models in their classrooms to help expose students to more in depth academic conversations.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 6 <b>Strategy Aims</b> AIM 1 AIM 4 AIM 6 AIM 7 2) Create and align individual student data notebooks K-5. Homeroom teachers will update and conference with students weekly.	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Diane Ehlers Shelly Olguin	Students will take ownership of their own learning and will better achieve their personal academic goals.				

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6 3) Progress monitor all students monthly in both reading and math.	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Diane Ehlers Shelly Olguin	Increased opportunities to discuss necessary instructional adjustments to improve student progress.				
	Problem Statements: Student Academic Achievement 1, 2, 5, 6 Funding Sources: 211 - Title I, Part A - 759.00						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 6 4) Purchase kidney-shaped tables to provide a more conducive setting for small group learning.	2.4, 2.5, 2.6	Steve Carroll	Increased use of small group instruction as an instructional strategy.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 6 5) Implement Unicorn Time, an in-school intervention and enrichment time, 30 minutes x 4 days a week.	2.4, 2.5, 2.6	Steve Carroll Brooke Smith	Increased student achievement.				
	Problem Statements: Student Academic Achievement 1, 2, 5, 6 Funding Sources: 211 - Title I, Part A - 51665.98						
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4 6) Provide 6th grade math instruction to two students who were advanced a grade level in math in a previous year.	2.4, 2.5	Steve Carroll Shelly Olguin	Increased student achievement.				
	Problem Statements: Student Academic Achievement 2, 5, 6 Funding Sources: 265 - Title IV, Part A - 13055.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 6 AIM 7</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith Diane Ehlers Shelly Olguin	Increased student achievement and ownership of learning.				
7) Provide homework opportunities for all students in grades K-5 to practice skills and strengthen the home-school connection.		Problem Statements: Student Academic Achievement 1, 2, 5					
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<p><b>Problem Statement 1:</b> 61% of students passed the STAAR Reading assessment at the Approaches level while 32% passed at the Meets or Masters level. <b>Root Cause 1:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 2:</b> 67% of students passed the STAAR Math assessment at the Approaches level while 32% passed at the Meets or Masters level. <b>Root Cause 2:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 3:</b> 38% of students passed the STAAR Writing assessment at the Approaches level while 23% passed at the Meets or Masters level. <b>Root Cause 3:</b> Alignment and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.</p>
<p><b>Problem Statement 4:</b> 65% of students passed the STAAR Science assessment at the Approaches level while 34% passed at the Meets or Masters level. <b>Root Cause 4:</b> Structures and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.</p>
<p><b>Problem Statement 5:</b> Only 1 out of 10 indicators were met in student progress under Domain 3: Closing the Gaps <b>Root Cause 5:</b> Structures and accountability were not in place to assure student progress.</p>
<p><b>Problem Statement 6:</b> 10% of the student population is identified Gifted and Talented and 9% as Special Education, resulting in a high need for differentiation. <b>Root Cause 6:</b> Due to it's former designation as a G/T campus, Dudley maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.</p>



**Annual Goal 8: The number of reading and math lessons containing differentiated instructional activities will be at least 40% or greater in each grade level.**

**Quarterly Goal 1:** The number of reading and math lessons containing differentiated instructional activities will be 20% or greater in each grade level.



**Quarterly Review 1:** Significant progress made toward meeting Quarterly Goal

**Quarterly Goal 2:** The number of reading and math lessons containing differentiated instructional activities will be 20% or greater in each grade level and 30% campus wide.

**Quarterly Goal 3:** The number of reading and math lessons containing differentiated instructional activities will be 40% or greater in each grade level.

**Quarterly Goal 4:** The number of reading and math lessons containing differentiated instructional activities will be 40% or greater in each grade level.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7 <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6 1) Practice creating a tiered instructional activity at each grade level weekly PLC using either the previous week's lesson plans or the next week's TEK.	2.4, 2.5, 2.6	Diane Ehlers Shelly Olguin	Increased expertise in planning differentiated lessons.				
	Problem Statements: Student Academic Achievement 1, 2, 5, 6						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 7 <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6 2) Review lesson plans to ensure rigorous tiered lessons.	2.4, 2.5, 2.6	Diane Ehlers Shelly Olguin Steve Carroll Brooke Smith	Increased student achievement as a result of increased rigor and attention to planning.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6						

<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 7 <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 AIM 6 3) Utilize GT Coordinator and GT Instructional Coach to provide job-embedded professional development focused on implementing tiered lessons in reading and math classrooms.	2.4, 2.5, 2.6	Steve Carroll Stephanie Wood Samantha Herbold	Increased expertise in the skill of differentiating instructional activities.				
	Problem Statements: Student Academic Achievement 1, 2, 3, 4, 5, 6						
= Accomplished             = Continue/Modify             = Considerable             = Some Progress             = No Progress             = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 61% of students passed the STAAR Reading assessment at the Approaches level while 32% passed at the Meets or Masters level. <b>Root Cause 1:</b> Structures and accountability were not in place to assure student progress.
<b>Problem Statement 2:</b> 67% of students passed the STAAR Math assessment at the Approaches level while 32% passed at the Meets or Masters level. <b>Root Cause 2:</b> Structures and accountability were not in place to assure student progress.
<b>Problem Statement 3:</b> 38% of students passed the STAAR Writing assessment at the Approaches level while 23% passed at the Meets or Masters level. <b>Root Cause 3:</b> Alignment and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.
<b>Problem Statement 4:</b> 65% of students passed the STAAR Science assessment at the Approaches level while 34% passed at the Meets or Masters level. <b>Root Cause 4:</b> Structures and accountability were not in place to assure that curriculum was taught in each grade level to fidelity.
<b>Problem Statement 5:</b> Only 1 out of 10 indicators were met in student progress under Domain 3: Closing the Gaps <b>Root Cause 5:</b> Structures and accountability were not in place to assure student progress.
<b>Problem Statement 6:</b> 10% of the student population is identified Gifted and Talented and 9% as Special Education, resulting in a high need for differentiation. <b>Root Cause 6:</b> Due to it's former designation as a G/T campus, Dudley maintains a higher percentage of Gifted and Talented students compared to most other elementary campuses.

**Annual Goal 9: The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities will reach 75%.**

**Quarterly Goal 1:** The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities will be 75% or greater in each grade level.



**Quarterly Review 1:** Significant progress made toward meeting Quarterly Goal













**Quarterly Goal 2:** The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities will be 75%. or greater in each grade level.

**Quarterly Goal 3:** The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities will reach 75% or greater in each grade level.

**Quarterly Goal 4:** The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities will reach 75% or greater in each grade level.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 4 CSF 6  <b>Strategy Aims</b> AIM 2  1) Hold monthly Safe and Civil team meetings to review the Dudley Behavior Guidelines for Success, discipline data, and promote a positive school climate.	2.6	Brooke Smith	Increased time on task. Increased positive school climate.				
Problem Statements: Perceptions 1							
<b>Critical Success Factors</b> CSF 4 CSF 6  <b>Strategy Aims</b> AIM 1  2) Create and implement the Dudley Behavior Guidelines for Success including a matrix for expectations for students and staff in all common areas of the school.	2.6	Brooke Smith	Increased student time on task. Increased positive school climate.				
Problem Statements: Perceptions 1							

<p><b>Critical Success Factors</b> CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 4</p> <p>3) Beautify and structure the campus to ensure a pleasant, organized , and safe work environment for students and staff.</p> <ul style="list-style-type: none"> <li>- relocate classroom and workroom spaces</li> <li>- paint an accent wall in each space</li> <li>- landscape the front of the campus</li> <li>- clean out and declutter all spaces</li> <li>- hang signs that promote good behavior</li> </ul>	2.6	Steve Carroll	Instill pride and a sense of community to all stakeholders. Create an environment more conducive to success.				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 - Title I, Part A - 1000.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>4) Design and implement Fun Friday, a 30 minute free time, for students who have no tardies, an A in conduct, completed homework, and all parent signatures.</p>	2.4, 2.5, 2.6	Steve Carroll Brooke Smith	Increased time on arrival, student achievement, and positive behavior.				
<p>Problem Statements: Perceptions 1</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 4 AIM 6</p> <p>5) Create a fully staffed ISS setting for a temporary placement of students not following the Dudley Behavior Guidelines for Success.</p>	2.6	Steve Carroll Brooke Smith	Maintain an effective environment for instruction in the classroom setting. Improved behavior on the part of the student assigned to ISS.				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 - Title I, Part A - 20263.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 6</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 4 AIM 6</p> <p>6) Increase effectiveness of School Counselor by including her in block classes and taking away 504 responsibilities.</p>	2.6	Steve Carroll Brooke Smith	Promotion of pro-social behaviors and a positive school climate.				
<p>Problem Statements: Perceptions 1</p>							
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Quarterly Goal 1 Problem Statements:**

## Perceptions

**Problem Statement 1:** When staff were surveyed to determine changes needed, 45% of all responses indicated dissatisfaction with discipline. **Root Cause 1:** Structures and accountability were not in place to assure implementation of school-wide behavior guidelines with fidelity.

**Annual Goal 10: Increase the attendance rate from 94.77% to 95.50% when comparing 2017-2018 to 2018-2019.**

- Quarterly Goal 1:** Increase the attendance rate from 96.89% to 97.0%. when comparing the 1st 6 weeks from 2017 to 2018.
- Quarterly Review 1:** Some progress made toward meeting Quarterly Goal
- Quarterly Goal 2:** Increase the attendance rate from 95.58% to 96.0% when comparing the 3rd 6 weeks from 2017 to 2018.
- Quarterly Goal 3:** Increase the attendance rate from 92.78% to 95.0% when comparing the 4th 6 weeks from 2017 to 2018.
- Quarterly Goal 4:** Increase the attendance rate from 94.77% in 2017-2018 to 95.50% in 2018-2019.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 7  1) Implement individual, class, and grade level attendance incentives to be given daily, weekly, monthly, quarterly, and annually.	2.5, 2.6	Steve Carroll Brooke Smith Debbie Sullivan	Increase student attendance.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 1500.00						
<b>Critical Success Factors</b> CSF 4 CSF 5 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4 AIM 6 AIM 7  2) Teachers will make a positive contact each time a student is absent.	2.5, 2.6	Steve Carroll Brooke Smith Debbie Sullivan	Students and parents will feel valued and more connected to the school leading to increased student attendance.				
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 3 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 6 AIM 7  3) Maintain a rich offering of student clubs and re-instate kickball as an offering for our 5th graders.	2.6, 3.1	Steve Carroll Brook Smith Diane Ehlers Shelly Olguin	Increased student engagement and achievement.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 1500.00						

<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 6 AIM 7  4) Promote parent awareness of the importance of good student attendance and parental involvement in their child's education.	3.1, 3.2	Steve Carroll Debbie Sullivan	Increased student attendance and parent participation.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 11522.00						

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> The overall attendance rate in 2018 was 94.77%, a decrease of 0.63% when compared to 2017. <b>Root Cause 1:</b> Incentives were not in place and there was a lack of communication with all stakeholders on the importance of attendance.

## Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.
1	1	2	Hold monthly ELAR Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.
1	1	3	Implement Accelerated Reader with fidelity, establishing reading levels and tracking student progress toward goal.
1	1	4	Purchase The Daily 5 books and lead book study to help teachers structure their literacy time to increase student independence and allow for individualized attention in small groups.
1	1	5	Purchase and utilize Storyworks - short, interesting articles about relevant topics that engage and connect student.
2	1	1	Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.
2	1	2	Hold monthly ELAR Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.
2	1	3	Implement Accelerated Reader with fidelity, establishing reading levels and tracking student progress toward goal.
2	1	4	Purchase and utilize Storyworks - short, interesting articles about relevant topics that engage and connect student.
3	1	1	Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.
3	1	2	Hold monthly Math Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.
3	1	3	Implement TEKSas Target Practice as a part of daily math refinement in grades 2-5.
4	1	1	Utilize Instructional Coach to implement well-formed content planning sessions utilizing backwards design. Ensure lessons and activities are at the appropriate level of rigor. Review data to find trends and revise strategies accordingly.
4	1	2	Hold monthly Math Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.
4	1	3	Implement TEKSas Target Practice as a part of daily math refinement in grades 2-6 .
5	1	1	Implement the Writing Academy with fidelity in grades K-5.
5	1	2	Utilize interactive journals in K-5 and in all content areas in 1-5.
5	1	3	Hold monthly ELAR Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.
6	1	1	Clean out, organize, and inventory Science Lab and Science Materials room, cross-checking inventory with TEA suggested lab materials list, and purchasing any needed items to be fully optimized for investigative labs.
6	1	2	Hold monthly Science Instructional Focus Team meetings to discuss best practices in a K-5 vertical alignment.



<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Description</b>
6	1	3	Purchase and utilize EduSmart.
7	1	1	Eliminate tracking as well as placement of only high students with the most experienced teachers.
7	1	2	Create and align individual student data notebooks K-5. Homeroom teachers will update and conference with students weekly.
7	1	3	Progress monitor all students monthly in both reading and math.
7	1	4	Purchase kidney-shaped tables to provide a more conducive setting for small group learning.
7	1	5	Implement Unicorn Time, an in-school intervention and enrichment time, 30 minutes x 4 days a week.
8	1	1	Practice creating a tiered instructional activity at each grade level weekly PLC using either the previous week's lesson plans or the next week's TEK.
8	1	2	Review lesson plans to ensure rigorous tiered lessons.
8	1	3	Utilize GT Coordinator and GT Instructional Coach to provide job-embedded professional development focused on implementing tiered lessons in reading and math classrooms.

# Plan Notes

## Accelerated Reader

	2017-2018	1 <sup>st</sup> Nine Weeks	2 <sup>nd</sup> Nine Weeks	3 <sup>rd</sup> Nine Weeks	4 <sup>th</sup> Nine Weeks	2018-2019
Tests Passed	80%	73%				
Points Earned	1440.3	1450.4				
Average Quiz Grade	72.9	70.7				
Average ATOS	2.9	2.8				

## SLO % of students at or above the 50th percentile

	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math	36%	53%							
Reading	40%	50%							

## Two week sample of lesson plans with an indication of differentiation

	1 <sup>st</sup> Nine Weeks		2 <sup>nd</sup> Nine Weeks		3 <sup>rd</sup> Nine Weeks		4 <sup>th</sup> Nine Weeks	
	Math	Rdg	Math	Rdg	Math	Rdg	Math	Rdg
Kinder	0/9	9/9						
1st grade	9/9	9/9						
2nd grade	6/9	4/9						
3rd grade	0/0	2/9						
4th grade	0/0	6/9						
5th grade	9/9	9/9						
TOTAL	24/54	39/54						
	44%	72%						

Attendance by 6 weeks

	1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks	4 <sup>th</sup> 6 weeks	5 <sup>th</sup> 6 weeks	6 <sup>th</sup> 6 weeks	Total
2017-2018	96.89		95.58	92.78			94.77
2018-2019	96.44						

Attendance by 6 weeks cumulative

	1 <sup>st</sup> 6 weeks	2 <sup>nd</sup> 6 weeks	3 <sup>rd</sup> 6 weeks	4 <sup>th</sup> 6 weeks	5 <sup>th</sup> 6 weeks	6 <sup>th</sup> 6 weeks	Total
2017-2018	96.89						94.77
2018-2019	96.44						

The number of times students earn the privilege of participating in a Fun Friday divided by the total number of opportunities:

Grade	Teacher Name	1 <sup>st</sup> 9 weeks	1 <sup>st</sup> 9 weeks
		By Class	By Grade Level
K	Fanelli	74%	81%
K	Smith	89%	
K	Wright	79%	
1	Rivet	51%	59%
1	Salazar	57%	
1	Taylor	70%	

2	Goff	91%	
2	Henke	55%	77%
2	Martin	86%	
3	Ferreira	94%	
3	Jacobusse	72%	82%
3	Sanchez	82%	
4	Smith	56%	
4	Villanueva	74%	66%
4	Weaver	70%	
5	Austin	94%	
5	Cummins	84%	85%
5	Hernandez	87%	
5	Stewart	76%	
		76%	

## 2018-2019 1st Grade PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Brooke Smith	Assistant Principal
Administrator	Steve Carroll	Principal
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	
Classroom Teacher	Cathy Taylor	
Classroom Teacher	Brandi Salazar	
Classroom Teacher	Tracy Rivet	

## 2018-2019 2nd Grade PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Carroll	Principal
Administrator	Brooke Smith	Assistant Principal
Classroom Teacher	Laura Goff	
Classroom Teacher	Sandra Henke	
Classroom Teacher	Beverly Martin	
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	

## 2018-2019 3rd Grade PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Carroll	Principal
Administrator	Brooke Smith	Assistant Principal
Classroom Teacher	Angelica Sanchez	
Classroom Teacher	Blake Jacobusse	
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	
Classroom Teacher	Manuel Ferreira	3rd grade teacher

## 2018-2019 4th Grade PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Carroll	Principal
Administrator	Brooke Smith	Assistant Principal
Classroom Teacher	Patricia Weaver	
Classroom Teacher	Micah Smith	
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	



## 2018-2019 5th Grade PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Carroll	Principal
Administrator	Brooke Smith	Assistant Principal
Classroom Teacher	Brenda Stewart	
Classroom Teacher	Erika Hernandez	
Classroom Teacher	Thomas Austin	
Classroom Teacher	Robin Cummins	
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	

## 2018-2019 Kindergarten PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Carroll	Principal
Administrator	Brooke Smith	Assistant Principal
Classroom Teacher	Stacy Fanelli	
Classroom Teacher	Ashley Smith	
Classroom Teacher	Dana Wright	
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	

## 2018-2019 Pre-K PLC Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Administrator	Steve Carroll	Principal
Administrator	Brooke Smith	Assistant Principal
Classroom Teacher	Alicia Arnold	
Classroom Teacher	Elizabeth Carlson	
Classroom Teacher	Christina Puente	
Instructional Coach	Diane Ehlers	
Instructional Coach	Shelly Olguin	

## 2018-2019 Site-Base Committee

<b>Committee Role</b>	<b>Name</b>	<b>Position</b>
Classroom Teacher	Elizabeth Carlson	
Classroom Teacher	Alicia Arnold	
Classroom Teacher	Ashley Smith	
Classroom Teacher	Cathy Taylor	
Classroom Teacher	Laura Goff	
Classroom Teacher	Angelica Sanchez	
Classroom Teacher	Patty Weaver	
Classroom Teacher	Erika Hernandez	
Classroom Teacher	Brenda Stewart	
Classroom Teacher	Kelly Berkovsky	
Paraprofessional	Priscilla Garcia	
Non-classroom Professional	Heather Williams	
Administrator	Steve Carroll	
Administrator	Brooke Smith	
Instructional Coach	Shelly Olguin	

# Campus Funding Summary

<b>199 - Local Funds</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Accelerated Reader and Star Reading		\$4,460.36
2	1	3	Accelerated Reader and Star Reading		\$4,420.00
<b>Sub-Total</b>					<b>\$8,880.36</b>
<b>211 - Title I, Part A</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Instructional Coach - Diane Ehlers		\$73,336.00
1	1	1	Family Reading Night - Food and non-food items		\$500.00
1	1	1	Document Scanner		\$354.51
1	1	3	Dell Desktops and Monitors - 39 in quantity		\$23,436.66
1	1	4	The Daily 5 books		\$600.00
1	1	5	Storyworks		\$3,058.28
1	1	5	Hovercam Solo 8 PLUS Document Camera - 29 quantity		\$9,831.00
1	1	5	Mimio Teach Interactive Module for Whiteboard - 10 quantity		\$6,750.00
2	1	1	Instructional Coach - Diane Ehlers		\$73,336.00
2	1	4	Storyworks		\$4,000.00
3	1	1	Instructional Coach - Shelly Olguin		\$36,514.00
3	1	1	AirWatch Shared Cloud subscription license - 60 quantity		\$781.20
3	1	1	Dell Laptops with external DVD drive - 30 quantity		\$18,156.60
3	1	1	Laptop cases		\$619.50
3	1	3	TEKSas Target Practice		\$2,500.00
4	1	1	Instructional Coach - Shelly Olguin		\$36,514.00
4	1	3	TEKSas Target Practice		\$2,803.07
6	1	1	Science Lab materials		\$1,000.00
6	1	3	EduSmart		\$2,500.00

7	1	3	Read Naturally Live		\$759.00
7	1	5	Two Title 1 3 Hour Teachers - Rebecca Bootzin and Martha Rother		\$26,110.00
7	1	5	Kamico STAAR Connection Diagnostic Series		\$1,608.90
7	1	5	CDW-G AirWatch licenses		\$52.08
7	1	5	iPADS Wi-Fi 32 GB + 3 year Apple Care		\$22,680.00
7	1	5	iPAD to document camera adaptors		\$1,215.00
9	1	3	Signage and tools to promote good behavior and a positive school climate.		\$1,000.00
9	1	5	ISS assistant		\$20,263.00
10	1	1	Incentives		\$1,500.00
10	1	3	Club supplies and backstop for kickball		\$1,500.00
10	1	4	Parent Liaison		\$11,522.00
<b>Sub-Total</b>					\$384,800.80
<b>255 - Title II, Part A</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	5	Presentation Carts		\$2,960.73
<b>Sub-Total</b>					\$2,960.73
<b>265 - Title IV, Part A</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
7	1	6	3 Hour Teacher - Patsy Hewlett		\$13,055.00
<b>Sub-Total</b>					\$13,055.00
<b>Grand Total</b>					\$409,696.89