

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

# Mission Statement

The mission at Crain Elementary is to provide a relevant and captivating environment and foster relationships with our community to support students in becoming life-long learners.

## Vision

**Imagine with all your mind. Believe with all your heart. Achieve with all your might.**

# Table of Contents

Comprehensive Needs Assessment .....	4
Demographics .....	4
Student Academic Achievement .....	5
School Processes & Programs .....	7
Perceptions .....	8
Comprehensive Needs Assessment Data Documentation .....	9
Annual Goals .....	11
Annual Goal 1: 25% of students in 3rd-5th grade will meet or master expectations for their grade level in reading. ....	11
Annual Goal 2: Reduce the number of students with persistent misbehavior (9 or more referrals) by 10% from the 2017-2018 school year. ....	14
Annual Goal 3: Reduce the total number of students on the 10% attendance list by 10% from the 2017-2018 school year. ....	16
Annual Goal 4: 37% of 3rd- 5th grade students at Crain Elementary will meet or master the expectations for the next grade level in math. ....	18
Annual Goal 5: 25% of PreK - 2 grade students at Crain Elementary will meet annual progress using istation expectations in reading. ....	20
Annual Goal 6: 16% of 5th grade students will meet or master grade level expectations in Science. ....	23
Comprehensive Support Strategies .....	25
Campus Funding Summary .....	27

# Comprehensive Needs Assessment

## Demographics

### Demographics Summary

Students attending Crain Elementary are from the local neighborhood located in the inner city of Victoria. This particular location includes a high number of working families at a poverty level of income. Enrollment hovers around 380 students with an ethnic distribution that includes 4.72% African American, 10.5% White, and 82.41% Hispanic. Among this diverse population 86.4% are Economically Disadvantaged, 7.3% are English Language Learners, 11% with identified Disabilities. In addition, Crain has historically had a high student mobility rate at 21.3%, a low number of students identified for gifted and talented programs (<1%). This campus is a five-year Improvement Required Campus with a new leadership team that has only been on the campus for just over 18 months. For the 2017-2018 school year, we had 13 out of our 24 certified teaching staff new to Crain. Crain Met Standard for the 2017-2018 school year.

### Demographics Strengths

- Experienced staff that created a collaborative culture within the team.
- Teachers maintain high expectations for work and behavior.
- Faculty strives to build strong relationships with students to help them succeed by creating a sense of family and doing whatever it takes to take care of them.
- For the 2018-2019 school year, we have 21 out of the 24 certified teaching staff returning to Crain for next year.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Of the 331 referrals, 11 students had 9 or more referrals which totaled 193 referrals. These 11 students resulted in 58% of the campus discipline. **Root Cause:** Staff have undeveloped skills to address persistent misbehavior.

**Problem Statement 2:** Attendance continues to be lower on Mondays and Fridays. **Root Cause:** Family's perception of school importance affects their attendance

## **Student Academic Achievement**

### **Student Academic Achievement Summary**

Data on AR STAR and Istation show continuous progress in most grade levels. AR STAR (K - 5) - 80% (259/325) progress between quarter assessments and Istation (Prek - 5th) - 89% (332/372) progress from September to May administration.

93% (301/324) of students in kindergarten - 5th showed growth in their Math AR Scale Score from the Quarter 1 to Quarter 4

### **STAAR**

55% of tested students scored at the approaches level

26% of tested students scored at the meets level

11% of students scored at the masters level

82% of 4th-5th gradestudents made progress on reading and math.

### **Student Academic Achievement Strengths**

Students progressed and made growth throughout the school year.

Student data notebooks allowed for goals to be made and for students to visualize progress. Allowed students and teachers to narrow scope of goals and individually hone scope of needs.

Data driven interventnion at student level for all students driven by unit assessments.

Implementation of progress data template, which allowed tier 1 instruction to be targeted at a more rigorous level.

### **Problem Statements Identifying Student Academic Achievement Needs**

**Problem Statement 1:** Small groups and stations were not fully implemented in the classroom. **Root Cause:** Development of management and content knowledge in the area of small group implementation needs continued work for fidelity

## School Processes & Programs

### School Processes & Programs Summary

Crain elementary has implemented the district plan for RtI to fidelity, and teachers identified this process as a strength. For the 2017-2018, Crain elementary utilized Think Through Math, AR STAR, I-station math, I-station reading, Carbo, formative loop programs. For next school year, we will scaled down the number of programs to include only those that we utilize data. Crain elementary utilizes a true PLC practice with job ebbeded professional development. Last year we utilized a tuning protocol to review student work. We also utilize classroom observations using an instructional rounds model for every classroom teacher. We will continue both of these protocols.

### School Processes & Programs Strengths

Guided planning - Fidelity and implementation using TEKS Resource System to inconjunction with backward design to develop lessons and assessments. Available resources

RTI process - in place and implemented to fidelity.

Intervention - use of data used to drive process.

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** Inconsistent implementation of curriculum expectations. **Root Cause:** Staff does not feel comfortable to fully implement all of the many programs.

## Perceptions

### Perceptions Summary

Crain Elementary hosted many opportunities for parent engagement; however, attendance from parents was low. We began a campaign to increase our digital outreach utilizing facebook and the VISD website. We held 6 EAFK ceremonies. Students have learned about and practiced responsibility, compassion, tolerance, confidence, trustworthiness, service and calming down during this time period. The teachers have a designated daily EAFK time in the master schedule.

18 out of 18 teachers have maintained their Class DoJo class account. We have introduced and are beginning to implement class meetings according to the Win-Win Discipline model. Additionally we are utilizing the 7 positions and interventions associated from Win-Win Discipline every 9 weeks to intervene with the four identified Behavior RTI students. To meet the needs of our students, we had frequent schedule changes this year. We will not have interns next year, so schedule changes will be minimized. Additionally, we will move to a hybrid block schedule, so we will have the same schedule every day.

### Perceptions Strengths

Many family engagement opportunities exist such as block party, family dance, and students have opportunity to participate in soccer, basketball, choir, etc.

Extended digital outreach efforts to include weekly instructional uploads as well as Facebook recruitment for parent engagement.

All teachers have class Dojo.

Character development is taught through EAFK.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Communication between all stakeholders need to be improved. **Root Cause:** Information is not consolidated and is communicated to stakeholders separately.



# 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

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

## Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- SSI: Think Through Math assessment data for Grades 3-8 and Algebra I (TEA approved statewide license)
- Student failure and/or retention rates
- Observation Survey results
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

## Student Data: Student Groups

- Special education population, including performance, discipline, progress, and participation data
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data

## Student Data: Behavior and Other Indicators

- Attendance data

- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- School safety data

### **Employee Data**

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- Campus leadership data
- Campus department and/or faculty meeting discussions and data
- Professional development needs assessment data
- Evaluation(s) of professional development implementation and impact
- T-TESS

### **Parent/Community Data**

- Parent surveys and/or other feedback

# Annual Goals

## Annual Goal 1: 25% of students in 3rd-5th grade will meet or master expectations for their grade level in reading.

**Quarterly Goal 1:** 20% of 3-5th graders will score on Istation the cut score aligned to the Meets or Master Staar performance for Quarter 1.

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











**Quarterly Goal 2:** 22% of 3-5th graders will score on Istation the cut score aligned to the Meets or Master Staar performance for Quarter 2.

**Quarterly Goal 3:** 24% of 3-5th graders will score on Istation the cut score aligned to the Meets or Master Staar performance for Quarter 3.

**Quarterly Goal 4:** 26% of 3-5th graders will score on Istation the cut score aligned to the Meets or Master Staar performance for Quarter 4.

### Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Comprehensive Support Strategy</b> 1) Conduct targeted job embedded professional development through the PLC process focused on small group implementation in all content areas	2.5, 2.6	Melissa Correll	Staff will become adept in conducting small groups. Students will continue to make progress in content areas.	✓			
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 71318.00						
<b>Comprehensive Support Strategy</b> <b>PBMAS</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7 <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5 2) Provide relevant, timely and targeted small groups at the level of rigor. Students will be grouped according to formative and summative data. Small groups will be held daily.	2.4, 2.5, 2.6	Ann Avila	Staff will become adept in conducting small groups. Students will continue to make progress in content areas.	✓			
	Funding Sources: 211 - Title I, Part A - 19366.00						

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6  3) Utilize instructional coaches to implement well-formed content planning sessions where instructional coaches utilize backwards design and align TEKS to instruction. Teachers, Administration, and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.		Melissa Correll and Ann Avila	Staff will gain expertise in content area and in instructional best practices.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 1770.00						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4  4) Provide more opportunities for students to read during the school day using strategies such as Talk Read Talk Write at least one time per week per content area.	2.4, 2.6	Ann Avila	Students will increase their stamina reading and will improve their comprehension.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 211 - Title I, Part A - 2030.00						
5) Students will track their monthly score in their data notebook.		Ann Avila	Students will strive to improve their reading by setting realistic and attainable goals.				
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 6 AIM 7  6) Hold targeted grade level academic night on selected foundational academic skills.	2.4, 2.5, 2.6	Ann Avila	Students will gain proficiency on content foundational skill which will increase reading capacity.				
	Funding Sources: 211 - Title I, Part A - 564.50						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
-------------------------------------

<b>Problem Statement 1:</b> Small groups and stations were not fully implemented in the classroom. <b>Root Cause 1:</b> Development of management and content knowledge in the area of small group implementation needs continued work for fidelity
---

<b>School Processes &amp; Programs</b>
--

<b>Problem Statement 1:</b> Inconsistent implementation of curriculum expectations. <b>Root Cause 1:</b> Staff does not feel comfortable to fully implement all of the many programs.
---

**Annual Goal 2: Reduce the number of students with persistent misbehavior (9 or more referrals) by 10% from the 2017-2018 school year.**

**Quarterly Goal 1:** Reduce number of discipline referrals by 10% for the 2018-2019 quarter 1 from the 2017-2018 quarter 1.



**Quarterly Review 1:** Exceeded Quarterly Goal










**Quarterly Goal 2:** Reduce the number of discipline referrals by 10% for the 2018-2019 quarter 2 from the 2017-2018 quarter 2.

**Quarterly Goal 3:** Reduce the number of discipline referrals by 10% for the 2018-2019 quarter 3 from the 2017-2018 quarter 3.

**Quarterly Goal 4:** Reduce the number of discipline referrals by 10% for the 2018-2019 quarter 4 from the 2017-2018 quarter 4.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7</p> <p>1) Staff members will implement the Crain Discipline Flowchart to fidelity. The Crain Discipline Flowchart defines level of behaviors and provides for positive behavior supports and classroom management techniques. Additionally, Staff was trained during the August professional development days.</p>	2.5, 2.6	Melissa Correll	Discipline flowchart was created to more concisely describe the discipline protocol. When followed, positive behavior supports will be implemented in the classroom reducing the number of referrals and tune-ups.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 300.00</p>							
<p><b>Critical Success Factors</b> CSF 4 CSF 5</p> <p><b>Strategy Aims</b> AIM 2 AIM 3 AIM 4 AIM 6 AIM 7</p> <p>2) Dedicate time in school day to teach social skills, self regulation techniques and character development. Class meetings will be held weekly. Utilize pro-social behavior models such as Win Win discipline, Conscious discipline, Early Act First Knight Character Development program</p>	2.4, 2.5, 2.6	Nicole Garza	Students will be able to implement self discipline and modulate behavior.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 2200.00</p>							

<b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6 CSF 7  <b>Strategy Aims</b> AIM 2 AIM 4 AIM 5  3) Implement a Social Emotional Health committee comprised of staff members to review and implement structures and processes.	2.4, 2.5, 2.6	Melissa Correll	Increase collaboration, communication and interdependence among stakeholders at Crain.				
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 2  4) Follow Behavior RtI protocol with fidelity.	2.4, 2.5, 2.6	Nicole Garza	Students on behavioral RtI will be able to implement self discipline and modulate behavior.				
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3  5) Hold weekly class meetings, and reflect on progress using tuning protocol in committee meetings.	2.5	Nicole Garza	Class meetings will allow student to problem solve ways to decrease student misbehavior. It will allow time for classes to create a class culture that supports learning.				
	Problem Statements: Demographics 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Of the 331 referrals, 11 students had 9 or more referrals which totaled 193 referrals. These 11 students resulted in 58% of the campus discipline. <b>Root Cause 1:</b> Staff have undeveloped skills to address persistent misbehavior.

### Annual Goal 3: Reduce the total number of students on the 10% attendance list by 10% from the 2017-2018 school year.

**Quarterly Goal 1:** Decrease the number of students on the Quarter 1 10% list by 10% from 2017-2018.




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

**Quarterly Goal 2:** Decrease the number of students on the Quarter 2 10% list by 10% from 2017-2018.

**Quarterly Goal 3:** Decrease the number of students on the Quarter 3 10% list by 10% from 2017-2018.

**Quarterly Goal 4:** Decrease the number of students on the Quarter 4 10% list by 10% from 2017-2018.

#### 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 5 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 4 AIM 6 AIM 7  1) Incentives for parents of students with fewer than 2 excused absences and no tardies to be given every 9 weeks at monthly parent meetings.	2.6, 3.1, 3.2	Irma Vasquez	Increase student attendance and decrease number of students on the 10% list.				
Problem Statements: Demographics 2 Funding Sources: 211 - Title I, Part A - 11117.00							
<b>Critical Success Factors</b> CSF 1 CSF 4 CSF 6  <b>Strategy Aims</b> AIM 2 AIM 4 AIM 6 AIM 7  2) Follow district protocols for attendance and monitor during weekly attendance meetings (i.e. attendance contracts, filing for truancy).		Irma Vasquez and Brandy Land	Timely intervention will allow us to improve attendance.				
Problem Statements: Demographics 2							
<b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 4 AIM 6 AIM 7  3) Hold 2 block parties to promote the school and home partnership monthly.	3.1, 3.2	Brandy Land and Irma Vasquez	A strengthened home and school partnership will lead to better attendance and students and parents will feel included and a part of their child's education.				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 2000.00							



<p><b>Critical Success Factors</b> CSF 1 CSF 4 CSF 5</p> <p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 7</p> <p>4) Increase our digital outreach opportunities by uploading one weekly videos to the campus website and social media Facebook page. Videos may include instructional components from all grades levels and student testimonials on the importance of being present in class. Additionally, we will provide a link on our campus website to digital e-books to provide at-home resources for reading. Link all at-home access information for various programs vial website.</p>	2.4, 2.5, 2.6	Mary Perez	Increase the daily attendance. Increase the number of parents/families following and viewing uploaded content on website and facebook page.				
<p><b>Critical Success Factors</b> CSF 3 CSF 4 CSF 6 CSF 7</p> <p><b>Strategy Aims</b> AIM 2 AIM 4 AIM 6 AIM 7</p> <p>5) Develop and implement campus Family Engagement committee to develop campus strategies and processes to increase parent participation.</p>	2.5, 2.6	Brandy Land	Increase collaboration, communication and interdependence among stakeholders at Crain.				
<p><b>Critical Success Factors</b> CSF 4 CSF 6</p> <p><b>Strategy Aims</b> AIM 2 AIM 3 AIM 4</p> <p>6) Adjust master schedule to allow for a Move it Monday and a Fun Friday as an embedded attendance incentives on those days.</p>	2.5, 2.6	Joe Castillo	Attendance for Fridays and Mondays will improve and be more consistent with Tuesday Thursday attendance.				
<p style="text-align: center;">  = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue </p>							

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>
<p><b>Problem Statement 2:</b> Attendance continues to be lower on Mondays and Fridays. <b>Root Cause 2:</b> Family's perception of school importance affects their attendance</p>
<b>Perceptions</b>
<p><b>Problem Statement 1:</b> Communication between all stakeholders need to be improved. <b>Root Cause 1:</b> Information is not consolidated and is communicated to stakeholders separately.</p>

**Annual Goal 4: 37% of 3rd- 5th grade students at Crain Elementary will meet or master the expectations for the next grade level in math.**

**Quarterly Goal 1:** 32% of 3rd-5th grade students will make progress on their last unit assessment of quarter 1 from their baseline score.

**Quarterly Review 1:** Exceeded Quarterly Goal









**Quarterly Goal 2:** 42% of 3rd-5th grade students will make progress on their last unit assessment of quarter 2 from their baseline score.

**Quarterly Goal 3:** 52% of 3rd-5th grade students will make progress on their last unit assessment of quarter 3 from their baseline score.

**Quarterly Goal 4:** 62% of 3rd-5th grade students will make progress on their last unit assessment from their baseline score.

**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 4 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5</p> <p>1) Provide relevant, timely and targeted small groups at the level of rigor. Students will be grouped according to formative and summative data. Small groups will be held daily.</p>	2.4, 2.5, 2.6	Leah Klemcke	Students will be able to access Tier 1 instruction at the level of rigor.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 12666.00</p>							
<p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>2) Utilize instructional coaches implement well-formed content planning session where instructional coaches utilize backwards design. Teaches, Administrators and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.</p>	2.4, 2.5, 2.6	Leah Klemcke	Staff will gain expertise in content area and in instructional best practices.				
<p>Problem Statements: Perceptions 1</p> <p>Funding Sources: 211 - Title I, Part A - 450.00</p>							

<b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 1  3) Students will track their monthly score in their data notebook.		Leah Klemcke	Students will strive to improve their reading by setting realistic and attainable goals.				
<b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 5 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 6 AIM 7  4) Hold targeted grade level academic night on selected foundational academic skills	2.4, 2.5, 2.6	Leah Klemcke	Students will gain proficiency on content foundational skill which will increase math capacity.				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 564.50						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Small groups and stations were not fully implemented in the classroom. <b>Root Cause 1:</b> Development of management and content knowledge in the area of small group implementation needs continued work for fidelity
<b>Perceptions</b>
<b>Problem Statement 1:</b> Communication between all stakeholders need to be improved. <b>Root Cause 1:</b> Information is not consolidated and is communicated to stakeholders separately.

**Annual Goal 5: 25% of PreK - 2 grade students at Crain Elementary will meet annual progress using istation expectations in reading.**

**Quarterly Goal 1:** 20% of PreK - 2nd students will make progress on istation overall reading score for the quarter.



**Quarterly Review 1:** Exceeded Quarterly Goal





**Quarterly Goal 2:** 25% of PreK - 2nd students will make progress on istation overall reading score for the quarter.

**Quarterly Goal 3:** 30% of PreK - 2nd students will make progress on istation overall reading score for the quarter.

**Quarterly Goal 4:** 35% of PreK - 2nd students will make progress on istation overall reading score for the quarter.

**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 4</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 3</p> <p>1) Students will complete istation practice during specials and stations per week.</p>	2.4, 2.5, 2.6	Tammy Tenberg	Students will increase stamina in reading and become more proficient in reading.				
Problem Statements: School Processes & Programs 1							
<p><b>Comprehensive Support Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 7</p> <p>2) Students will track their monthly score in their data notebook.</p>	2.4, 2.5, 2.6	Ann Avila	Students will strive to improve their reading by setting realistic and attainable goals.				
Problem Statements: School Processes & Programs 1							

<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7</p> <p><b>Strategy Aims</b>  AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>3) Utilize instructional coaches to implement well-formed content planning sessions where instructional coaches utilize backwards design. Teachers, Administrators and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.</p>	2.4, 2.5, 2.6	Ann Avila	Staff will gain expertise in content area and in instructional best practices.				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 150.00							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 4</p> <p><b>Strategy Aims</b>  AIM 1 AIM 4</p> <p>4) Provide more opportunities for students to read during the school day using reading strategies such as Talk Read Talk Write at least one time per week per content area.</p>		Ann Avila	Students will increase their stamina reading and will improve their comprehension.				
Problem Statements: School Processes & Programs 1							
<p><b>Comprehensive Support Strategy</b>  <b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>5) Hold targeted grade level academic night on selected foundational academic skills</p>	2.4, 2.5, 2.6	Ann Avila	Students will gain proficiency on content foundational skill which will increase reading capacity.				
Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 564.50							
<p><b>Critical Success Factors</b>  CSF 1 CSF 2 CSF 4 CSF 7</p> <p><b>Strategy Aims</b>  AIM 1 AIM 4 AIM 5</p> <p>6) Provide relevant, timely and targeted small groups at the level of rigor. Students will be grouped according to formative and summative data. Small groups will be held daily.</p>	2.4, 2.5, 2.6	Ann Avila	Students will make expected growth on reading assessments.				
Problem Statements: Student Academic Achievement 1							

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4  <b>Strategy Aims</b> AIM 1  7) Conduct targeted job embedded professional development through the PLC process focused on small group implementation in all content areas	2.4, 2.5, 2.6	Melissa Correll	Staff will become adept in conducting small groups. Students will continue to make progress in content areas.				
	Problem Statements: Student Academic Achievement 1						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Small groups and stations were not fully implemented in the classroom. <b>Root Cause 1:</b> Development of management and content knowledge in the area of small group implementation needs continued work for fidelity
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistent implementation of curriculum expectations. <b>Root Cause 1:</b> Staff does not feel comfortable to fully implement all of the many programs.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Communication between all stakeholders need to be improved. <b>Root Cause 1:</b> Information is not consolidated and is communicated to stakeholders separately.

## Annual Goal 6: 16% of 5th grade students will meet or master grade level expectations in Science.

**Quarterly Goal 1:** 50% of 5th graders taking unit assessments will make progress.



**Quarterly Review 1:** Exceeded Quarterly Goal










**Quarterly Goal 2:** 55% of 5th graders taking unit assessments will make progress.

**Quarterly Goal 3:** 60% of 5th graders taking unit assessments will make progress.

**Quarterly Goal 4:** 65% of 5th graders taking unit assessments will make progress.

### 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>Critical Success Factors</b> CSF 1 CSF 2 CSF 5 CSF 6  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 6 AIM 7  1) Students will track assessments scores in their data notebooks. Students will set a yearly stretch goal. This process promotes students' growth mindset. Additionally, student data notebooks will be discussed during report card conferences in Quarter 1 and 3.		Brandy Land	Students will strive to make expected growth in Science.				
	Problem Statements: School Processes & Programs 1						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4  2) Provide more opportunities for students to read during the school day using reading strategies such as Talk Read Talk Write.	2.4, 2.5, 2.6	Ann Avila	Students will increase their stamina reading and will improve their comprehension.				
	Problem Statements: School Processes & Programs 1  Funding Sources: 211 - Title I, Part A - 2500.00						

<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 4 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 5  3) Provide relevant, timely and targeted small groups at the level of rigor in 4th and 5th grades. Students will be grouped according to formative and summative data.	2.4, 2.5, 2.6	Brandy Land	Students will make expected growth in Science.				
	Problem Statements: Student Academic Achievement 1						
<b>Comprehensive Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2 CSF 3 CSF 4 CSF 6 CSF 7  <b>Strategy Aims</b> AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6  4) Teachers, Administration, and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.	2.4, 2.5, 2.6	Brandy Land	Staff will gain expertise in content area and in instructional best practices.				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 5516.00						
<b>Comprehensive Support Strategy</b> 5) Hold targeted grade level academic night on selected foundational academic skills	2.4, 2.5, 2.6	Brandy Land	Students will gain proficiency on content foundational skill which will increase reading capacity.				
	Problem Statements: Perceptions 1 Funding Sources: 211 - Title I, Part A - 564.50						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

### Quarterly Goal 1 Problem Statements:

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> Small groups and stations were not fully implemented in the classroom. <b>Root Cause 1:</b> Development of management and content knowledge in the area of small group implementation needs continued work for fidelity
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> Inconsistent implementation of curriculum expectations. <b>Root Cause 1:</b> Staff does not feel comfortable to fully implement all of the many programs.
<b>Perceptions</b>
<b>Problem Statement 1:</b> Communication between all stakeholders need to be improved. <b>Root Cause 1:</b> Information is not consolidated and is communicated to stakeholders separately.



## Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Conduct targeted job embedded professional development through the PLC process focused on small group implementation in all content areas
1	1	2	Provide relevant, timely and targeted small groups at the level of rigor. Students will be grouped according to formative and summative data. Small groups will be held daily.
1	1	3	Utilize instructional coaches to implement well-formed content planning sessions where instructional coaches utilize backwards design and align TEKS to instruction. Teachers, Administration, and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.
1	1	4	Provide more opportunities for students to read during the school day using strategies such as Talk Read Talk Write at least one time per week per content area.
1	1	6	Hold targeted grade level academic night on selected foundational academic skills.
4	1	1	Provide relevant, timely and targeted small groups at the level of rigor. Students will be grouped according to formative and summative data. Small groups will be held daily.
4	1	4	Hold targeted grade level academic night on selected foundational academic skills
5	1	1	Students will complete istation practice during specials and stations per week.
5	1	2	Students will track their monthly score in their data notebook.
5	1	3	Utilize instructional coaches to implement well-formed content planning sessions where instructional coaches utilize backwards design. Teachers, Administrators and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.
5	1	4	Provide more opportunities for students to read during the school day using reading strategies such as Talk Read Talk Write at least one time per week per content area.
5	1	5	Hold targeted grade level academic night on selected foundational academic skills
5	1	7	Conduct targeted job embedded professional development through the PLC process focused on small group implementation in all content areas

<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Description</b>
6	1	1	Students will track assessments scores in their data notebooks. Students will set a yearly stretch goal. This process promotes students' growth mindset. Additionally, student data notebooks will be discussed during report card conferences in Quarter 1 and 3.
6	1	2	Provide more opportunities for students to read during the school day using reading strategies such as Talk Read Talk Write.
6	1	3	Provide relevant, timely and targeted small groups at the level of rigor in 4th and 5th grades. Students will be grouped according to formative and summative data.
6	1	4	Teachers, Administration, and instructional coaches will work together in guided planning to review lesson plans, analyze the alignment of the standard to the lesson, ensure the lesson and activities are at the appropriate level of rigor, review data to find trends and revise instructional strategies accordingly. Instructional coaches and grade level teams will meet one time a week.
6	1	5	Hold targeted grade level academic night on selected foundational academic skills

## Campus Funding Summary

211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	ELAR Instructional Coach		\$57,718.00
1	1	1	One 3-hour intervention teachers		\$11,100.00
1	1	1	Substitutes for peer and self observation		\$2,500.00
1	1	2	Mentoring Minds Materials		\$2,666.00
1	1	2	A-Z Readers		\$700.00
1	1	2	Scholastic Classroom Libraries		\$16,000.00
1	1	3	Reading and Writing Strategies by Jennifer Seravillo (Resource for 4th and 5th )		\$265.00
1	1	3	Lead4Ward - Principal as Process Champion PD for admin		\$525.00
1	1	3	Lead 4Ward Rocking Reading Review		\$600.00
1	1	3	Lead4Ward-- Rigor		\$80.00
1	1	3	Lead4Ward-- Writing Rocking Review		\$300.00
1	1	4	2018 Library and Literacy Roundup PD for Librarian and Reading IC		\$200.00
1	1	4	2019 Texas Librarian Association Conference for Librarian and Reading IC		\$1,830.00
1	1	6	Materials and supplies for academic night		\$564.50
2	1	1	Restorative Discipline Resources		\$300.00
2	1	2	EAFK Curriculum and Processes		\$2,200.00
3	1	1	Parent Liaison		\$10,617.00
3	1	1	Attendance Incentives for Parents		\$500.00
3	1	3	Supplies and snacks for family engagement activities		\$2,000.00
3	1	4	Capstone Digital Library		\$2,000.00
3	1	6	Games for Fun Fridays		\$2,000.00
4	1	1	Math Manipulatives and resources		\$7,500.00

4	1	1	I-station Math		\$2,500.00
4	1	1	Motivation Math		\$2,666.00
4	1	2	Lead4Ward Rocking Review for Math		\$450.00
4	1	4	Supplies and materials for targeted academic night		\$564.50
5	1	3	Lead4Ward Rocking Review Science		\$150.00
5	1	5	materials and supplies needed for targeted academic night		\$564.50
6	1	2	Measuring up (3rd-5th) for TRTW		\$2,500.00
6	1	4	Lab supplies		\$1,000.00
6	1	4	CAST PD		\$750.00
6	1	4	Motivation Science (5th)		\$2,666.00
6	1	4	Pebble Go Curriculum		\$1,100.00
6	1	5	materials and supplies needed for academic night		\$564.50
<b>Sub-Total</b>					\$137,641.00
<b>Grand Total</b>					\$137,641.00