

# **Victoria Independent School District**

## **Vickers Elementary**

### **2018-2019 Annual Goals/Quarterly Goals/Strategies**

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# Annual Goals

**Revised/Approved: August 08, 2018**

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

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







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

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

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

## Summative Evaluation 1:

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

<p><b>System Safeguard Strategy</b></p> <p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4</p> <p>3) Provide after school tutoring in grades 3-5 for students needing additional help in math. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.</p>	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students.				
	<p>Problem Statements: Student Academic Achievement 1, 2</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> 37% of students met the Master Grade Level Standard on the Reading STAAR test. <b>Root Cause 1:</b> Students are in need of more rigorous instruction focused on reading comprehension and a progress monitoring system that relates to reading.</p>
<p><b>Problem Statement 2:</b> 41% of students met the Masters Grade Level Standard on the Math STAAR test. <b>Root Cause 2:</b> Students are in need of more rigorous instruction focused on math computation and problem solving and a progress monitoring system that relates to math skills.</p>

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

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


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

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

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 6 AIM 7</p> <p>1) Progress monitor all students in reading monthly: Pre-K: Kinder: Phonemic Awareness 1st: Nonsense Words 2nd: Fluency 3rd-5th: Daze</p>	Teachers, Instructional Coach, Support Staff	Students will take ownership by setting goals and tracking their progress on a student data graph. These will be shared in Student-Led Conferences. Teachers will take ownership by tracking their students' progress on a class chart.				
Funding Sources: 211 - Title I, Part A - 0.00						
<p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>2) Meet monthly in grade level PLC to review results and discuss possible changes in instruction.</p>	Teachers, Instructional Coach, Support Staff	Grade level PLCs in consultation with administration and our Instructional Coach will continuously monitor student performance and adjust instruction as necessary on a monthly basis.				
Funding Sources: 211 - Title I, Part A - 0.00						
<p><b>System Safeguard Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4</p> <p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4</p> <p>3) Provide after school tutoring in grades 3-5 for students needing additional help in reading. After school tutoring will start the week of January 22nd for 5th grade and the week of February 19th for 3rd and 4th grades.</p>	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students.				
Funding Sources: 211 - Title I, Part A - 4000.00						

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

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

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







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

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

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

**Summative Evaluation 1:**

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

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

**Quarterly Goal 1 Problem Statements:**

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



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

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







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

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

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

**Summative Evaluation 1:**

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

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

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

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







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

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

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

**Summative Evaluation 1:**

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>1) Implement Writing Academy curriculum fully and completely in all grade levels.</p>	Instructional Coach, Administration, Teachers	Improved instruction and student performance.				
Funding Sources: 211 - Title I, Part A - 0.00						
<p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>2) Meet in ELAR ILT to audit and review Writing Academy curriculum.</p>	Instructional Coach, Administration	Ensure accountability for implementation and coverage of all TEKS.				
Funding Sources: 211 - Title I, Part A - 0.00						
<p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>3) Meet in PLC to review student performance on CBA and Benchmarks to inform instruction and adjust where necessary.</p>	Instructional Coach, Administration	Improved instruction and student performance.				
Funding Sources: 211 - Title I, Part A - 0.00						
<p><b>Critical Success Factors</b> CSF 1 CSF 4</p> <p><b>Strategy Aims</b> AIM 1 AIM 3 AIM 4</p> <p>4) Provide after school tutoring in grade 4 for students needing additional help in writing. After school tutoring will start the week of January 23rd.</p>	Teachers, Instructional Coach, Support Staff	Increased instructional time in small groups will help close the gaps with individual students.				
Funding Sources: 211 - Title I, Part A - 1500.00						

<p><b>Critical Success Factors</b> CSF 1 CSF 3 CSF 7</p> <p><b>Strategy Aims</b> AIM 1 AIM 4 AIM 5</p> <p>5) Send 4th grade team, Instructional Coach, and Administrator to the week long Writing Academy training in Kemah, Texas this coming summer.</p>	<p>Instructional Coach, Administration</p>	<p>This training is expected to improve the effectiveness of our writing instruction.</p>				
<p>Funding Sources: 211 - Title I, Part A - 2300.00, 199 - Local Funds - 4170.00</p>						
<p>  = Accomplished          = Continue/Modify          = Considerable          = Some Progress          = No Progress          = Discontinue       </p>						

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


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

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

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

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

### Summative Evaluation 1:

Strategy Description	Monitor	Strategy's Expected Result/Impact	Reviews			
			Formative			Summative
			Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 7  1) Implement daily, weekly, monthly, quarterly, and yearly attendance incentives for students.	All staff	Incentives will increase attendance rate awareness and make students to not want to miss school.				
Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 7  2) Contact parents of students on the 10% list from the last school year to come to a meeting to give information about attendance.	Parent Liaison, Administration	Less students on the 10% list.				
Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 10977.00						
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1 AIM 4 AIM 7  3) Potential retention letter sent home every quarter as a warning to parents with students on the 10% list.	Parent Liaison , Administration	Less students on the 10% list				
Problem Statements: Demographics 1						
						

### Quarterly Goal 1 Problem Statements:

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

## System Safeguard Strategies

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