

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



Mission Statement

To deliver the highest standard of education so that ALL children may be successful in society.

Vision

Excellence for ALL!

Every Child, Every Classroom, Every Day!

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Comprehensive Needs Assessment

Demographics

Demographics Summary

2017-2018 Student Demographics for Aloe Elementary:

Hispanic 53%, White 44%, African American 2%, and 2 or More Races 1%

Economically Disadvantaged 60%

At Risk 36%

Homeless 7%

Special Ed 9%

LEP 6%

G/T 3%

Aloe's average attendance rate for the 2017-2018 was 95.49%

Problem Statements Identifying Demographics Needs

Problem Statement 1: Aloe's average attendance rate for the 2017-2018 was 95.49% **Root Cause:** Attendance Incentive Plan needs to be re-evaluated and changed as needed.

Student Academic Achievement

Student Academic Achievement Summary

2018 STAAR Results:

78% of Aloe 3rd-5th graders passed the Reading STAAR Test at the Approaches Level, 45% at the Meets Level, and 22% at the Masters Level.

79% of Aloe 3rd-5th graders passed the Math STAAR Test at the Approaches Level, 44% at the Meets Level, and 23% at the Masters Level.

54% of Aloe 4th graders passed the Writing STAAR Test at the Approaches Level, 26% at the Meets Level, and 5% at the Masters Level.

69% of Aloe 5th graders passed the Science STAAR Test at the Approaches Level, 27% at the Meets Level, and 5% at the Masters Level.

2018 Benchmark Results:

71% of Aloe 2nd-5th graders passed the Reading Benchmark Test.

72% of Aloe 2nd-5th graders passed the Math Benchmark Test.

61% of Aloe 4th graders passed the Writing Benchmark Test.

64% of Aloe 5th graders passed the Science Benchmark Test.

2018 EOY Universal Screener Results:

3% increase in the number of K-5th grade students who performed at or above the 50th percentile on the DIBELS Screener from BOY to EOY.

4% increase in the number of K-5th grade students who performed at or above the 50th percentile on the Math Computation Screener from BOY to EOY.

2018 EOY IStation Results for Pre-K through 2nd Grade:

80% of Pre-K through 2nd Grade Students finished the year at a Tier I or II Level on the IStation Reading Screener.

Student Academic Achievement Strengths

TEA Met Standard School

Passing Rates for all Subjects increased in 2018 from previous school year:

3rd-5th grade Reading passing rate increased from 69% in 2017 to 78% in 2018.

3rd-5th grade Math passing rate increased from 75% in 2017 to 79% in 2018.

4th grade Writing passing rate increased from 48% in 2017 to 54% in 2018.

5th grade Science passing rate increased from 58% in 2017 to 69% in 2018.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 45% of 3rd - 5th grade students achieved the MEETS Grade Level or higher expectation on the Reading STAAR Test in 2018. **Root Cause:** Focus has been on increasing the number of students passing STAAR versus focusing on increasing the number of students achieving MEETS Grade

Level or higher expectation.

Problem Statement 2: 20% of Pre-K through 2nd grade students finished the year at a Tier III Level on the IStation Reading Screener. **Root Cause:** Last year was the first year for Aloe to implement small group reading instruction and it was not implemented consistently across grade levels.

Problem Statement 3: 44% of 3rd - 5th grade students achieved the MEETS Grade Level or higher expectation on the Math STAAR Test in 2018. **Root Cause:** Focus has been on increasing the number of students passing STAAR versus focusing on increasing the number of students achieving MEETS Grade Level or higher expectation.

Problem Statement 4: 26% of 4th grade students achieved the MEETS Grade Level or higher expectation on the Writing STAAR Test in 2018. **Root Cause:** Last year was the first year that Aloe implemented the Writing Academy Curriculum consistently; previously, we lacked a vertically aligned pacing calendar across grade levels.

Problem Statement 5: 27% of 5th grade students achieved the MEETS Grade Level or higher expectation on the Science STAAR Test in 2018. **Root Cause:** Lack of understanding and accountability for vertically aligned instruction in all grade levels for science.

School Processes & Programs

School Processes & Programs Summary

Small Group Instruction, Interactive Notebooks in all Subjects, Student Data Notebooks, Kagan Cooperative Learning Strategies, Engagement Opportunities, Fundamental 5 Strategies, Neuhaus Structures, Higher Order Thinking Skills, Hands-On Activities, EAFK Program, Getting Along Together Program, Campus-Wide Procedures for Common Areas, Vertical Team Planning, Leadership Team Meetings, Strong RtI Process in place, Attendance Incentive Plan, and Incorporating Technology

School Processes & Programs Strengths

- Strong Collaboration/Team Work/Communication Among and Across Grade Levels
- Data Rich PLC Meetings with Curriculum Focus
- Strong RtI Process in Place
- Number of Discipline Referrals down (only 50 for the year) because of Consistent Implementation of Systems for Common Areas and Campus Procedures (Aloe's Guidelines for Success)
- Very Little Turnover in Staff

Perceptions

Perceptions Summary

- Analyze data to drive decisions.
- Decisions based on what is in the best interests of students.
- Create a warm and welcoming environment.
- Staff builds positive relationships with students and their families.
- Host a variety of family engagement events that bring parents and families into the school.
- Effectively communicate with parents/guardians frequently about their students' progress using a variety of methods.
- Effectively communicate with parents/guardians frequently regarding available school resources/events/opportunities using a variety of methods.

Perceptions Strengths

Families know they are valued at Aloe. They know that we see them as partners in their child's education.

Comprehensive Needs Assessment Data Documentation

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

Annual Goals

Annual Goal 1: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Reading STAAR Test by 5%.

Quarterly Goal 1: 100% of reading teachers will incorporate Neuhaus materials and strategies into their reading lesson plans.

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the District Reading CBA by 5%.

Quarterly Goal 3: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the District Reading Benchmark by 5%.

Quarterly Goal 4: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Reading STAAR Test by 5%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) Instructional Coach to provide professional development opportunities and coaching to staff, as well as assist with lesson planning and helping to determine what materials may need to be ordered.</p>	2.4, 2.5, 2.6	Admin Instructional Coach	Increase teachers' ability to provide effective instruction, analyze data, and respond to needs of students.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 58000.00</p>							
<p>Targeted Support Strategy</p> <p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 4</p> <p>2) 19.5 hour Para to assist in providing students with small group intervention</p>	2.6	Admin Instructional Coach	Decrease the number of students being served and tracked in the Rtl Process.				
<p>Problem Statements: Student Academic Achievement 1</p> <p>Funding Sources: 211 - Title I, Part A - 16000.00</p>							

Critical Success Factors CSF 1 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 3) Teachers will incorporate small group instruction and Kagan Cooperative Learning Strategies into their Lesson Plans weekly.	2.4, 2.5	Classroom Teachers Instructional Coach Admin	This will increase the level of student engagement which should lead to higher level thinking as well as intervening quickly with struggling learners.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 1000.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 4) Implement the use of Student Data Notebooks to track progress of all students.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	As students begin to take ownership of their learning, set goals for themselves, and have conferences with their teachers about their progress, we are hopeful that their academic success will increase.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 1000.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 5) PLC meetings held regularly to review student data and discuss possible changes to instruction.	2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 0.00						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 5 6) Targeted Intervention Instruction based on individual needs so that ALL students make progress and grow academically.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Funding Sources: 211 - Title I, Part A - 2500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: 45% of 3rd - 5th grade students achieved the MEETS Grade Level or higher expectation on the Reading STAAR Test in 2018. Root Cause 1: Focus has been on increasing the number of students passing STAAR versus focusing on increasing the number of students achieving MEETS Grade Level or higher expectation.

Annual Goal 2: We will increase the number of Pre-K-2nd grade students performing at a Tier I or II Level on the End of Year IStation Assessment by 5%.

Quarterly Goal 1: 100% of reading teachers will incorporate Neuhaus materials and strategies into their reading lesson plans.

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: We will increase the number of Pre-K-2nd grade students performing at a Tier I or II Level on the November IStation Assessment by 5%.

Quarterly Goal 3: We will increase the number of Pre-K-2nd grade students performing at a Tier I or II Level on the February IStation Assessment by 5%.

Quarterly Goal 4: We will increase the number of Pre-K-2nd grade students performing at a Tier I or II Level on the May IStation Assessment by 5%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) Instructional Coach to provide professional development opportunities and coaching to staff, as well as assist with lesson planning and helping to determine what materials need to be ordered.</p>	2.4, 2.5, 2.6	Admin Instructional Coach	Increase teachers' ability to provide effective instruction, analyze data, and respond o student needs.				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 4</p> <p>2) 19.5 hour Para to assist in providing students with small group intervention</p>	2.6	Admin Instructional Coach	Decrease the number of students being served and tracked in the RtI Process.				
<p>Problem Statements: Student Academic Achievement 2</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

Critical Success Factors CSF 1 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 3) Teachers will incorporate small group instruction and Kagan Cooperative Learning Strategies into their Lesson Plans weekly.	2.4, 2.5	Classroom Teachers Instructional Coach Admin	This will increase the level of student engagement which should lead to higher level thinking as well as intervening quickly with struggling learners.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 4) Implement the use of Student Data Notebooks to track progress of all students.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	As students begin to take ownership of their learning, set goals for themselves, and have conferences with their teachers about their progress, we are hopeful that their academic success will increase.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 5) PLC meetings held regularly to review student data and discuss possible changes to instruction.	2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 5 6) Targeted Intervention Instruction based on individual needs so that ALL students make progress and grow academically.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: 20% of Pre-K through 2nd grade students finished the year at a Tier III Level on the IStation Reading Screener. Root Cause 2: Last year was the first year for Aloe to implement small group reading instruction and it was not implemented consistently across grade levels.

Annual Goal 3: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Math STAAR Test by 6%.

Quarterly Goal 1: 100% of math teachers will incorporate fact fluency practice into their lesson plans weekly.

Quarterly Review 1: Met Quarterly Goal







Quarterly Goal 2: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the District Math CBA by 5%.

Quarterly Goal 3: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the District Math Benchmark by 5%.

Quarterly Goal 4: We will increase the number of 3rd-5th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Math STAAR Test by 5%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) Instructional Coach to provide professional development opportunities and coaching to staff, as well as assist with lesson planning and helping to determine what materials need to be ordered.</p>	2.4, 2.5, 2.6	Admin Instructional Coach	Increase teachers' ability to provide effective instruction, analyze data, and respond o student needs.				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 4</p> <p>2) 19.5 hour Para to assist in providing students with small group intervention</p>	2.6	Admin Instructional Coach	Decrease the number of students being served and tracked in the RtI Process.				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

Critical Success Factors CSF 1 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 3) Teachers will incorporate small group instruction and Kagan Cooperative Learning Strategies into their Lesson Plans weekly.	2.4, 2.5	Classroom Teachers Instructional Coach Admin	This will increase the level of student engagement which should lead to higher level thinking as well as intervening quickly with struggling learners.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 4) Implement the use of Student Data Notebooks to track progress of all students.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	As students begin to take ownership of their learning, set goals for themselves, and have conferences with their teachers about their progress, we are hopeful that their academic success will increase.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 5) PLC meetings held regularly to review student data and discuss possible changes to instruction.	2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 0.00						
Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 5 6) Targeted Intervention Instruction based on individual needs so that ALL students make progress and grow academically.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 2500.00						
Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 4 7) 100% of math teachers will incorporate math fact fluency practice into their lesson plans weekly and chart math computation progress for their students.		Classroom Teachers Instructional Coach	Increase students' ability to effectively and efficiently complete math computation problems.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 0.00						
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: 44% of 3rd - 5th grade students achieved the MEETS Grade Level or higher expectation on the Math STAAR Test in 2018. **Root Cause 3:** Focus has been on increasing the number of students passing STAAR versus focusing on increasing the number of students achieving MEETS Grade Level or higher expectation.

Annual Goal 4: We will increase the number of 4th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Writing STAAR Test by 4%.

Quarterly Goal 1: 100% of writing teachers will incorporate Writing Academy materials and strategies into their lesson plans.

Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: We will increase the number of 4th grade students achieving the MEETS Grade Level or higher expectation on the District Writing CBA by 4%.

Quarterly Goal 3: We will increase the number of 4th grade students achieving the MEETS Grade Level or higher expectation on the District Writing Benchmark by 4%.

Quarterly Goal 4: We will increase the number of 4th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Writing STAAR Test by 4%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) Instructional Coach to provide professional development opportunities and coaching to staff, as well as assist with lesson planning and helping to determine what materials need to be ordered.</p>	2.4, 2.5, 2.6	Admin Instructional Coach	Increase teachers' ability to provide effective instruction, analyze data, and respond o student needs.				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Implement the use of Student Data Notebooks to track progress of all students.</p>	2.4, 2.6	Classroom Teachers Instructional Coach Admin	As students begin to take ownership of their learning, set goals for themselves, and have conferences with their teachers about their progress, we are hopeful that their academic success will increase.				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>3) PLC meetings held regularly to review student data and discuss possible changes to instruction.</p>	2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
<p>Problem Statements: Student Academic Achievement 4</p> <p>Funding Sources: 199 - Local Funds - 0.00</p>							

Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 5 4) Targeted Intervention Instruction based on individual needs so that ALL students make progress and grow academically.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I, Part A - 2500.00						
Critical Success Factors CSF 1 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 5) K-5 teachers will teach the daily Writing Academy lessons provided by the district.	2.4, 2.5	Classroom Teachers Instructional Coach Admin	Increase the number of students who can write in complete sentences and follow correct grammar rules.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00						
Critical Success Factors CSF 1 Strategy Aims AIM 1 AIM 3 AIM 4 6) 4th Grade teachers will incorporate a daily oral language spiral review into their lesson plans.	2.4, 2.5	Classroom Teachers Instructional Coach Admin	Increase the number of students who can write in complete sentences and follow correct grammar rules.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: 26% of 4th grade students achieved the MEETS Grade Level or higher expectation on the Writing STAAR Test in 2018. . Root Cause 4: Last year was the first year that Aloe implemented the Writing Academy Curriculum consistently; previously, we lacked a vertically aligned pacing calendar across grade levels.

Annual Goal 5: We will increase the number of 5th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Science STAAR Test by 3%.

Quarterly Goal 1: 100% of science teachers will incorporate Stem Scopes materials and strategies into their lesson plans.




Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: We will increase the number of 4th grade students achieving the MEETS Grade Level or higher expectation on the District Science CBA by 3%.

Quarterly Goal 3: We will increase the number of 4th grade students achieving the MEETS Grade Level or higher expectation on the District Science Benchmark by 3%.

Quarterly Goal 4: We will increase the number of 5th grade students achieving the MEETS Grade Level or higher expectation on the 2019 Science STAAR Test by 3%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) Instructional Coach to provide professional development opportunities and coaching to staff, as well as assist with lesson planning and helping to determine what materials need to be ordered.</p>	2.4, 2.5, 2.6	Admin Instructional Coach	Increase teachers' ability to provide effective instruction, analyze data, and respond o student needs.				
<p>Problem Statements: Student Academic Achievement 5</p> <p>Funding Sources: 211 - Title I, Part A - 2000.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Implement the use of Student Data Notebooks to track progress of all students.</p>	2.4, 2.6	Classroom Teachers Instructional Coach Admin	As students begin to take ownership of their learning, set goals for themselves, and have conferences with their teachers about their progress, we are hopeful that their academic success will increase.				
<p>Problem Statements: Student Academic Achievement 5</p> <p>Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Critical Success Factors CSF 1 CSF 2</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>3) PLC meetings held regularly to review student data and discuss possible changes to instruction.</p>	2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
<p>Problem Statements: Student Academic Achievement 5</p> <p>Funding Sources: 199 - Local Funds - 0.00</p>							

Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 5 4) Targeted Intervention Instruction based on individual needs so that ALL students make progress and grow academically.	2.4, 2.6	Classroom Teachers Instructional Coach Admin	Increase the number of students who perform at the MEETS Grade Level or higher standard and adjust instruction based on student goals and data.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - Title I, Part A - 1500.00						
Critical Success Factors CSF 1 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 5) Teachers will incorporate StemScopes and at least 1 hands-on activity per week into their lessons in K-4 and at least 2 per week in 5th grade.	2.4, 2.5, 2.6	Classroom Teachers Instructional Coach Admin	To increase the level of rigorous and engaging science lessons in all grade levels.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - Title I, Part A - 1000.00						
Critical Success Factors CSF 1 Strategy Aims AIM 1 AIM 3 AIM 4 6) Increase the level of science vocabulary exposure in all grade levels.	2.4, 2.5, 2.6	Classroom Teachers Instructional Coach Admin	Student performance will increase if they have a better understanding of the science vocabulary.				
	Problem Statements: Student Academic Achievement 5 Funding Sources: 211 - Title I, Part A - 500.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 5: 27% of 5th grade students achieved the MEETS Grade Level or higher expectation on the Science STAAR Test in 2018. Root Cause 5: Lack of understanding and accountability for vertically aligned instruction in all grade levels for science.

Annual Goal 6: We will increase the yearly average attendance rate for the 2018-2019 school year by 1%.

Quarterly Goal 1: We will increase the Quarter 1 attendance rate for the 2018-2019 school year by 1%




Quarterly Review 1: Some progress made toward meeting Quarterly Goal









Quarterly Goal 2: We will increase the Quarter 2 attendance rate for the 2018-2019 school year by 1%

Quarterly Goal 3: We will increase the Quarter 3 attendance rate for the 2018-2019 school year by 1%

Quarterly Goal 4: We will increase the Quarter 4 attendance rate for the 2018-2019 school year by 1%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5</p> <p>Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7</p> <p>1) Parent Liaison to monitor student attendance and contact parents of chronically absent students. Mentors will be provided for students who are identified as having chronic attendance issues.</p>	2.4, 2.5, 2.6, 3.2	Parent Liaison Admin All Staff	Decrease the number of students who are on the missing 10% or more of school absent list				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 12000.00</p>							
<p>Critical Success Factors CSF 1 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4</p> <p>2) Develop and implement an incentive program for student attendance</p>	2.5, 2.6	Parent Liaison Admin All Staff	Increase the average daily attendance rate.				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 1500.00</p>							
<p>Critical Success Factors CSF 1 CSF 5</p> <p>Strategy Aims AIM 1 AIM 6 AIM 7</p> <p>3) Hold at least two face-to-face conferences with parents and students a year. (1 in Fall and 1 in Spring) Students will chart their attendance in their data notebooks and it will be shared with parents during these conferences.</p>	2.6, 3.1, 3.2	Classroom Teachers Instructional Coach Admin	Increase parents' knowledge of student progress, growth, goals, and attendance				
<p>Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 0.00</p>							

Critical Success Factors CSF 5 CSF 6 Strategy Aims AIM 2 AIM 6 AIM 7 4) Increase Family Engagement Opportunities, Increase Club Options, and Increase Technology on Campus	2.6, 3.1, 3.2	All Staff	If students are excited about coming to school, then our average attendance rate will increase.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 20000.00						
Critical Success Factors CSF 5 CSF 6 Strategy Aims AIM 2 AIM 7 5) Implement EAFK and Getting Along Together Programs for character development. 6 Knighthing Ceremonies held throughout the year.	3.2	All Staff	If students are excited about coming to school and they feel safe, then our average attendance rate will increase.				
	Problem Statements: Demographics 1 Funding Sources: 211 - Title I, Part A - 3500.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: Aloe's average attendance rate for the 2017-2018 was 95.49% Root Cause 1: Attendance Incentive Plan needs to be re-evaluated and changed as needed.

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	5			\$0.00
2	1	5			\$0.00
3	1	5			\$0.00
3	1	7			\$0.00
4	1	3			\$0.00
4	1	5	Writing Academy Lesson Plans		\$0.00
4	1	6	Daily Oral Language Spiral Review Materials		\$0.00
5	1	3			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	Instructional Coach, Professional Development, & various materials for reading instruction		\$58,000.00
1	1	2	19.5 hour Para		\$16,000.00
1	1	3	Various Kagan and Reading Materials		\$1,000.00
1	1	4	Data Notebooks and copies of graphs for every student		\$1,000.00
1	1	6	Various resources needed for small group intervention & Teachers for tutoring		\$2,500.00
2	1	1	Instructional Coach, Professional Development, & various materials for reading instruction		\$2,000.00
2	1	2	19.5 hour Para		\$0.00
2	1	3	Various Kagan and Reading Materials		\$0.00
2	1	4	Data Notebooks and copies of graphs for every student		\$0.00
2	1	6	Various resources needed for small group intervention		\$500.00

3	1	1	Instructional Coach, Professional Development, & various materials for math instruction		\$2,000.00
3	1	2	19.5 hour Para		\$0.00
3	1	3	Various Kagan and Math Materials		\$0.00
3	1	4	Data Notebooks and copies of graphs for every student		\$0.00
3	1	6	Various resources needed for small group intervention & Teachers for tutoring		\$2,500.00
4	1	1	Instructional Coach, Professional Development, & various materials for writing instruction		\$2,000.00
4	1	2	Data Notebooks and copies of graphs for every student		\$0.00
4	1	4	Various resources needed for small group intervention & Teachers for tutoring		\$2,500.00
5	1	1	Instructional Coach, Professional Development, & various materials for science instruction		\$2,000.00
5	1	2	Data Notebooks and copies of graphs for every student		\$0.00
5	1	4	Various resources needed for small group intervention & Teachers for tutoring		\$1,500.00
5	1	5	StemScopes and various materials for hands-on science activities		\$1,000.00
5	1	6	materials for science vocabulary instruction		\$500.00
6	1	1	Parent Liaison		\$12,000.00
6	1	2	tangible incentives/rewards		\$1,500.00
6	1	3	Data Notebooks		\$0.00
6	1	4	Various technology and materials for family engagement nights and clubs		\$20,000.00
6	1	5	EAFK Curriculum, Medals, and Materials		\$3,500.00
Sub-Total					\$132,000.00
Grand Total					\$132,000.00