

Victoria Independent School District
O'Connor Elementary
2018-2019 Campus Improvement Plan

Accountability Rating: Not Rated



Mission Statement

The Mission Statement for O'Connor Elementary is Achieving Excellence for All in a Safe, Nurturing, Academically Rigorous Environment.

Vision

Achieving Excellence for All through positive expectations and actions.

Table of Contents

Comprehensive Needs Assessment	4
Needs Assessment Overview	4
Demographics	5
Student Academic Achievement	7
School Processes & Programs	9
Perceptions	10
Comprehensive Needs Assessment Data Documentation	11
Annual Goals	13
Annual Goal 1: The number of discipline referrals will decrease by 20% (from 235 incidents in 2017 - 2018 to 188 incidents) for the 2018-2019 school year.	13
Annual Goal 2: O'Connor annual Attendance Rate will increase from 95.4% in 2017 -2018 to 96.4% in 2018-2019.	16
Annual Goal 3: The number of 4th grade students achieving a Written Composition Rating of a 4 or higher on the 2019 STAAR Writing test will increase by 14%.	18
Annual Goal 4: 70% of students in grade 5 will increase Science vocabulary knowledge by 10% from the Beginning of the Year Screener 100 word vocabulary assessment to the End of the Year Screener.	21
Annual Goal 5: 70% of students at O'Connor in grades PK-2 will show one year's growth in reading levels as measured by I-Station.	23
Annual Goal 6: The percent of students scoring at the Meets Performance level on the STAAR Reading assessment will increase by 5% in 2019. ...	25
Comprehensive Support Strategies	27
Title I Schoolwide Elements	29
ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)	29
ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)	29
ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)	30
Title I Schoolwide Element Personnel	31
Campus Based Leadership Team	32
Campus Funding Summary	33

Comprehensive Needs Assessment

Revised/Approved: September 07, 2018

Needs Assessment Overview

See Plan Addendum

Demographics

Demographics Summary

We serve 378 students with an 85.7% SES status and a 18.6% mobility rate.

82% of our students are Hispanic, 6% are White, and 12% are African American.

We are a District Life Skills classroom campus, one of three ACE classroom campuses, have an LSSP and also house Child Find. An ESL itinerant teacher supports teachers and ESL students. We have one (3) hour teacher, a Math/Science Instructional Coach and a ELAR/Social Studies Instructional Coach. Our full time counselor provides weekly lessons to students in grades K-5. The majority of our students are neighborhood kids who walk or are car riders. Parents/grandparents frequently come to the school to eat lunch with their child/ren.

Our annual Fall Festival is well attended by our students, parents, and the community. Other parent involvement nights have respectable turn outs based upon the audience (Reading, Math, and Science Night, Book Fairs, Musical Concerts, etc.)

Homeless = 53 students = 14%

At Risk = 135 students = 36%

Mobility - 18.6%

ESL - 33 students = 8.2%

EcoDis - 85.7%

SpEd - 61 students = 14.3%

Demographics Strengths

24/25 of our teachers were highly qualified

Focus on quality teacher retention through targeted professional development and acadmic supports.

39 students had perfect attendance

Problem Statements Identifying Demographics Needs

Problem Statement 1: The average Daily Student Attendance Rate is 95.37% **Root Cause:** Ineffective interventions for chronic absenteeism, as well as, inconsistent attendance incentives to motivate students.

Student Academic Achievement

Student Academic Achievement Summary

2017 STAAR Assessment Data:

Reading = All students = 52%, Hispanic = 51%, African American = 47%, White = 64%, Eco Dis. = 50%, SpEd = 32%, and ELL = 53%

Math = All students = 60%, Hispanic = 60%, African American = 59%, White = 64%, Eco Dis. = 58%, SpEd = 32%, and ELL = 67%

Writing = All students = 47%, Hispanic = 45%, African American = 50%, White = 50%, Eco Dis. = 47%, SpEd = 25%, and ELL = 50%

Science = All students = 67%, Hispanic = 65%, African American = 50%, White = 50%, Eco Dis. = 47%, SpEd = 25%, and ELL = 50%

2018 STAAR Assessment Data:

Reading = All students = 51%

Math = All students = 51%

Writing = All students = 22%

Science = All students = 40%

Writing = All students =

Science = All students = 40% approaches, 13% meets

Student Academic Achievement Strengths

On the 2018 STAAR Math assessment 73% of 5th grade students met Approaches, 26% met Masters, and 8% met Masters. Progress measure was: 38 points

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: On the 2018 Math STAAR test, only 51% of 3rd-5th grade students met or exceeded the "Approaches" performance level. **Root Cause:** Students lack basic computation and critical thinking skills to be able to accurately solve math problems.

Problem Statement 2: On the 2018 Reading STAAR test, only 51% of 3rd-5th grade students met or exceeded the "Approaches" performance level. **Root Cause:** Differentiated small group instruction to improve student reading skills was not consistently utilized effectively in grades 1 - 5.

Problem Statement 3: On the 2018 Writing STAAR test, only 22% of the 4th grade students met or exceeded the "Approaches" performance level. **Root Cause:** Tier 1 instructional and vocabulary rigor were insufficient to prepare students for success on the STAAR writing assessment.

Problem Statement 4: On the 2018 STAAR Science assessment 40% of the 5th grade students met the "Approaches" performance level. **Root Cause:** Rigorous content, vocabulary, and interactive science lab experiments were not utilized with fidelity by teachers.

Problem Statement 5: Student discipline in grades PK-5 resulted in lost instructional and learning time. **Root Cause:** Teacher utilization of PBIS and enforcement of class Social Contracts and procedures was not done to fidelity.

School Processes & Programs

School Processes & Programs Summary

- 100% of teachers use the Remind App for parent communication
- Target Math is used in grades K-5
- Formative Loop is used in grades 1-5
- Weekly PLC Grade Level Meetings with Instructional Coach and Administration
- Weekly Grade Level PLC to lesson plan
- Monthly data PLC to track students and plan for instructional adjustments
- 9 Week and 6 week RtI meetings with grade level teams and administration
- PBIS and Social Contracts implemented campus wide
- Common area policies and focus on standardized procedures and routines
- Committees for all academic and extra curricular areas, parental involvement, site-base team, Hoppiness
- Clubs and extra-curricular opportunities for students

School Processes & Programs Strengths

- Continuous two-way communication through weekly PLCs
- 100% expectation for twice yearly face-to-face student led report card conferences
- Extra-curriculum clubs and events for students
- Effective communication with stakeholders about upcoming events, deadline and responsibilities - Bucket Basics and Month-at-a-Glance, Parent Newsletters (utilization of PeachJar in 2018-2019)
- Streamlined processes on campus for teacher expectations including documentation and paperwork
- New staff/Teacher training and campus orientation

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: Several teachers struggle to consistently complete lesson plans and RtI requirements on time. **Root Cause:** Consistently checking the fidelity of the lesson plan and RtI documentation processes are not effectively monitored.

Perceptions

Perceptions Summary

- **O'Connor Vision - Improving Tomorrow by Learning Today**

O'Connor Mission - The mission of O'Connor Elementary School is to cultivate life-long learners, confident in their knowledge of academic and social problem solving strategies, and to empower them to successfully adapt and contribute to an ever changing world.

- Collaborative campus decisions are driven by data analysis.
- All decisions are made with the best interest of the students in mind.
- Family atmosphere which strives to always be polite, respectful and courteous to all stakeholders.
- Promote and encourage student, parent, and community involvement at all campus events.
- Frequently and effectively communicate with parents and guardians about student progress through multiple means of communication in writing, technology, and face-to-face.

Perceptions Strengths

- School community is a welcoming atmosphere and we strive to include all students, parents and visitors. Parents are invited and encouraged to eat lunch with their child, read to the classroom, volunteer as a Watch DOG, join PTO, attend all school and class functions, and participate in family nights.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Attendance has declined considerably this year and early check outs has increased. **Root Cause:** Parents and students do not understand the long term educational impact of tardies, absences, and early dismissals.

Comprehensive Needs Assessment Data Documentation

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

Improvement Planning Data

- District goals
- Campus goals
- Current and/or prior year(s) campus and/or district improvement plans
- Campus and/or district planning and decision making committee(s) meeting data
- State and federal planning requirements

Accountability Data

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

Student Data: Assessments

- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Local diagnostic reading assessment data
- 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)
- Local benchmark or common assessments data
- Student failure and/or retention rates
- Istation Indicators of Progress (ISIP) reading assessment data for Grades PK-2

Student Data: Student Groups

- Race and ethnicity data, including number of students, academic achievement, discipline, attendance, and rates of progress for each group
- Special Programs data, including number of students, academic achievement, discipline, attendance, and rates of progress for each student group
- Economically Disadvantaged / Non-economically disadvantaged performance, progress, and participation data,
- Male / Female performance, progress, and participation data
- Special education population, including performance, discipline, progress, and participation data

- At-Risk population, including performance, progress, discipline, attendance, and mobility
- EL or LEP data, including academic achievement, progress, support and accommodation needs, race, ethnicity, gender, etc.
- Section 504 data
- Homeless data
- Gifted and talented data
- Response to Intervention (RtI) student achievement data
- Dyslexia Data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Student surveys and/or other feedback
- Class size averages by grade and subject

Employee Data

- Professional learning communities (PLC) data
- Staff surveys and/or other feedback
- State certified and high quality staff data
- Teacher/Student Ratio
- 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
- Parent Involvement Rate
- Community surveys and/or other feedback

Support Systems and Other Data

- Organizational structure data
- Processes and procedures for teaching and learning, including program implementation
- Communications data
- Capacity and resources data
- Budgets/entitlements and expenditures data
- Study of best practices

- Action research results

Annual Goals

Annual Goal 1: The number of discipline referrals will decrease by 20% (from 235 incidents in 2017 - 2018 to 188 incidents) for the 2018-2019 school year.

Quarterly Goal 1: We will have 25 or fewer discipline referrals during the 1st 9 week period.

Quarterly Review 1: Exceeded Quarterly Goal









Quarterly Goal 2: We will have 40 or fewer discipline referrals during the 2nd 9 week period.

Quarterly Goal 3: We will have 40 or fewer discipline referrals during the 3rd 9 week period.

Quarterly Goal 4: We will have 26 or fewer discipline referrals during the 4th 9 week period.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1 CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7</p> <p>1) 1) Staff members will implement the O'Connor Discipline Levels Flow chart to fidelity. The O'Connor Discipline Levels chart clearly defines levels of behaviors and consequences. Daily Behavior Calendars by grade level provide for positive behavior supports and daily parent communication. Additionally, all staff were trained during the August professional development days.</p>	2.4, 2.5, 2.6	Administrators Teachers	Instructional time will be increased due to decreased disciplinary incidents. Student achievement will increase as a result of decreased class disruptions due to discipline.	✓			
<p>Problem Statements: Student Academic Achievement 5</p> <p>Funding Sources: 199 - Local Funds - 0.00</p>							

<p>Critical Success Factors CSF 4 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6</p>	2.5	Parent Liaison Teachers	<p>The number of office referrals will decrease.</p> <p>Increase student and parent awareness and monitoring of student conduct.</p>				
<p>2) PTO/school will sponsor a Water Day. Students who have an A or B average in conduct will be invited to this fun day of water slides and treats at the end of the year.</p> <p>Problem Statements: Student Academic Achievement 5 Funding Sources: 199 - Local Funds - 0.00</p>							
<p>Comprehensive Support Strategy</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 3 CSF 5 CSF 6</p>	2.5	Teachers Counselor	<p>The number of classroom infractions will decrease further decreasing office referrals.</p> <p>Parents and families will get to escort their child during the ceremony, bringing awareness to the benefit of the program and increasing parental involvement.</p>				
<p>3) The teachers will reinforce the EAFK (Early Acts First Knights) Virtues in class as well as appointing 6 students who exemplify these virtues. Students are knighted in a ceremony in front of their peers and their families.</p> <p>Problem Statements: Student Academic Achievement 5 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:

Student Academic Achievement
<p>Problem Statement 5: Student discipline in grades PK-5 resulted in lost instructional and learning time. Root Cause 5: Teacher utilization of PBIS and enforcement of class Social Contracts and procedures was not done to fidelity.</p>

Annual Goal 2: O'Connor annual Attendance Rate will increase from 95.4% in 2017 -2018 to 96.4% in 2018-2019.

Quarterly Goal 1: O'Connor's attendance rate will increase from 97.03% in the 1st 9 week period in 2017 - 2018 to 97.4% in 2018 -2019.



Quarterly Review 1: Met Quarterly Goal









Quarterly Goal 2: O'Connor's attendance rate will increase from 95.56% in the 2nd 9 week period in 2017 - 2018 to 96% in 2018 -2019.

Quarterly Goal 3: O'Connor's attendance rate will increase from 93.81% in the 3rd 9 week period in 2017 - 2018 to 94.5% in 2018 -2019.

Quarterly Goal 4: O'Connor's attendance rate will increase from 95.45% in the 4th 9 week period in 2017 - 2018 to 96% in 2018 -2019.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>1) Parent Liaison will monitor campus student attendance daily. Edulink calls will be delivered by 8:30 each morning for students who are absent from school. Personal phone calls will be made to parents of students that are absent.</p>	2.4, 2.5, 2.6, 3.1, 3.2	Parent Liaison Classroom Teachers	Increase student attendance. Increase instructional time for students by improving attendance.				
<p>Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 211 - Title I, Part A - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 4 AIM 5 AIM 6 AIM 7</p> <p>2) Classroom teachers and grade level teams will develop Attendance Incentive Plans for their class and grade level to increase awareness about the importance of attendance. Parent Liaison will hold monthly student Attendance Parties for students with Perfect Attendance each month.</p>	2.4, 2.5, 2.6	Teachers Parent Liaisons	Student attendance will increase.				
<p>Problem Statements: Perceptions 1 Funding Sources: 199 - Local Funds - 0.00</p>							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 6 AIM 7 3) Monthly attendance celebrations will be held for students who have Perfect Attendance.	2.4	Administrators Teachers	Promote an increase in student attendance in grades PK-5.				
	Problem Statements: Demographics 1 - Perceptions 1 Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00						
Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 4 AIM 7 4) O'Connor and PTO will host an End of Year Water Day to promote regular attendance. Students who had 5 or fewer absences and 5 or fewer tardies for the year will participate in large inflatable water slides and other water events.	2.5, 2.6	Administrators Teachers Parent Liaison	Increase the overall attendance rates for students in grades PK-5.				
	Problem Statements: Perceptions 1 Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: The average Daily Student Attendance Rate is 95.37% Root Cause 1: Ineffective interventions for chronic absenteeism, as well as, inconsistent attendance incentives to motivate students.
Perceptions
Problem Statement 1: Attendance has declined considerably this year and early check outs has increased. Root Cause 1: Parents and students do not understand the long term educational impact of tardies, absences, and early dismissals.

Annual Goal 3: The number of 4th grade students achieving a Written Composition Rating of a 4 or higher on the 2019 STAAR Writing test will increase by 14%.

Quarterly Goal 1: The number of 4th grade students who score a Written Composition Rating of a 4 or higher on the Week 6 District Writing Composition will increase by 3% from 2017-2018.

Quarterly Review 1: Met Quarterly Goal




Quarterly Goal 2: The number of 4th grade students who score a Written Composition Rating of a 4 or higher on the November District CBA Writing Composition with increase 7% from 2017-2018.









Quarterly Goal 3: The number of 4th grade students who score a Written Composition Rating of a 4 or higher on the February District Writing Benchmark will increase by 11% from 2017-2018.

Quarterly Goal 4: The number of 4th grade students who score a Written Composition Rating of a 4 or higher on the 2019 STAAR Writing assessment will increase by 14% from the 2018 Writing STAAR assessment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>1) All students in grades K-5 will utilize the Writing Academy resources.</p>	2.4, 2.6	Administrators, Instructional Coaches, Classroom Teachers	Increase student quality of written compositions.				
<p>Problem Statements: Student Academic Achievement 3, 5 - School Processes & Programs 1 - Perceptions 1</p> <p>Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>2) All professional staff will meet to score and provide feedback on 4th grade written compositions.</p>	2.4, 2.5, 2.6	Administrators, Instructional Coaches, Teachers, Professional Support Staff	Increase the awareness for all professional staff of the written composition expectation. Increase 4th grade student written composition proficiency.				
<p>Funding Sources: 211 - Title I, Part A - 0.00</p>							

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6</p> <p>3) 3rd and 4th grade teachers, administrators and instructional coaches will meet for a Writing vertical alignment planning session in the Fall and Spring.</p>	2.4, 2.6	Administrators, Instructional Coaches, 3rd and 4th grade teachers	Increase understanding and effectiveness of writing instruction in 3rd and 4th grade.				
<p>Problem Statements: Student Academic Achievement 3</p> <p>Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>4) The Leadership/PLC Team will meet each nine weeks to analyze student work samples at each grade level using the TEKS Scaffolding document to identify gaps in our Tier I instruction.</p>	2.4, 2.6	Administrators Teachers	Student written composition quality will increase from 2s and 3s to 4s and 5s.				
<p>Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1</p> <p>Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>5) Vertical alignment between 3rd and 4th grade teachers to discuss writing strategies and align campus wide writing instruction and activities.</p>	2.4, 2.5, 2.6						

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 6) Professional Development for teachers and ELAR Instructional Coach will be provided at the campus, District, and Region III levels on a variety of topics to promote student writing achievement.	2.4, 2.5, 2.6	Principal Assistant Principal	Increase teacher effectiveness in writing instruction and advanced student written academic achievement.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 7) Purchase research based resources to supplement Writing Curriculum including Mentoring Minds and Kamico	2.4, 2.6	Principals and Instructional Coaches	Teachers will utilize a variety of supplemental materials to provide rigorous TEKS based writing instruction.				
	Funding Sources: 211 - Title I, Part A - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 3: On the 2018 Writing STAAR test, only 22% of the 4th grade students met or exceeded the "Approaches" performance level. Root Cause 3: Tier 1 instructional and vocabulary rigor were insufficient to prepare students for success on the STAAR writing assessment.
Problem Statement 5: Student discipline in grades PK-5 resulted in lost instructional and learning time. Root Cause 5: Teacher utilization of PBIS and enforcement of class Social Contracts and procedures was not done to fidelity.
School Processes & Programs
Problem Statement 1: Several teachers struggle to consistently complete lesson plans and RtI requirements on time. Root Cause 1: Consistently checking the fidelity of the lesson plan and RtI documentation processes are not effectively monitored.
Perceptions
Problem Statement 1: Attendance has declined considerably this year and early check outs has increased. Root Cause 1: Parents and students do not understand the long term educational impact of tardies, absences, and early dismissals.

Annual Goal 4: 70% of students in grade 5 will increase Science vocabulary knowledge by 10% from the Beginning of the Year Screener 100 word vocabulary assessment to the End of the Year Screener.

Quarterly Goal 1: A baseline will be established on the Beginning of the Year 100 word 5th grade Science Vocabulary assessment and increased student progress will be demonstrated quarterly.

Quarterly Review 1: Met Quarterly Goal










Quarterly Goal 2: 70% of 5th grade students will increase vocabulary mastery by 3% on the Q2, 100 word Science Vocabulary assessment.

Quarterly Goal 3: 70% of 5th grade students will increase vocabulary mastery by 6% on the Q3, 100 word Science Vocabulary assessment.

Quarterly Goal 4: 70% of 5th grade students will increase vocabulary mastery by 10% on the Q4, 100 word Science Vocabulary assessment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 CSF 7 Strategy Aims AIM 1 AIM 2 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7 1) Host a Family Science Night at school which focuses on hands on, vocabulary rich activities for students in grades 3-5.</p>	2.6, 3.1, 3.2	Administrators Teachers	Increase parent and student awareness of science concepts and activities to do at school and home to instill a love of science and promote science achievement.				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 2) Implement a weekly Science Lab for Grades Kinder-5th with the expectation of a critical writing component of Scientific knowledge through the Scientific Process.</p>	2.4, 2.5, 2.6	Teachers Administration	Increase the use of Scientific processes and vocabulary while promoting student achievement.				
<p>Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00</p>							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 Strategy Aims AIM 3 3) Create a school-wide Science Concept board to review and share Science concepts throughout the school.	2.4, 2.5, 2.6	Teachers Administrators	Increase the awareness of Science Concepts throughout the school by promoting fun concept boards throughout the school.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 4) Teachers will actively participate in a variety of Professional Development opportunities at the campus, District, and Region III level.	2.4, 2.6	Principal Assistant Principal	Teachers will gain new knowledge to provide more rigorous, appropriate, TEKS driven lessons which support the academic science growth of all learners.				
	Funding Sources: 211 - Title I, Part A - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 5) Purchase research based resources to supplement Science Curriculum including Mentoring Minds	2.4, 2.6	Principals Instructional Coaches Teachers	Students will utilize research based supplemental materials to promote science achievement.				
	Funding Sources: 211 - Title I, Part A - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 4: On the 2018 STAAR Science assessment 40% of the 5th grade students met the "Approaches" performance level. Root Cause 4: Rigorous content, vocabulary, and interactive science lab experiments were not utilized with fidelity by teachers.

Annual Goal 5: 70% of students at O'Connor in grades PK-2 will show one year's growth in reading levels as measured by I-Station.

Quarterly Goal 1: 100% of students in grades K-5 will utilize whole group iStation lab time at least one time weekly for 30 minutes.

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 100% of teachers in grades K-5 will utilize iStation intervention lessons on a weekly basis.

Quarterly Goal 3: 100% of teachers will track and record monthly ISIP score data for all students in student Quality Tools Folders.

Quarterly Goal 4: At least 70% of students in grades PK-2 will be on a Tier 1 in iStation.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 7</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 7</p> <p>1) 100% of teachers will track ISIP data monthly using iStation and record the data in student Quality Tools folders.</p>	2.4, 2.5, 2.6	Administrators Instructional Coaches Teachers	All stakeholders, including students, will be aware of their individual reading achievement, goal, and progress and work to promote one year's worth of growth.				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00</p>							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS</p> <p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4</p> <p>2) Students in grades 1-5 will actively participate in the AR reading program.</p>	2.4, 2.5, 2.6	Teachers Instructional Coaches Librarian	Promote and encourage reading for pleasure and for a purpose. Increase motivation to read through reading incentives, increase comprehension and fluency through post reading assessments.				
<p>Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - Local Funds - 0.00, 211 - Title I, Part A - 0.00</p>							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 3) Teachers will actively participate in a variety of Professional Development opportunities at the campus, District, and Region III level.	2.4, 2.5, 2.6	Principal Assistant Principal Instructional Coaches	Teachers will gain new knowledge to provide more rigorous, appropriate, TEKS driven lessons which support the academic reading growth of all learners.				
	Funding Sources: 211 - Title I, Part A - 0.00						

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: On the 2018 Reading STAAR test, only 51% of 3rd-5th grade students met or exceeded the "Approaches" performance level. Root Cause 2: Differentiated small group instruction to improve student reading skills was not consistently utilized effectively in grades 1 - 5.

Annual Goal 6: The percent of students scoring at the Meets Performance level on the STAAR Reading assessment will increase by 5% in 2019.

Quarterly Goal 1: The number of students scoring at the Meets Performance level on the Beginning of the Year Reading Screener will increase by 1% from 2017 - 2018.


Quarterly Review 1: Met Quarterly Goal









Quarterly Goal 2: The number of students scoring at the Meets Performance level on the November District Reading CBA will increase by 2% from 2017-2018.

Quarterly Goal 3: The number of students scoring at the Meets Performance level on the February District Reading Benchmark will increase by 3% from 2017-2018.

Quarterly Goal 4: The number of students scoring at the Meets Performance level on the 2019 STAAR Reading assessment will increase by 5% from the 2018 Reading STAAR assessment.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 4 AIM 5 AIM 6 1) Faculty Professional Development to be held in August and September to analyze 2018 STAAR Reading data.	2.4, 2.6	Administrators	Staff will have a clear understanding of 2018 STAAR Reading assessment data by subpops.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 0.00							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 4 AIM 5 2) Professional Development during grade level PLCs in which all staff disaggregate and analyze student achievement data from multiple sources to determine patterns and trends and areas of strength and need.	2.6	Administrators Instructional Coaches	During weekly PLCs grade level teachers will disaggregate and analyze student achievement data from screeners, checkpoints, CBAs, iStation, and other data to adjust instruction to meet academic needs of students.				
	Problem Statements: Student Academic Achievement 3						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 3 AIM 4 3) Purchase research based resources to supplement Reading Curriculum including Scholastic Storyworks and Mentoring Minds	2.4, 2.6	Principals Instructional Coaches Teachers	Teachers will utilize a variety of research based supplemental materials to promote student reading achievement.				
	Funding Sources: 211 - Title I, Part A - 0.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: On the 2018 Reading STAAR test, only 51% of 3rd-5th grade students met or exceeded the "Approaches" performance level. Root Cause 2: Differentiated small group instruction to improve student reading skills was not consistently utilized effectively in grades 1 - 5.
Problem Statement 3: On the 2018 Writing STAAR test, only 22% of the 4th grade students met or exceeded the "Approaches" performance level. Root Cause 3: Tier 1 instructional and vocabulary rigor were insufficient to prepare students for success on the STAAR writing assessment.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	1) Staff members will implement the O'Connor Discipline Levels Flow chart to fidelity. The O'Connor Discipline Levels chart clearly defines levels of behaviors and consequences. Daily Behavior Calendars by grade level provide for positive behavior supports and daily parent communication. Additionally, all staff were trained during the August professional development days.
1	1	3	The teachers will reinforce the EAFK (Early Acts First Knights) Virtues in class as well as appointing 6 students who exemplify these virtues. Students are knighted in a ceremony in front of their peers and their families.
2	1	1	Parent Liaison will monitor campus student attendance daily. Edulink calls will be delivered by 8:30 each morning for students who are absent from school. Personal phone calls will be made to parents of students that are absent.
2	1	2	Classroom teachers and grade level teams will develop Attendance Incentive Plans for their class and grade level to increase awareness about the importance of attendance. Parent Liaison will hold monthly student Attendance Parties for students with Perfect Attendance each month.
2	1	3	Monthly attendance celebrations will be held for students who have Perfect Attendance.
3	1	1	All students in grades K-5 will utilize the Writing Academy resources.
3	1	2	All professional staff will meet to score and provide feedback on 4th grade written compositions.
3	1	3	3rd and 4th grade teachers, administrators and instructional coaches will meet for a Writing vertical alignment planning session in the Fall and Spring.
3	1	4	The Leadership/PLC Team will meet each nine weeks to analyze student work samples at each grade level using the TEKS Scaffolding document to identify gaps in our Tier I instruction.
3	1	5	Vertical alignment between 3rd and 4th grade teachers to discuss writing strategies and align campus wide writing instruction and activities.
3	1	6	Professional Development for teachers and ELAR Instructional Coach will be provided at the campus, District, and Region III levels on a variety of topics to promote student writing achievement.
3	1	7	Purchase research based resources to supplement Writing Curriculum including Mentoring Minds and Kamico
4	1	1	Host a Family Science Night at school which focuses on hands on, vocabulary rich activities for students in grades 3-5.
4	1	2	Implement a weekly Science Lab for Grades Kinder-5th with the expectation of a critical writing component of Scientific knowledge through the Scientific Process.
4	1	3	Create a school-wide Science Concept board to review and share Science concepts throughout the school.

Annual Goal	Quarterly Goal	Strategy	Description
4	1	4	Teachers will actively participate in a variety of Professional Development opportunities at the campus, District, and Region III level.
4	1	5	Purchase research based resources to supplement Science Curriculum including Mentoring Minds
5	1	1	100% of teachers will track ISIP data monthly using iStation and record the data in student Quality Tools folders.
5	1	2	Students in grades 1-5 will actively participate in the AR reading program.
5	1	3	Teachers will actively participate in a variety of Professional Development opportunities at the campus, District, and Region III level.
6	1	1	Faculty Professional Development to be held in August and September to analyze 2018 STAAR Reading data.
6	1	2	Professional Development during grade level PLCs in which all staff disaggregate and analyze student achievement data from multiple sources to determine patterns and trends and areas of strength and need.
6	1	3	Purchase research based resources to supplement Reading Curriculum including Scholastic Storyworks and Mentoring Minds

Title I Schoolwide Elements

ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)

ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)

2.4: Opportunities for all children to meet State standards

30 minutes of daily enrichment time 5x weekly with a designated 3 hour teacher in grades PK-5 in core subjects.

Research based support programs in ELAR and Math such as iStation and Think Through Math.

Brain Pop computer based educational program for grades K-2 to support math, reading, science and social studies curriculum.

Math supports Formative Loop and Target Math daily.

Reading supports include Accelerated Reader, Carbo (K-5), Neuhaus, and small group targeted enrichment.

Campus Instructional Coaches in the content areas of Math, Reading, Science, and Social Studies to support students and teachers.

Campus expectation in grades 1 - 5 visit the Science Lab weekly on Block day to participate in a hands on Science Lab utilizing a campus based Scientific Process Lab Journal form.

Story Works Reading Resource for grades 4 & 5, Story Works Jr. for grades 2 & 3, and Scholastic News for 1st grade to support Science and Social Studies curriculum.

2.5: Increased learning time and well-rounded education

Instructionally focused Master Calendar which provides for uninterrupted required content minutes in all grade levels.

Dedicated Enrichment time for all students in grades PK-5, 5x weekly with support.

Block schedule weekly for PK-5 which provides Music, Computer, Counselor, and Library.

Campus Based after school clubs include Robotics (Math & Science), Art, Green Team (Recycling), Technology, EAFK Leadership, Safety Patrol, Pep Squad, Kickball,

2.6: Address needs of all students, particularly at-risk

Weekly grade level PLCs include teachers, Instructional Coaches, and Administrators to review student academic and behavioral data to determine the strengths and areas of need for students. For At-Risk students, RtI meetings are held on a 6 and 9 week based upon Tier level.

Teachers in PK-5 differentiate instruction in order to meet the needs of the diverse learners. Campus focus is on small group instructional support in math and reading for all grade levels.

ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)

3.1: Develop and distribute Parent and Family Engagement Policy

The Parent and Family Engagement Policy is developed with input from all stakeholders, then distributed by our Parent Liaison during Parent Engagement activities. The Parent and Family Engagement Policy is also part of our Welcome Back packet, as well as, uploaded on our campus website Peach Jar.

3.2: Offer flexible number of parent involvement meetings

Parent involvement meetings and engagement opportunities are offered bi-monthly and are hosted at various times of day to accommodate parent schedules.

Parent engagement activities also include academic (math, reading, and science), informational (attendance, Title 1, STAAR level core content focused about how parents may help at home, etc.), and student showcase (musical concerts, plays) focuses.

Title I Schoolwide Element Personnel

<u>Name</u>	<u>Position</u>	<u>Program</u>	<u>FTE</u>
Bonnie Cox (145 Days)	3 Hour Teacher		100%
Destiny Vasquez (187 Days)	Parent Liaison		50%
Holly Myers (145 Days)	3 Hour Teacher		100%
Jamie Chavez (197 Days)	Instructional Coach - Math/Science		100%
L'Rhonda Boyd (197 Days)	Instructional Coach- ELAR/Social Studies		100%
Lynnabeth Corpus	Instructional interventionist	Title 1	100%

Campus Based Leadership Team

Committee Role	Name	Position
Administrator	Vickie Dunseth	Principal
Administrator	Ericka Barr	Assistant Principal
Instructional Coach	Jamie Chavez	Instructional Coach
Instructional Coach	L'Rhonda Boyd	Instructional Coach
Counselor	Russell Stevens	Counselor
Non-classroom Professional	Amy Sanchez	Librarian
LSSP	Candace DeClet	LSSP/Diagnostician

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	2	Staff		\$0.00
2	1	2	Teachers		\$0.00
2	1	2	Incentives		\$0.00
2	1	3	Classroom Teachers		\$0.00
2	1	4			\$0.00
3	1	1			\$0.00
3	1	3			\$0.00
3	1	4			\$0.00
4	1	1	Science Lab supplies		\$0.00
4	1	2			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	3	Program materials, medals for knighting ceremonies		\$0.00
2	1	1	Parent Liaison		\$0.00
2	1	3	Parent Liaison		\$0.00
2	1	4			\$0.00
3	1	1			\$0.00
3	1	2	Writing Academy Rubrics		\$0.00
3	1	3			\$0.00
3	1	4			\$0.00

3	1	6			\$0.00
3	1	7			\$0.00
4	1	2			\$0.00
4	1	3	Science Concepts Board		\$0.00
4	1	4			\$0.00
4	1	5			\$0.00
5	1	1			\$0.00
5	1	2			\$0.00
5	1	3			\$0.00
6	1	1	Writing Resources for student practice		\$0.00
6	1	3			\$0.00
Sub-Total					\$0.00
Grand Total					\$0.00