

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

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Comprehensive Needs Assessment

Demographics

Demographics Summary

DeLeon Elementary has a student population of approximately 560 students in PPCD through 5th grade. Our Low Socio Economic Status is approximately 53% making this the third year DeLeon is a Title 1 school. Our mobility rate is 12.5% DeLeon's attendance rate is 96.1%.

21% of our students are identified as being At-Risk. This is an increase from 14.4% last year.

Our campus is comprised of majority Hispanic- 333; White- 212; Black - 36%; Asian- 13%/

66 students are identified as Special Education, while 10 are identified as ESL.

DeLeon's attendance zone continues to be a rather confined area which makes us a close-knit community school.

Demographics Strengths

DeLeon has benefited from being a Title 1 school by being able to provide more supports to our students. We were able to secure professional development on and off campus, hire a 3 hour teacher, maintain a full time paraprofessional and purchase needed technology. Our PTO officers support our Title 1 compact and try to encourage parents to attend school activities.

The school principal completed 14 years at DeLeon. She has provided stability and a vision for our school. Highly qualified teachers make our school successful. We are focusing on Daily 5 and small group instruction. Our RtI meetings focus on Tier 1 supports to increase student achievement. We include best practices into our lesson planning. Internal and External Instructional rounds help us to identify areas of strengths using data gained from the rounds. The Continuous Improvement Model is a part of our school culture. We have regular PLC's to discuss student progress, align instruction, review data and address RtI. Supports were dedicated to our 4th grade writing students who have a history of struggling with writing.

Part of our Continuous Improvement Model has been our Reading, Math, Writing and Science Committees. Committees met weekly and had representatives from every grade level. The team was given a task from administration to investigate and report back to administration. They monitored our CIP and ensured continuity across all grade levels in regards to required activities.

Problem Statements Identifying Demographics Needs

Problem Statement 1: The increase in our low socioeconomic students happened very quickly. Our teachers need help to understand the struggles of this population and how best to support these families. **Root Cause:** Lack of understanding of the poverty mindset to make a positive impact on students/families.

Problem Statement 2: Instructional time is interrupted by student misbehaviors and inability to work in cooperative groups. **Root Cause:** Students need self-managing skills in order to support their learning and provide teachers quality time to work with small groups.

Student Academic Achievement

Student Academic Achievement Summary

Achievement Data-

All Students Approaches: Math 80.50%; Reading 74%; Writing 77%; Science 49%

Eco Dis Approces : Math 70.34%; Reading 63%; Writing 69.23%; Science 40%

Student Academic Achievement Strengths

Deleon- 4th grade Writing scores increased from 55% in 2017 to 77% in 2018.

DeLeon- All Students Reading increased from 73% in 2017 to 74% in 2018.

DeLeon- All Students Math increased from 73% in 2017 to 80.5% in 2018

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: .Students lack the basic math and reading skills to solve multiple step word problems. **Root Cause:** Students need to master basic facts to solve multi step problems.

Problem Statement 2: 2018 STAAR Science scores for 2018 dropped from 70% passing in 2017 to only 49% passing in 2018. **Root Cause:** Students struggled with reading and comprehending the passage. Tier 1 interventions focusing on science objectives are needed in the classroom.

Problem Statement 3: ISIP results indicate student are lacking in basic reading skills. **Root Cause:** Students need small group instruction with teachers/paraprofessionals to give diagnostic feedback and conduct progress monitoring to increase comprehension and fluency.

Problem Statement 4: DeLeon's attendance rate was a 96.1% for the year. We did not meet our goal of 98%. **Root Cause:** Some students need more support to help them improve their attendance rates.

School Processes & Programs

School Processes & Programs Summary

Leadership Meetings: Principal, Assistant Principal, Counselor and IC meet every Monday morning to discuss and plan for the week's events including PLC's, ARDs, 504, RtI, Programs, Student Crisis, Testing, Planning Faculty Meetings, Creating Content Committee Agendas and many other concerns.

Committee Meetings: A teacher representative from grades K - 5 meet bi weekly to consistently review our CIP and our goals. They are charged with planning progress measures and drawing conclusions from this data to create a plan of action. Committees include Reading, Math, Science and Writing. Committees also review data, root causes and suggestions for the following year's CIP. Each committee member is responsible for taking the information back to the team. (Tuesday)

Faculty Meetings- Are held when communication cannot be achieved through faculty notes or emails. (Tuesday)

PLCs- Weekly meetings with grade level teams to review curriculum, instruction, assessment, RtI and other agenda items.

Parent Involvement- 2 student-lead conferences, Edulink calls, Bi-weekly newsletter, Web page that includes newsletters

RtI interventions- Schedule allows for 3 days of 30 - 45 minute interventions within the school day.

Planning- Teachers plan every Monday from 4 - 5 pm. They also have a 45 minute daily conference period.

EAFK- Teaching virtues that we all believe in to support our school culture.

School Processes & Programs Strengths

External and Internal Instructional Rounds- Provides a systematic approach to self reflection and continuous improvement.

PLCs- 2 way communication regarding instruction, curriculum and student progress.

Leadership Team Meetings- Faculty notes are built around the conversations held during meetings to keep faculty informed of the latest events.

WalkThroughs- Glows and Grows keeps the administrator and teacher in constant communication regarding instruction and continuous improvement.

EAFK- Provides common core virtues and common language regarding respectful behaviors.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. **Root Cause:** DeLeon Staff does not have 100% buy in for our processes and procedures.

Perceptions

Perceptions Summary

School Climate- Stakeholders report that our school has a warm, inviting, family climate where teachers genuinely care about their students. Staff and students demonstrate respect and compassion with others.

Values- We recite the 4Way test daily and include EAFK into our block classes. This block class focuses on our virtues, 4 Way test, RadKids and Anti Bullying strategies to keep these programs at the forefront for our students. We want them to internalize these life-long virtues.

Systematic Approach- We build the system with fidelity and then trust the system to support our students. Student achievement will increase if we all implement the systems with 100% buy-in.

Beliefs- We believe students need to be in school. Our staff makes connections with students to increase attendance. We also create connections with parents so they know what their child is missing when not in class.

Perceptions Strengths

Parents trust staff members are committed to providing a guaranteed viable curriculum to all students. They entrust their child's education to our staff. We take this responsibility very seriously and have systems in place to ensure student growth. Parents feel comfortable calling or visiting our school.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: Some parents are not accessing our communication systems to be aware of our school's happenings. **Root Cause:** DeLeon needs to find multiple ways to communicate with parents.

Problem Statement 2: Some students do not demonstrate our EAFK virtues to support a positive school climate. **Root Cause:** Students depend on staff members to model skills that are needed to be a good citizen. Students need to be internally motivated to demonstrate these virtues.

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
- Accountability Distinction Designations
- Federal Report Card Data
- PBMAS data

Student Data: Assessments

- State and federally required assessment information (e.g. curriculum, eligibility, format, standards, accommodations, TEA information)
- State of Texas Assessments of Academic Readiness (STAAR) current and longitudinal results, including all versions
- STAAR Released Test Questions
- STAAR EL Progress Measure data
- Texas English Language Proficiency Assessment System (TELPAS) results
- Texas Primary Reading Inventory (TPRI), Tejas LEE, or other alternate early reading assessment results
- Student Success Initiative (SSI) data for Grades 5 and 8
- Local diagnostic reading assessment data
- SSI: Istation Indicators of Progress (ISIP) accelerated reading assessment data for Grades 3-5 (TEA approved statewide license)
- Local diagnostic math assessment data
- 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
- Running Records results
- Observation Survey results
- 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
- Migrant population, including performance, progress, discipline, attendance, and mobility
- 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
- Response to Intervention (RtI) student achievement data

Student Data: Behavior and Other Indicators

- Attendance data
- Mobility rate, including longitudinal data
- Discipline records
- Violence and/or violence prevention records
- Tobacco, alcohol, and other drug-use data

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 Involvement Rate

Support Systems and Other Data

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

Annual Goals

Annual Goal 1: By the end of 2018-2019, 70% of students in grades PK through 5th will attain Tier 1 ISIP Overall Reading.

Quarterly Goal 1: Students on ISIP Tier 1 Overall Reading will increase from 60% to 62%.



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal

Quarterly Goal 2: Students on ISIP Tier 1 Overall Reading will increase from 62% to 65%.

Quarterly Goal 3: Students on ISIP Tier 1 Overall Reading will increase from 65% to 67%.

Quarterly Goal 4: Students on ISIP Tier 1 Overall Reading will increase from 68% to 70%.

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 3 CSF 4 CSF 6 CSF 7</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 5</p> <p>1) Faculty will conduct a book study of The Daily 5 to guide teachers on literacy structures to foster independent reading skills</p>	2.4, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers Special Education Teachers	Increase student achievement in ELAR and ISIP.				
Funding Sources: 199 - Local Funds - 0.00							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 CSF 7</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5 AIM 6</p> <p>2) ELAR Instructional Focus Team will meet on a monthly basis to discuss ISIP progress and small group instruction.</p>	2.4, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers Special Education Teachers	Increase alignment of ELAR curriculum in grads PK - 5th.				
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) Provide opportunity for students to access IStation lessons meeting recommended usage times.	2.4, 2.5, 2.6	Classroom Teachers Selina Reyna Jana White Kimberly Davis Special Education Teachers	Increase the number of students on ISIP Tier 1.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7 4) Two Student Led Conferences will include a discussion of ISIP monthly progress monitoring to parents.	2.4, 2.6, 3.2	Classroom Teachers Selina Reyna Jana White Special Education Teachers	Increase the number of students on ISIP Tier 1.				
	Problem Statements: Student Academic Achievement 3						
5) Progress monitor ISIP monthly and students will chart their results.	2.4, 2.5, 2.6	Classroom Teacher Amy Aitchison Selna Reyna Jana White Special Education Teachers	Increase the number of student on ISIP Tier 1.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 Strategy Aims AIM 1 AIM 4 6) ELAR Instructional Focus team will monitor students daily sustained reading time.	2.4, 2.5, 2.6	ELAR Instructional Focus Team Classroom Teachers Special Education Teachers	Increase students' stamina and comprehension skills.				
	Problem Statements: Student Academic Achievement 2, 3						



= Accomplished



= Continue/Modify



= Considerable



= Some Progress



= No Progress



= Discontinue

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: 2018 STAAR Science scores for 2018 dropped from 70% passing in 2017 to only 49% passing in 2018. **Root Cause 2:** Students struggled with reading and comprehending the passage. Tier 1 interventions focusing on science objectives are needed in the classroom.

Problem Statement 3: ISIP results indicate student are lacking in basic reading skills. **Root Cause 3:** Students need small group instruction with teachers/paraprofessionals to give diagnostic feedback and conduct progress monitoring to increase comprehension and fluency.

Annual Goal 2: The number of students scoring at or above the 50% percentile will increase by 4% on grade level math computation progress monitoring.

Quarterly Goal 1: The number of students scoring at or above the 50% percentile will increase by 1% as compared to the beginning of the year Universal Screener.



Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: The number of students scoring at or above the 50% percentile will increase by 2% as compared to the beginning of the year Universal Screener.

Quarterly Goal 3: The number of students scoring at or above the 50% percentile will increase by 3% as compared to the beginning of the year Universal Screener.

Quarterly Goal 4: The number of students scoring at or above the 50% percentile will increase by 4% as compared to the beginning of the year Universal Screener.

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 2</p> <p>Strategy Aims AIM 4 AIM 5 AIM 6</p> <p>1) Progress monitor all students in math monthly. Prek/K: Number identification 1st-5th Computation.</p>	2.4, 2.5, 2.6	Selina Reyna Jana White Amy Aitchison Classroom Teacher Special Education Teachers	Teachers will track data and lead students towards tracking data in student data notebooks. Students will set goals and work towards				
<p>Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1</p>							
<p>Critical Success Factors CSF 1 CSF 2 CSF 4</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5</p> <p>2) Meet monthly in grade level PLCs to discuss results of progress monitoring and discuss adjustments to Tier 1 instruction as well as small group instruction.</p>		Selina Reyna Jana White Amy Aitchison	Instruction will be aligned with student needs resulting in an increase of student achievement.				

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 5 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7 3) Students will set goals and track their progress in data notebooks. The data will be shared with parents in student led conferences.	2.4, 2.6, 3.2	Classroom Teacher Selina Reyna Jana White Amy Aitchison Special Education Teachers	Students will take ownership of their data and set focused goals. Students will be able to articulate strengths and weaknesses to their parents as well as a plan of action to increase achievement.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 - Local Funds - 0.00						

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 1: .Students lack the basic math and reading skills to solve multiple step word problems. Root Cause 1: Students need to master basic facts to solve multi step problems.
School Processes & Programs
Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. Root Cause 1: DeLeon Staff does not have 100% buy in for our processes and procedures.

Annual Goal 3: Elementary ELAR-Reading

The number of students achieving Meets Grade Level on the Reading STAAR will increase by 4%.

The 2017-2018 STAAR Reading Meets level was 45%, it will increase to 49% for the 2018-2019 school year.

Quarterly Goal 1: 100% of classrooms will be utilizing guided reading with differentiated small group instruction. Lessons will be differentiated based on ISIP reports.

Quarterly Review 1: Significant progress made toward meeting Quarterly Goal


Quarterly Goal 2: The number of students in grades 3-5 achieving Meets Grade Level on the Reading CBA will increase by 4% from 57% in 2017-2018.

Quarterly Goal 3: The number of students in grades 3-5 achieving Meets Grade Level on the Reading Benchmark will increase by 4% from 26 students in 2017-2018.

Quarterly Goal 4: The number of students achieve Meets Grade Level on the 3rd-5th Reading STAAR will increase by 4% compared 2017-2018.

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 Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 1) Lesson plans will reflect differentiated instruction based on targeted ISIP data. Title 1 three hour teachers will support instruction.	2.4, 2.5, 2.6, 3.1, 3.2	Selina Reyna Jana White Amy Aitchison Classroom Teachers Title 1 Three Hour Teachers	Teachers will take ownership of data and pull reports to drive small group instruction.				
Problem Statements: Student Academic Achievement 3							

<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>2) Teachers will be trained on pulling reports to get targeted interventions. Title 1 Three Hour Teachers will provide small group interventions.</p>	2.4, 2.6	Selina Reyna Jana White Amy Aitchison Classroom Teachers Title 1 Three Hour Teachers Special Education Teachers	Teachers will take ownership of data and pull reports to drive small group instruction.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 5 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5</p> <p>3) Teachers will keep logs of intervention lessons.</p>	2.4, 2.6, 3.2	Selina Reyna Jana White Amy Aitchison	Intervention logs will be utilized during PLCs and drive conversations for Tier Movement as well as focused on gaps in Tier 1 instruction.				
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 5 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 AIM 6 AIM 7</p> <p>4) Targeted lesson interventions will be shared with parents during student led conferences.</p>		Selina Reyna Jana White Amy Aitchison	Students will become aware of their specific strengths and weaknesses and be able track progress in their student data notebooks.				
Problem Statements: Student Academic Achievement 3 - School Processes & Programs 1							
							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
<p>Problem Statement 3: ISIP results indicate student are lacking in basic reading skills. Root Cause 3: Students need small group instruction with teachers/paraprofessionals to give diagnostic feedback and conduct progress monitoring to increase comprehension and fluency.</p>
School Processes & Programs

Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. **Root Cause 1:** DeLeon Staff does not have 100% buy in for our processes and procedures.

Annual Goal 4: Elementary ELAR-Writing

The number of students achieving Meets Grade Level on the Writing STAAR will increase by 2%.The 2017-2018 STAAR Writing Meets level was 55%, It will increase to 57% for the 2018-2019.

Quarterly Goal 1: Based on a random sampling, Writing Academy curriculum will be evident in 100% of elementary lesson plans.

Quarterly Review 1: Met Quarterly Goal








Quarterly Goal 2: 3rd, 4th, and 5th grade students will increase the number of students achieving Meets Grade Level on the Writing Curriculum Based Assessment by 2% from 19% in 2017-2018.

Quarterly Goal 3: 4th grade students will increase the number of students achieving Meets Grade Level on the 2019 Writing benchmark by 2%.

Quarterly Goal 4: 3rd grade students will increase the number of students achieving Meets Grade Level on the 2019 Writing benchmark by 2%.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Writing Instructional Team will meet monthly to align Writing Academy lesson and collect writing prompts.	2.4, 2.5, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers Special Education Teachers					
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 Strategy Aims AIM 1 AIM 3 AIM 4	2.4, 2.5, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers	Students will become more fluid writers and build stronger academic vocabulary.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 Funding Sources: 199 - Local Funds - 0.00						
2) Journals will be utilized cross curricularl in Math, Science and Social Studies in all classrooms							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 3) Grade Level PLCs will be utilized to review student journal entries to calibrate expectations and drive writing instruction and select future writing prompts.	2.4, 2.5, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers	Writing expectations will be calibrated within a grade level. Students will develop a formal language which will increase their performance over all.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement
Problem Statement 2: 2018 STAAR Science scores for 2018 dropped from 70% passing in 2017 to only 49% passing in 2018. Root Cause 2: Students struggled with reading and comprehending the passage. Tier 1 interventions focusing on science objectives are needed in the classroom.
School Processes & Programs
Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. Root Cause 1: DeLeon Staff does not have 100% buy in for our processes and procedures.

Annual Goal 5: Elementary Math

The number of students achieving Meets Grade Level on the Math STAAR will increase by 4%. The 2017-2018 STAAR Math Meets level was 44%, it will increase to 48% for the 2018-2019.

Quarterly Goal 1: Campus implementation and understanding of the district math computation strategies and problem solving method will be addressed with 100% of campus teachers.



Quarterly Review 1: Met Quarterly Goal







Quarterly Goal 2: The STAAR grade levels will increase the number of students achieving Meets Grade Level in Math by 4% on the 2018 Curriculum Based Assessment.

Quarterly Goal 3: The STAAR grade levels will increase the number of students achieving Meets Grade Level in Math by 4% on the 2019 District Benchmark.

Quarterly Goal 4: Intervention plans will be created for 5th grade SSI students on 100% of elementary campuses.

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</p> <p>Strategy Aims AIM 1</p> <p>1) Math PLCs with review the UPSE model lessons in webnet.</p>	2.4, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers Special Education Teachers	Students will be able to utilize this model as a way to attack multistep word problems.				
Problem Statements: Student Academic Achievement 1							
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 1</p> <p>2) Teachers will observe peers using the UPSE model and give peer feedback.</p>	2.4, 2.6	Amy Aitchison Selina Reyna Jana White Classroom Teachers Special Education Teachers	Teachers will be able to effectively teach the UPSE model and students can use the tool to solve word problems.				

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 AIM 4 3) Lesson plans will include UPSE problem solving models through direct teach, partner work and individual student assessment. Students that are not correctly able to utilize the UPSE model will get small group instruction.	2.4, 2.5, 2.6	Administrative Team Classroom Teachers Special Education Teachers	Students will show understanding and mastery of utilizing the UPSE model which will result in an increase of student achievement on problem solving.				
	Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 Strategy Aims AIM 1 AIM 4 AIM 6 AIM 7 4) STAAR Family Math Night will be held, the UPSE model will be modeled for parents.	2.4, 3.2	Classroom teacher, instructional coach Selina Reyna Jana White Special Education Teacher	Parents will be able to support students at home through the problem solving process.				
	Problem Statements: Demographics 1 - Student Academic Achievement 1 - School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: The increase in our low socioeconomic students happened very quickly. Our teachers need help to understand the struggles of this population and how best to support these families. Root Cause 1: Lack of understanding of the poverty mindset to make a positive impact on students/families.
Student Academic Achievement
Problem Statement 1: .Students lack the basic math and reading skills to solve multiple step word problems. Root Cause 1: Students need to master basic facts to solve multi step problems.
School Processes & Programs
Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. Root Cause 1: DeLeon Staff does not have 100% buy in for our processes and procedures.

Annual Goal 6: Elementary Science

Grade 5 will increase the number of students achieving Meets Grade Level in Science by 20%. The 2017-2018 STAAR Science Meets level was 20%, it will increase to 40% for 2018-2019.

Quarterly Goal 1: 100% of teachers will conduct science lab instructional time percentages as outlined by state guidelines.

Quarterly Review 1: Significant progress made toward meeting Quarterly Goal












Quarterly Goal 2: There will be a 5% increase in the number of of 5th grade students who will achieve meets grade level standard on the 2018 district science CBA.

Quarterly Goal 3: There will be a 5% increase in the number of 5th grade students who will achieve meets grade level standard on the 2018 district science benchmark.

Quarterly Goal 4: 100% of 5th grade teachers will utilize STEMscopes as a review tool for the 2018 5th grade Science 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</p> <p>Targeted Support Strategy</p> <p>PBMAS</p> <p>Critical Success Factors CSF 1</p> <p>Strategy Aims AIM 1 AIM 4 AIM 5 AIM 6</p> <p>1) 100% of lesson plans will have evidence of HOTS questions through direct instruction, team discussion, and journal prompts.</p> <p>Documentation of grade levels achieving the minutes set by the state.</p>	2.4, 2.5, 2.6	Classroom Teacher Amy Aitchison Selina Reyna Jana White Special Education Teachers	Students will be able to use deductive reasoning skills to solve science lab investigations.	✓			
<p>Problem Statements: Demographics 1 - Student Academic Achievement 2 - School Processes & Programs 1</p> <p>Funding Sources: 199 - Local Funds - 0.00</p>							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 2) STEMScopes will be utilized as a review tool for all units.	2.4, 2.6	Classroom Teacher Amy Aitchison Selina Reyna Jana White Special Education Teachers	Students will be able to use deductive reasoning skills to solve science lab investigations.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 7 Strategy Aims AIM 1 AIM 3 AIM 4 3) An interactive word wall will be utilized for science academic vocabulary.	2.4, 2.6	Classroom Teacher Amy Aitchison Selina Reyna Jana White Special Education Teachers	Students will be able to define science vocabulary words.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 4) 5th grade Vertical Science PLC meetings will be held as well as scheduled meetings with other campuses to share ideas and build our collaboration.	2.4, 2.6	McBride Reyna White	Instruction will be aligned with lesson plans and state standards which will have a positive impact on instruction.				
	Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: The increase in our low socioeconomic students happened very quickly. Our teachers need help to understand the struggles of this population and how best to support these families. Root Cause 1: Lack of understanding of the poverty mindset to make a positive impact on students/families.
Student Academic Achievement

Problem Statement 2: 2018 STAAR Science scores for 2018 dropped from 70% passing in 2017 to only 49% passing in 2018. **Root Cause 2:** Students struggled with reading and comprehending the passage. Tier 1 interventions focusing on science objectives are needed in the classroom.

School Processes & Programs

Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. **Root Cause 1:** DeLeon Staff does not have 100% buy in for our processes and procedures.

Annual Goal 7: Deleon's 2018-2019 Yearly Attendance Rate will increase from 96.6% to 97%.

Quarterly Goal 1: DeLeon's attendance rate will be 97% for the quarter.



Quarterly Review 1: Exceeded Quarterly Goal










Quarterly Goal 2: DeLeon's attendance rate will be 97% for the quarter.

Quarterly Goal 3: DeLeon's attendance rate will be 97% for the quarter.

Quarterly Goal 4: DeLeon's attendance rate will be 97% for the quarter.

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 4 CSF 5 Strategy Aims AIM 1 AIM 7 1) Parent Liaison will attend grade level parent nights in grades PK through 5th to conduct presentations to promote school attendance.	2.4, 2.5, 2.6, 3.1	Danella Ramirez, Parent Liaison Classroom Teachers Selina Reyna Jana White	Parents will be supportive of the importance of an education for their child.				
				Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00			
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 4 AIM 7 2) Two Family Nights will be held this year to address students meeting the 10% absence list to support families with attendance.	2.4, 2.5, 2.6	Danella Ramirez Classroom Teachers Selina Reyna Jana White	Reduce the number of students on the 10% absence report.				
				Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00			

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 4 3) Parent Liaison will conduct a home visit for students on the 10% Attendance Report.		Danella Ramirez, Parent Liaison Classroom Teachers Selina Reyna Jana White	Reduce the number of students on the 10% report.				
	Problem Statements: Student Academic Achievement 4 Funding Sources: 199 - Local Funds - 0.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 2 AIM 4 4) Teachers will build relationships with students to increase attendance. Additional teachers will be trained in Capturing Kids Hearts.	2.4, 2.5, 2.6	Natalie Gerhardt Selina Reyna Jana White Amy Aitchison Classroom Teachers	Attendance will increase because students will want to attend school.				
	Problem Statements: Demographics 1 - Student Academic Achievement 4 - School Processes & Programs 1 - Perceptions 2 Funding Sources: 211 - Title I, Part A - 9000.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 CSF 5 Strategy Aims AIM 1 AIM 2 AIM 4 AIM 7 5) Students will display EAFK virtues that refine self managing behaviors.	2.4, 2.5, 2.6	Natalie Gerhardt Selina Reyna Jana White Amy Aitchison Classroom Teachers	Students will display the virtues of a good student and will want to attend school because they are successful.				
	Problem Statements: Demographics 1 - Student Academic Achievement 4 - School Processes & Programs 1 - Perceptions 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: The increase in our low socioeconomic students happened very quickly. Our teachers need help to understand the struggles of this population and how best to support these families. Root Cause 1: Lack of understanding of the poverty mindset to make a positive impact on students/families.

Student Academic Achievement

Problem Statement 4: DeLeon's attendance rate was a 96.1% for the year. We did not meet our goal of 98%. **Root Cause 4:** Some students need more support to help them improve their attendance rates.

School Processes & Programs

Problem Statement 1: In order for processes to be effective, all staff members must meet expectations with fidelity. **Root Cause 1:** DeLeon Staff does not have 100% buy in for our processes and procedures.

Perceptions

Problem Statement 2: Some students do not demonstrate our EAFK virtues to support a positive school climate. **Root Cause 2:** Students depend on staff members to model skills that are needed to be a good citizen. Students need to be internally motivated to demonstrate these virtues.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Faculty will conduct a book study of The Daily 5 to guide teachers on literacy structures to foster independent reading skills
1	1	2	ELAR Instructional Focus Team will meet on a monthly basis to discuss ISIP progress and small group instruction.
1	1	3	Provide opportunity for students to access IStation lessons meeting recommended usage times.
1	1	4	Two Student Led Conferences will include a discussion of ISIP monthly progress monitoring to parents.
1	1	6	ELAR Instructional Focus team will monitor students daily sustained reading time.
2	1	1	Progress monitor all students in math monthly. Prek/K: Number identification 1st-5th Computation.
2	1	3	Students will set goals and track their progress in data notebooks. The data will be shared with parents in student led conferences.
3	1	1	Lesson plans will reflect differentiated instruction based on targeted ISIP data. Title 1 three hour teachers will support instruction.
3	1	2	Teachers will be trained on pulling reports to get targeted interventions. Title 1 Three Hour Teachers will provide small group interventions.
3	1	3	Teachers will keep logs of intervention lessons.
3	1	4	Targeted lesson interventions will be shared with parents during student led conferences.
4	1	2	Journals will be utilized cross curricularl in Math, Science and Social Studies in all classrooms
4	1	3	Grade Level PLCs will be utilized to review student journal entries to calibrate expectations and drive writing instruction and select future writing prompts.
5	1	1	Math PLCs with review the UPSE model lessons in webnet.
5	1	2	Teachers will observe peers using the UPSE model and give peer feedback.
5	1	3	Lesson plans will include UPSE problem solving models through direct teach, partner work and individual student assessment. Students that are not correctly able to utilize the UPSE model will get small group instruction.
5	1	4	STAAR Family Math Night will be held, the UPSE model will be modeled for parents.
6	1	1	100% of lesson plans will have evidence of HOTS questions through direct instruction, team discussion, and journal prompts. Documentation of grade levels achieving the minutes set by the state.
6	1	2	STEMScopes will be utilized as a review tool for all units.

Annual Goal	Quarterly Goal	Strategy	Description
6	1	3	An interactive word wall will be utilized for science academic vocabulary.
6	1	4	5th grade Vertical Science PLC meetings will be held as well as scheduled meetings with other campuses to share ideas and build our collaboration.
7	1	1	Parent Liaison will attend grade level parent nights in grades PK through 5th to conduct presentations to promote school attendance.
7	1	2	Two Family Nights will be held this year to address students meeting the 10% absence list to support families with attendance.
7	1	3	Parent Liaison will conduct a home visit for students on the 10% Attendance Report.
7	1	4	Teachers will build relationships with students to increase attendance. Additional teachers will be trained in Capturing Kids Hearts.
7	1	5	Students will display EAFK virtues that refine self managing behaviors.

2018-2019 Needs Assessment Team

Committee Role	Name	Position
Administrator	Selina Reyna	Principal
Administrator	Jana White	Assistant Principal
Classroom Teacher	Trisha Bludau	Kinder
Non-classroom Professional	Amy Aitchison	IC
Non-classroom Professional	Natalie Gerhardt	Counselor
Classroom Teacher	Patrick McBride	5th Teacher
Classroom Teacher	Melissa Davis	4th Grade Teacher
Classroom Teacher	Kelly Lorange	5th grade teacher
Paraprofessional	Danella Ramirez	Parent Liaison

Campus Improvement Team

Committee Role	Name	Position
Classroom Teacher	Patricia Bludau	Kindergarten Teacher
Classroom Teacher	Robin Kinder	1st grade teacher
Classroom Teacher	Ashton Deckert	2nd teacher
Classroom Teacher	kimberly Allen	3rd Teacher
Classroom Teacher	Melisa Davis	4th Teacher
Classroom Teacher	Sharon Korczynski	5th grade
Administrator	Selina Reyna	Princpal
Administrator	Jana White	Assistant Principal
Non-classroom Professional	Amy Aitchison	Instructional Coach
Non-classroom Professional	Natalie Gerhardt	Counselor
Paraprofessional	Danella Ramirez	Parent Liaison

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1			\$0.00
1	1	3			\$0.00
1	1	5			\$0.00
2	1	3			\$0.00
4	1	2			\$0.00
6	1	1			\$0.00
7	1	1			\$0.00
7	1	2			\$0.00
7	1	3			\$0.00
Sub-Total					\$0.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
7	1	4	Capturing Kids Hearts Training		\$9,000.00
Sub-Total					\$9,000.00
Grand Total					\$9,000.00