

**Victoria Independent School District**  
**F.W. Gross Montessori**  
**2018-2019 Campus Improvement Plan**



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# Comprehensive Needs Assessment

Revised/Approved: June 16, 2015

## Demographics

### Demographics Summary

FW Gross is a PPCD-5th grade campus who serves 320-350 students.

Demographics include: 96% Free/Reduced lunch, 58% At Risk; 37% Homeless (24% of these were Hurricane Harvey displacements); 12% Special Education; 8% ESL; 1% GT; 79% Hispanic; 10% White; 7% Black and 4% Two or more races

### Demographics Strengths

Staff works extremely well with students. Relationships are key in building trust with students, families and community members. Our campus has been 'adopted' by numerous organizations (Including: Northside Rotary, First United Methodist Church, Northside Baptist Church) that support all of our stakeholders.

Grant: Building Family Partnerships was started. Academic Parent Teacher Teams were developed in 3rd grade. Parent rates were low but those that came to the meetings responded positively and stated they appreciated opportunity to learn strategies to assist their children at home.

### Problem Statements Identifying Demographics Needs

**Problem Statement 1:** Attendance Rate was 94.6% for 2017-18 **Root Cause:** Family engagement was low; parents do not realize the impact they have on learning

# Student Academic Achievement

## Student Academic Achievement Summary

2018 STAAR Data	Approaches	Meets	Masters	+1	+2
3rd Grade Reading	44%	26%	10%		
3rd Grade Math	46%	24%	10%		
4th Grade Reading	61%	29%	10%	19	12
4th Grade Math	71%	27%	16%	16	15
4th Grade Writing	29%	6%	0%		
5th Grade Reading	62%	24%	10%	20	6
5th Grade Math	76%	29%	10%	16	1
5th Grade Science	65%	18%	0%		

## Student Academic Achievement Strengths

Students continue to show steady growth in reading and math which is supported by data provided through Istation, Accelerated Reader, Think Through Math, and district assessments.

Science STAAR Scores increased 15%

## Problem Statements Identifying Student Academic Achievement Needs

**Problem Statement 1:** 56% of students showed one or more years growth on math and reading STAAR **Root Cause:** Targeted small group instruction and stations were not utilized in all classrooms with fidelity

**Problem Statement 2:** 29% of students in 4th grade scored at the 'Approaches' level on the 2018 STAAR Writing. **Root Cause:** Lack of foundation writings in lower grade levels.

## School Processes & Programs

### School Processes & Programs Summary

Instructional programs include: Formative Loop, worked closely with math consultant to revamp math program (re-aligning our processes and focusing on 9 weeks of targeted learning at a time); small group reading; science lab expectations and weekly visits to increase science learning skills

Personnel: replaced one classroom teacher who left in February; 3 classroom teacher retirees in May

### School Processes & Programs Strengths

Working together, our team of students, staff members, community partners and parents achieved great successes during the 2017-18 school year. To further strengthen our community ties: We successfully completed our eighth year of the Early Acts First Knights Program with our community partners, The Northside Rotary Club of Victoria. We continued the Watch DOG program to encourage continued parental involvement of our Dads Of Great Students! We offered monthly parent sessions focusing our topics of discussion on the ever-changing needs of our parents. We partnered with the First United Methodist Church to increase our community partnerships. FUMC assisted in Field Day, AR store quarterly, provided lunches for teachers and students, purchased items for classrooms, teachers and students and donated presents for students for Christmas. We also had the support of Northside Baptist Church who donated gifts to teachers as well as fixed our leaking walkways.

Hurricane Harvey recovery brought many amazing people and organizations to FWG. Salvation Army out of Milwaukee set up at FWG for two weeks serving food and assisting families in need. We received donations from numerous states, Donor's Choice, as well as numerous school districts across the state who brought needed materials and supplies for our students.

We continued to increase the number of students who participated in extra-curricular and co-curricular activities throughout the school year.

Once again, teacher retention was high at FWG (in May we only had to replace three teachers who retired).

### Problem Statements Identifying School Processes & Programs Needs

**Problem Statement 1:** 27% of students reached "Meets Expectation" level in Reading and Math **Root Cause:** Small group instruction and intervention did not target higher level students



## Perceptions

### Perceptions Summary

FWG is a family oriented campus: focusing on the whole child (their welfare, and basic needs as well as their academics)

Staff is masterful at building relationships and trust with students and their families.

Twitter accounts were utilized by each staff member to focus on the positives throughout the year. Teachers were asked to post weekly something positive to share with the world.

Peachjar was also utilized in the spring to encourage communication digitally.

### Perceptions Strengths

Hurricane Harvey hit our families hard. We still have students who are doubled up and/or living in 'non-livable' conditions. The staff pulled together all year to make sure students' basic needs were met. We gave families food, supplies, beds, household items; helped them find places to live; helped pay bills and find organizations to assist in putting their lives back together.

In spite of the conditions our families are living in, our students WANT to work for their teachers and try their best despite the world they go home to when they leave us. This is 100% due to the passion of the teachers and their love for ALL of our students.

Digital communication feedback was positive from families. They appreciated photos of their children during the day as well as the ease of finding flyers on Peachjar.

### Problem Statements Identifying Perceptions Needs

**Problem Statement 1:** Feedback indicates communication for all stakeholders low **Root Cause:** Not all families know about the numerous ways we communicate

# Comprehensive Needs Assessment Data Documentation

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



# Annual Goals

**Annual Goal 1: The number of students at the MEETS level or higher on the 3rd-5th grade Reading STAAR test will increase by 7% compared to 2017-2018 school year.**

**Quarterly Goal 1:** 100% of students in grades 2-5 will have individual AR goals and will use a Quality Tool to track progress.

**Quarterly Review 1:** Met Quarterly Goal

**Quarterly Goal 2:** 50% of 3rd-5th grade students will score at or above the district average on their November Reading CBA.

**Quarterly Goal 3:** 50% of 3rd-5th grade students will score at or above the district average on their March Reading District Benchmark.

**Quarterly Goal 4:** On second administration of the 5th grade Reading STAAR Assessment, the number of students passing will increase by 10%.

## Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  <b>Strategy Aims</b> AIM 4 AIM 5  1) Staff will participate in Guided Reading Professional Development in August.	2.6	Leadership Team	Teachers will implement Guided Reading with fidelity.	✓	✓	✓	
Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 2000.00							
2) In Kindergarten-2nd grade students will utilize A-Z take home readers.	2.6	Classroom Teachers	Increase reading levels	✓	✓	✓	
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 4  3) Students in 2nd-5th grade will utilize Storyworks/Scholastic News on a regular basis.	2.5	Classroom Teachers	Students will read engaging material and increase reading levels.	✓	✓	✓	
Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 1700.00							

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 4  4) Students in grades Kindergarten-5th grade will use a Reading Quality Tool to track reading growth on I-Station monthly.	2.6	Leadership and Classroom Teachers	Students will show a years growth by the end of the year.				
	Problem Statements: Student Academic Achievement 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  5) Students in 2nd-5th grade will track their AR points on a regular basis. Students who meet their AR goal will be able to go to the AR store and go to an AR party at the end of the year.	2.6	Leadership, Classroom Teachers, Librarian	Students will increase their reading level throughout the year.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 211 - Title I, Part A - 1000.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  6) Students in PK-2nd grade, will receive a ring of sight words and letter cards to take home to practice.	2.6	Classroom Teachers, Leadership	Students in PK-2nd grade will master all their letters/sight words for their grade level.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 300.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  7) Students in 2nd -5th grade will track fluency monthly on a Quality Tool.	2.6	Leadership and Classroom Teachers	Students will become more fluent with their reading and comprehend what they are reading.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 0.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  8) Additional Targeted Supports for ELL students will be addressed through Imagine Learning daily for grades Kindergarten-5th.	2.6	Classroom Teachers, ELL Itinerant.	Students will obtain strategies to use in discipline areas.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 0.00						

<b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  9) Administration and Special Education will gather student data of Special Education students to check correct placement options (resource vs. inclusion).	2.4	Leadership and Special Education Teacher	Students who are far below grade level will be given the correct support for their learning.				
	Problem Statements: Student Academic Achievement 1 Funding Sources: 199 - Local Funds - 0.00						

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 56% of students showed one or more years growth on math and reading STAAR <b>Root Cause 1:</b> Targeted small group instruction and stations were not utilized in all classrooms with fidelity

**Annual Goal 2: The number of students at the MEETS level or higher on the 3rd-5th grade Math STAAR test will increase by 7% compared to 2017-2018 school year.**

**Quarterly Goal 1:** Students in grades 3rd-5th grade will take the Imagine Math Benchmark.

**Quarterly Review 1:** Met Quarterly Goal















**Quarterly Goal 2:** 50% of 3rd-5th grade students will score at or above the district average on their November Math CBA.

**Quarterly Goal 3:** 50% of 3rd-5th grade students will score at or above the district average on their March Math District Benchmark.

**Quarterly Goal 4:** On the second administration of the 5th grade Math STAAR Assessment, the number of students passing will increase by 10%.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 2</p> <p><b>Strategy Aims</b>                      AIM 1 AIM 4</p> <p>1) Students in 3rd-5th grade will take the Imagine Math Benchmark test to determine math competency level.</p>	2.4	Classroom teachers Computer Lab instructor Interventionist	Students will use initial benchmark as a baseline and will track progress throughout the year.				
<p><b>Targeted Support Strategy</b>  <b>Critical Success Factors</b>                      CSF 7</p> <p><b>Strategy Aims</b>                      AIM 5</p> <p>2) Math Professional development lead by Garland Linkenhoeffer to provide engagement and instructional strategies for math TEKS identified by TEA as curriculum focal points. PD scheduled for five sessions throughout the school year.</p>	2.4, 2.6	Classroom Teachers Interventionists Instructional Coaches	Teaching strategies and incorporation of small group stations will not only engage learners at all levels, but reflect high yield strategies to support students with understanding and application of mathematical concepts.				

<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 2</p> <p><b>Strategy Aims</b> AIM 4</p> <p>3) Students in grades 3rd, 4th, and 5th will use a quality tool to track Imagine Math progress.</p>	2.4	Classroom teachers Interventionists Leadership Team	The impact of individual students tracking progress in Imagine Math will provide accountability and the opportunity for students to achieve at his/her own rate.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 7</p> <p><b>Strategy Aims</b> AIM 5</p> <p>4) Math teachers will participate in professional development provided by Lead4Ward that will target mathematical problem-solving.</p>	2.4	Classroom Teacher	PD will equip teachers with another layer of knowledge and strategies to develop problem-solving skills with students.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p><b>Strategy Aims</b> AIM 4</p> <p>5) Students in 1st through 5th grade will participate in the Formative Loop math skills review daily. Students will have certificate and reward incentives for math benchmarks.</p>	2.5	Classroom teacher Interventionists	Students will gain confidence and proficiency in grade-level math skills and will effectively use computation skills for testing.				
<p><b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1</p> <p><b>Strategy Aims</b> AIM 1 AIM 4</p> <p>6) ELL and SpEd students in 3rd, 4th, and 5th grade will participate in Dreambox math program 3 times per week.</p>	2.4	Classroom Teachers SpEd Teacher and Support Staff	ELL and SpEd students will have the opportunity to work at his/her own pace in computer-intervention activities. Use of this resource will support classroom instructional activities and student progress will be tracked and diagnostics assigned to support learners.				
<p> = Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue</p>							

**Annual Goal 3: The number of students at the MEETS level on the 4th grade Writing STAAR Assessment will be increased by 4%.**

**Quarterly Goal 1:** 100% of students in Kindergarten-5th grade will complete an October campus writing prompt.

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

**Quarterly Goal 2:** 50% of 3rd-5th grade students will score at or above the district average on their first semester writing CBA.

**Quarterly Goal 3:** 50% of 4th grade students will score at or above the district average on their District Writing Benchmark.

**Quarterly Goal 4:** 50% of 3rd grade students will score at or above the district average on their District Writing Benchmark.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  1) 4th Grade Teacher, Mrs. Wade to Teaching Fanatic training (Aug. 6th).	2.5	Leadership	Student improvement in Writing				
Problem Statements: Student Academic Achievement 1							
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 3  2) Teachers in grade levels 3rd-5th will be using Rosie's Resources (DOL). 1st/2nd will be using another source of Daily Oral Language	2.5	Instructional Coaches/Admin.	Students will be better prepared in the writing the process and editing/revising				
Problem Statements: Student Academic Achievement 2							
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  3) K-5th grade levels will have a monthly writing prompt, that will be turned in and each grade level will have a rubric to use for grading.	2.4	Leadership Team	This will help incorporate reading in all grade levels and insure that a quality writing sample is collected.				
Problem Statements: Student Academic Achievement 2							

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  4) Interactive Journals are being using in all grade levels and across a variety of subjects.	2.4	Leadership Team	Incorporating more writing across the curriculum and across grade levels.				
	Problem Statements: Student Academic Achievement 2						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  5) Kg-5th will use the Writer's Profile (rubric) to grade and track student progress in their monthly writing prompt.	2.4	Leadership Team	More evaluation for writing for all grade levels.				
	Problem Statements: Student Academic Achievement 2						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Student Academic Achievement</b>
<b>Problem Statement 1:</b> 56% of students showed one or more years growth on math and reading STAAR <b>Root Cause 1:</b> Targeted small group instruction and stations were not utilized in all classrooms with fidelity
<b>Problem Statement 2:</b> 29% of students in 4th grade scored at the 'Approaches' level on the 2018 STAAR Writing. <b>Root Cause 2:</b> Lack of foundation writings in lower grade levels.

**Annual Goal 4: Attendance will increase from 94.6% from the 2017-2018 school year to 95% for the 2018-2019 school year.**

**Quarterly Goal 1:** 100% of Teachers will implement a Quality Tools Class Attendance chart.

**Quarterly Review 1:** Exceeded Quarterly Goal

**Quarterly Goal 2:** 50% of the FWG students will qualify for the December H.O.T. party.

**Quarterly Goal 3:** Reduce the number of the excessive absence list from January 7th to March 8th by 10%.

**Quarterly Goal 4:** Reduce the number of the excessive absence list from March 18th to May 17th by 10%.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1  1) Implement the Quality Tool of attendance cards and each student will track their own attendance in their data binder. (Kinder - 5th grade)	2.5	Classroom Teachers	Increased Student Attendance	✓	✓	✓	
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1  2) PK-5th grade classes will be tracking daily attendance/tardies using a quality tool chart.	2.5	Classroom Teachers	Increased Student Attendance	✓	✓	✓	
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1  3) Campus will host a monthly H.O.T party for PK-5th grade students for the students that are here and on time.	2.5	Parent Liaison Principals	Increase student attendance and decrease tardies	✓	✓	✓	
	Problem Statements: Demographics 1						



<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1  4) Attendance Flags- teachers will hang attendance flags outside of their classroom daily if their class has perfect attendance. (PK-5)	2.5	Classroom Teachers	Increased student attendance				
	Problem Statements: Demographics 1						
<b>Critical Success Factors</b> CSF 1 CSF 4  <b>Strategy Aims</b> AIM 1  5) Make home visits for students with excessive absences.	2.5	Principals Parent Liaison	Increased student attendance				
	Problem Statements: Demographics 1						
= Accomplished    = Continue/Modify    = Considerable    = Some Progress    = No Progress    = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance Rate was 94.6% for 2017-18 <b>Root Cause 1:</b> Family engagement was low; parents do not realize the impact they have on learning

**Annual Goal 5: By the end of the 2018-2019 school year, 60% of Kindergarten through 5th grade students will meet their personal aim line on I-Station. In Pre-Kindergarten 60% of the students will meet their expected growth on The Child Progress Monitor.**

**Quarterly Goal 1:** Kindergarten-5th grade students will set their own personal aim line on their I-Station Quality Tool.

**Quarterly Review 1:** Exceeded Quarterly Goal

**Quarterly Goal 2:** 60% of students in Kindergarten-5th grade will be on track to meeting their personal aim line in December.

**Quarterly Goal 3:** 60% of Pre-Kindergarten students will meet expected growth on Wave 2 of CPM.

**Quarterly Goal 4:** 50% of students in Kindergarten-2nd grade will be on a Tier 1 in I-Station.

**Summative Evaluation 1:**

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 3 AIM 4 AIM 5  1) 3-Hour Teacher for reading interventions for K-2nd.	2.4, 2.6	Elaine Watts	Students will increase their reading level as well as fluency	✓	✓	✓	
	Problem Statements: School Processes & Programs 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  <b>Strategy Aims</b> AIM 4 AIM 5  2) Staff will participate in Guided Reading Professional Development in August.	2.6	Leadership Team	Teachers will implement Guided Reading with fidelity.	✓	✓	✓	
	Problem Statements: School Processes & Programs 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 1 AIM 3 AIM 4  3) In Kindergarten-2nd grade students will utilize A-Z take home readers.	2.6	Classroom Teachers	Increase student reading levels				
	Problem Statements: School Processes & Programs 1						

<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 2  <b>Strategy Aims</b> AIM 4  4) Students in grades Kindergarten-2nd grade will use a Reading Quality Tool to track reading growth on I-Station monthly.	2.6	Leadership team and classroom teachers	Students will show a years growth by the end of the year.				
	Problem Statements: School Processes & Programs 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  5) Students in PK-2nd grade, will receive a ring of sight words and letter cards to take home to practice.	2.6	Classroom teachers and Leadership team	Students in PK-2nd grade will master all their letters/sight words for their grade level.				
	Problem Statements: School Processes & Programs 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1  <b>Strategy Aims</b> AIM 4  6) Additional targeted supports for ELL students will be addressed through Imagine Learning for grade K-2nd.	2.6	Classroom Teachers	Students will obtain strategies to use in other discipline areas.				
	Problem Statements: School Processes & Programs 1 Funding Sources: 199 - Local Funds - 0.00						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 7  <b>Strategy Aims</b> AIM 4  7) Reading classroom teachers will be ESL certified	2.4, 2.6	Leadership team and classroom teachers	Increased ELL student achievement				
	Problem Statements: School Processes & Programs 1						
<b>Targeted Support Strategy</b> <b>Critical Success Factors</b> CSF 1 CSF 5  <b>Strategy Aims</b> AIM 7  8) Science and Math/Reading Nights will be held during the school year to promote Parent Involvement and to educate parents how to help at home.	3.2	Leadership Team and Classroom Teachers	Increase Parent Involvement and give parents resources to help their children.				
	Problem Statements: Demographics 1						

<b>Critical Success Factors</b> CSF 5  <b>Strategy Aims</b> AIM 6 AIM 7  9) Open House will be held on September 18, 2018. During the event, a Nacho Meal will be offered to families. The families will learn about school/classroom expectations, ways to become involved, and how to stay healthy.	3.1, 3.2	Classroom Teachers, Leadership, and Nurse	To educate and collaborate on school and classroom expectations. Build a partnership between the school and the families.				
	Problem Statements: Demographics 1						
= Accomplished            = Continue/Modify            = Considerable            = Some Progress            = No Progress            = Discontinue							

**Quarterly Goal 1 Problem Statements:**

<b>Demographics</b>
<b>Problem Statement 1:</b> Attendance Rate was 94.6% for 2017-18 <b>Root Cause 1:</b> Family engagement was low; parents do not realize the impact they have on learning
<b>School Processes &amp; Programs</b>
<b>Problem Statement 1:</b> 27% of students reached "Meets Expectation" level in Reading and Math <b>Root Cause 1:</b> Small group instruction and intervention did not target higher level students

# **Title I Schoolwide Elements**

**ELEMENT 1. SWP COMPREHENSIVE NEEDS ASSESSMENT (CNA)**

**ELEMENT 2. SWP CAMPUS IMPROVEMENT PLAN (CIP)**

**ELEMENT 3. PARENT AND FAMILY ENGAGEMENT (PFE)**

## Campus Funding Summary

<b>199 - Local Funds</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	3	Class sets of Storyworks/Scholastic News		\$1,700.00
1	1	6	Letter and Sight Word Cards, rings		\$300.00
1	1	7	Fluency Passages and Quality Tool		\$0.00
1	1	8	Imagine Learning		\$0.00
1	1	9	Reading Data from Special Education Students		\$0.00
5	1	6			\$0.00
<b>Sub-Total</b>					\$2,000.00
<b>211 - Title I, Part A</b>					
<b>Annual Goal</b>	<b>Quarterly Goal</b>	<b>Strategy</b>	<b>Resources Needed</b>	<b>Account Code</b>	<b>Amount</b>
1	1	1	Title One Funding		\$2,000.00
1	1	5	Prize incentives and bounce house		\$1,000.00
<b>Sub-Total</b>					\$3,000.00
<b>Grand Total</b>					\$5,000.00