

Victoria Independent School District
William Wood Elementary
2018-2019 Campus Improvement Plan

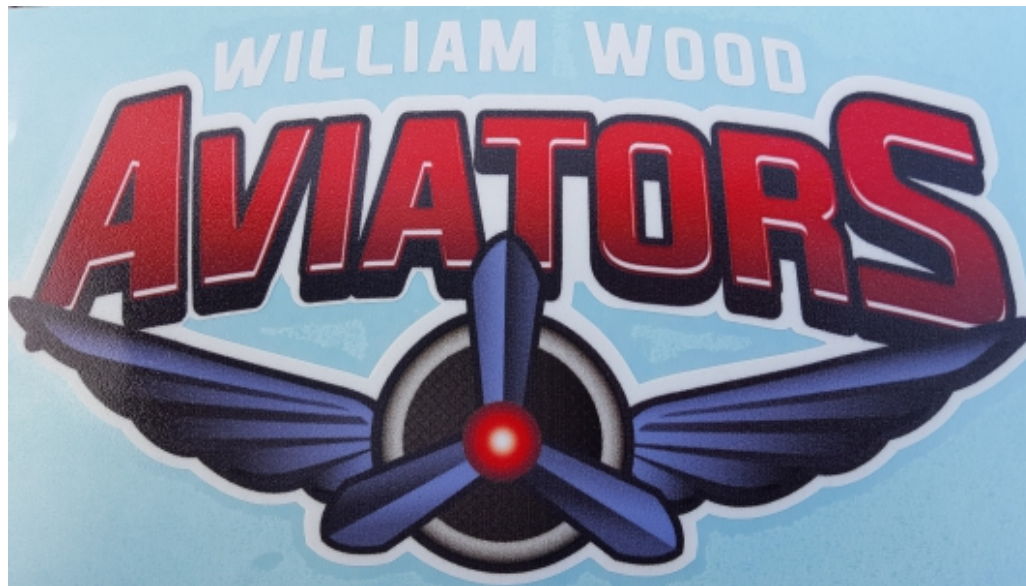


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Comprehensive Needs Assessment

Revised/Approved: August 31, 2018

Demographics

Demographics Summary

Our William Wood campus is 4% Black, 48% Hispanic/Latino, 2% Hawaiian/Pacific Islander, 1% Two or More races, and 45% White. Our free and reduced lunch percentage is at 72.2% for this past year. During the 2017-2018 school year, our focus was on getting students to increase their reading by one grade level. This was accomplished by over 50% of our students. Our attendance rate for the 2017-2018 school year fell 1.19% to 96.23% from the previous year.

Student Academic Achievement

Student Academic Achievement Summary

During the 2017-2018 school year our 5th grade had 100% on the STAAR Math and 83% on STAAR Reading Assessments. However, our 4th grade scored in STAAR Math - 53% at the approaches level, 16% at the Meets and 0% at the Masters level. In Reading, 4th grade scored 68% at the Approaches level, 42% at the Meets level and 11% at the Masters level. 3rd grade scored in STAAR Math - 55% at the approaches level, 28% at the Meets and 11% at the Masters level. In Reading, 3rd grade scored - 72% at the Approaches level, 22% at the Meets level and 6% at the Masters level. On STAAR Writing, 4th grade did not perform adequately - 68% Approaches level, 16% Meets level and 0% at the Masters level. 5th Grade Science was not as expected -

During the 2018-2019 school year, we will be addressing our Reading to make sure that all stakeholders understand what the expectations will be for this upcoming year. We are planning to have more focused Family Nights to address areas in K-2 and 3-5 respectively. Our Math program will be fine tuned this year-students are still struggling with numeracy issues and we will be addressing this through push-out tutoring and focused family participation. Writing across the curriculum will be looked at this year and strengthened across all the grade-levels. We are also trying to get more parental support for our programs, attendance and sharing the expectations for their child here at William Wood. With all aspects of our students, will be working on progressing our students to the next level so that they can succeed.

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
- Accountability Distinction Designations
- Federal Report Card 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 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
- Postsecondary college, career or military-ready graduates data
- 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)
- 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
- 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
- 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: By the end of the 2018-2019 school year, 70% of students in grades 3rd - 5th, taking STAAR Math Assessment will meet or exceed grade level expectations.

Quarterly Goal 1: 65% of students in grades 3rd, 4th, and 5th will be above the cut on the BOY assessments for Math.

Quarterly Review 1: Exceeded Quarterly Goal










Quarterly Goal 2: 50% of students taking the STAAR intermediate Assessment in Math will be at "Meets" level .

Quarterly Goal 3: 75% of the students taking the Math STAAR Intermediate Assessment will have a passing score.

Quarterly Goal 4: 75% of students in grades 3rd, 4th, and 5th will be above the cut on the EOY assessments for Math.

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 Strategy Aims AIM 1 AIM 3 AIM 4 1) Fact Fluency	2.4, 2.5, 2.6	Classroom Teachers, Instructional Coach, and Principal	Students will be able to recall facts faster and easier				
	Problem Statements: Demographics 3						
Strategy Aims AIM 1 AIM 3 AIM 4 2) Increase the use of Math academic vocabulary	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will understand concepts and be able to use the vocabulary correctly.				
	Problem Statements: Demographics 3						
Strategy Aims AIM 1 AIM 3 AIM 4 3) Use of Algorithms	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will become proficient in the use of algorithms. This will enable students to build confidence				
	Problem Statements: Demographics 3						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 4) Push-out Tutoring	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will receive extra tutoring to assist students on numeracy, problem solving, and vocabulary				
	Problem Statements: Demographics 3						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 5) Students will utilize Imagine Math software to hone skills and concepts.	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will be able to confidently work on problem solving and mathematical concepts.				
	Problem Statements: Demographics 3						
6) Teach Test taking skills	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will gain in knowledge and become confident in answering/working mathematical questions.				
	Problem Statements: Demographics 3						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 3: Students basic math facts/concepts are below grade level. Root Cause 3: Due to lack of high classroom learning and behavior expectations, and lack of quality instruction.

Annual Goal 2: By the end of the 2018-2019 school year, 70% of students in grades 3rd - 5th, taking STAAR Reading Assessment will meet or exceed grade level expectations.

Quarterly Goal 1: 65% of students in grades 3rd, 4th, and 5th will be above the cut on the BOY assessments for Reading.

Quarterly Review 1: Exceeded Quarterly Goal











Quarterly Goal 2: 50% of students taking the STAAR intermediate Assessment in Reading will be at "Meets" level .

Quarterly Goal 3: 75% of the students taking the Reading STAAR Intermediate Assessment will have a passing score.

Quarterly Goal 4: 75% of students in grades 3rd, 4th, and 5th will be above the cut on the EOY assessments for Reading.

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 Strategy Aims AIM 1 AIM 3 AIM 4 AIM 5 1) Teachers will utilize small group instruction to make sure students understand reading concepts	2.4, 2.5, 2.6	Classroom teachers, Principal	Teachers will be able to know where their students are and what they will need to become successful.				
	Problem Statements: Demographics 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 2) Monthly DAZE monitoring for students in grades 3rd, 4th and 5th	2.4, 2.5, 2.6	Classroom Teachers, Principal	Students will be monitored on a monthly basis and will be able to show growth in comprehension.				
	Problem Statements: Demographics 1						
Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 4 3) ESL Students will use Imagine Learning to improve on their English skills and vocabulary	2.4, 2.5, 2.6	Classroom teachers, ESL Itinerant	We will be able to have more of our ESL students improving their English language acquisition.				
	Problem Statements: Demographics 1						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 4) Teachers will utilize IStation Reading data to show growth in fluency and overall Reading concepts	2.4, 2.5, 2.6	Classroom teachers, Principal	Students will be able see their progression and growth throughout the year.				
	Problem Statements: Demographics 1						
Critical Success Factors CSF 1 CSF 3 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 5) Students will use the Accelerated Reading program to increase their reading and comprehension skills.	2.4, 2.5, 2.6	Classroom teachers, Library aide, Principal	Students of all sub-populations will read daily, strengthening their reading ability				
	Problem Statements: Demographics 1						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 6) Teachers will utilize the Neuhaus -Developing Meta-Cognition strategies during Reading instruction in grades 3rd - 5th.	2.4, 2.5, 2.6	Classroom teachers, Principal	Students will be able to read critically and work on Figure 19 skills that are needed to improve sub-populations reading ability.				
	Problem Statements: Demographics 1						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 3 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 7) My Virtual Reading Coach	2.4, 2.5, 2.6	Classroom teachers, Principal	Students on Tier II of the RtI process will receive extra time on Reading concepts to fill in gaps. Those improving will be able to move back to Tier I.				
	Problem Statements: Demographics 1						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: Only 50% of William Wood students made gains of one grade level or more in Reading during the 2017-2018 school year. Root Cause 1: Due to lack of high classroom learning and behavior expectations, and lack of quality instruction.

Annual Goal 3: 70% of 4th grade students will meet or exceed progress on the 4th Grade STAAR Writing Test during the 2018-2019 school year. .

Quarterly Goal 1: 75% of students will complete at least one writing essay in grades 1st - 5th grades.





Quarterly Review 1: Met Quarterly Goal









Quarterly Goal 2: 75% of students in grades 3rd, 4th, and 5th will have met the passing standard on the district CBA assessments.

Quarterly Goal 3: 65% of students in grades 3rd, 4th, and 5th will have met the passing standard on the district Benchmark.

Quarterly Goal 4: 75% of students K-5 grade will have completed the writers profile by the end of 2017-2018 school year.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Graphic Organizers Strategy Aims AIM 1 AIM 4	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will be able to use and understand how different graphic organizers are used to help with writing Narrative and Expository writing.				
	Problem Statements: Demographics 2						
2) Writer's Profile Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will be able to complete various tasks per grade level that will enable them to become a good writer.				
	Problem Statements: Demographics 2						
3) Revising and Editing Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4	2.4, 2.5, 2.6	Classroom Teachers, Instructional Coach, Principal	Teachers will teach revising and editing to all students				
	Problem Statements: Demographics 2						
4) Using Rosie's Resources for revising and editing Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4	2.4, 2.5, 2.6	Classroom Teachers, Instructional Coach, Principal	Teachers will teach revising and editing to all students				
	Problem Statements: Demographics 2						

Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 5) Author's Party	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Student's chosen by teachers showing an growth in their writing ability will attend an Author's Party to give self confidence.				
	Problem Statements: Demographics 2						
Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 6) Sharing of writing examples with other grade levels	2.4, 2.5, 2.6	Classroom teachers, Instructional Coach, Principal	Students will be allowed to read to different grade levels their own writings. This will help to build their confidence.				
	Problem Statements: Demographics 2						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 2: Students unable to write with consistently. Root Cause 2: Students not writing at a level 3 or above and not knowing much about how to revise a sentence.

Annual Goal 4: At least 70% of students K - 5 at William Wood will be reading on or above grade level as measured by IStation, by May, 2019.

Quarterly Goal 1: 50% of students in K-5th will be on Tier 1 of IStation, based on their October IStation test data.












Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 60% of students in K-5th will be on Tier 1 of IStation, based on their January IStation test data.

Quarterly Goal 3: 65% of students in K-5th will be on Tier 1 of IStation, based on their March IStation test data.

Quarterly Goal 4: 75% of students in K-5th will be on Tier 1 of IStation, based on their May IStation test data.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Critical Success Factors CSF 1 CSF 2 CSF 4 CSF 6 Strategy Aims AIM 1 AIM 3 AIM 4 1) Read Every Day	2.4, 2.5, 2.6	Classroom teachers, Principal	Students will become successful readers.				
Problem Statements: Demographics 1							
Comprehensive Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 2) Universal Screeners	2.4, 2.5, 2.6	Classroom Teachers, Principal	We will use the Universal Screener to show students are progressing throughout the year.				
Problem Statements: Demographics 1							
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 3) 30 minutes of IStation Reading at least 3 times per week	2.4, 2.5, 2.6	Classroom Teacher, Principal	This will give optimum time for students to progress through the program and show increased reading skills.				
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics

Problem Statement 1: Only 50% of William Wood students made gains of one grade level or more in Reading during the 2017-2018 school year. **Root Cause 1:** Due to lack of high classroom learning and behavior expectations, and lack of quality instruction.

Annual Goal 5: At least 70% of students K - 5 at William Wood will make progress in Math as measured by IStation Math in grades K-2, and Imagine Math in grades 3 - 5, by May, 2019.

Quarterly Goal 1: At least 70% of students in grades K - 5 will measure above the cut on the BOY Universal screener for Math.




Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: 50% of Students K-5th will have made progress in Math as measured by IStation Math or Imagine Math.

Quarterly Goal 3: At least 70% of students in grades K - 5 will measure above the cut on the MOY Universal screener for Math.

Quarterly Goal 4: At least 70% of students in grades K - 5 will measure above the cut on the EOY Universal screener for Math.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 1) Students will learn their math facts with fidelity	2.4, 2.5, 2.6	Classroom teachers	Students will be able to recall math facts correctly.				
	Problem Statements: Demographics 3						
Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 2) 3rd - 5th Students in RtI Math will utilize Dreambox Math to fill in gaps	2.4, 2.5, 2.6	Classroom Teachers, Principal	Students will have gaps filled to understand Math concepts.				
	Problem Statements: Demographics 3						
Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 3) Imagine Math	2.4, 2.5, 2.6	3rd-5th Classroom Teachers, Principal	Students will progress through the 30 lessons that will increase their Math skills for success on the STAAR test.				
	Problem Statements: Demographics 3						

Comprehensive Support Strategy Targeted Support Strategy Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 AIM 4 4) IStation Math Grades K-2nd	2.4, 2.5, 2.6	K-2nd Classroom teachers, Principal	Students will build a solid foundation in K-2nd grades.				
	Problem Statements: Demographics 3						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 3: Students basic math facts/concepts are below grade level. Root Cause 3: Due to lack of high classroom learning and behavior expectations, and lack of quality instruction.

Annual Goal 6: Parental involvement for activities on campus will increase by 5% from the 2017-2018 school year

Quarterly Goal 1: The number of parents attending Family Nights during the 1st quarter will increase by 10%.




Quarterly Review 1: Exceeded Quarterly Goal









Quarterly Goal 2: Hold Attendance meeting with parents to raise awareness of Rule of 90%.

Quarterly Goal 3: Parent involvement will increase by 20% from last years Family Science Night.

Quarterly Goal 4: 50% of William Wood Families will complete the end of year survey concerning involvement on campus.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Critical Success Factors CSF 1 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 2 AIM 4 AIM 6 AIM 7</p> <p>1) Campus will host Family Nights to strengthen Math, Reading and Science concepts</p>	2.4, 2.5, 2.6, 3.2	Classroom teachers, Parent Liaison, Principal	Parents will become a partner with school and strengthen school-home ties.				
<p>Critical Success Factors CSF 1 CSF 3 CSF 4 CSF 5 CSF 6</p> <p>Strategy Aims AIM 1 AIM 3 AIM 4 AIM 6</p> <p>2) Create a tool kit for parents to utilize at home with their child</p>	2.4, 2.5, 2.6, 3.1, 3.2	Parents, Classroom teachers, Principal	Students will begin to understand what their child needs to learn, where their child is, and what they can do to help them.				
<p>Critical Success Factors CSF 5</p> <p>Strategy Aims AIM 6 AIM 7</p> <p>3) A.C.E. - Aviator Character Education will be given six times throughout the year to students in the areas of: Respect, Responsibility, Caring, Trustworthiness, Fairness and Citizenship</p>		Counselor, Classroom teachers, Principal	Parents will be supportive of their child and be invited when they are awarded an A.C.E. award.				

<p>Critical Success Factors CSF 5</p> <p>Strategy Aims AIM 7</p> <p>4) Muffins with Mom // Donuts with Dad</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Parent Liaison, Principal</p>	<p>More moms and dads will come to campus and participate with their child.</p>				
<p>Critical Success Factors CSF 5</p> <p>Strategy Aims AIM 6 AIM 7</p> <p>5) Monthly curbside conversations with Parents</p>	<p>2.4, 2.5, 2.6, 3.1, 3.2</p>	<p>Parent Liaison, Principal</p>	<p>Spread information for parents to become more involved.</p>				
<p>  = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue </p>							

Annual Goal 7: Attendance at William Wood Elementary will be at or above the 98% mark for the 2018-2019 school year.

Quarterly Goal 1: Attendance will be higher in the 1st nine weeks of 2018, than the 1st quarter of 2017.












Quarterly Review 1: Exceeded Quarterly Goal

Quarterly Goal 2: Less than 6 students will have absences above the 10% guideline.

Quarterly Goal 3: Attendance during the 3rd Quarter of 2018-2019, will be equal or greater than the the 3rd Quarter of 2017-2018.

Quarterly Goal 4: Attendance during the 2018-2019 school year will be equal or greater than the Attendance of the 2017-2018 school year (96.23%)

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
1) Monthly Attendance Trophy	2.4, 2.5, 2.6	Veronica Ortiz	Classrooms will compete to have the trophy in their classroom				
Problem Statements: Demographics 4							
2) Monthly recognition for perfect attendance	2.4, 2.5, 2.6	Veronica Ortiz	More students attending				
Problem Statements: Demographics 4							
Critical Success Factors CSF 5	2.4, 2.5, 2.6	Parent Liaison, Principal	Through this strategy we will find out where are students are and if they will be coming to school.				
Strategy Aims AIM 7	Problem Statements: Demographics 4						
3) Parent Liaison will make telephone calls to parents of students who are not at school before 8:15 am							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 4: Student attendance fell during the 2017-2018 school year. Root Cause 4: Illnesses and parents not taking students education seriously.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Fact Fluency
1	1	4	Push-out Tutoring
1	1	5	Students will utilize Imagine Math software to hone skills and concepts.
2	1	1	Teachers will utilize small group instruction to make sure students understand reading concepts
2	1	2	Monthly DAZE monitoring for students in grades 3rd, 4th and 5th
2	1	4	Teachers will utilize IStation Reading data to show growth in fluency and overall Reading concepts
2	1	6	Teachers will utilize the Neuhaus -Developing Meta-Cognition strategies during Reading instruction in grades 3rd - 5th.
3	1	4	Using Rosie's Resources for revising and editing
4	1	2	Universal Screeners
4	1	3	30 minutes of IStation Reading at least 3 times per week
5	1	3	Imagine Math
5	1	4	IStation Math Grades K-2nd