

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



Mission Statement

Chandler Elementary instills high expectations in a safe and nurturing environment to attain successful student achievement for all.

Vision

Chandler Elementary students will be successful, life-long learners who contribute positively to the community.

Value Statement

As a school we are committed to:

- Provide high-quality, integrated curriculum and instruction
- Provide a supportive and effective learning environment
- Hold student-led conferences to discuss student achievement
- Provide reports to parents on students' progress
- Provide reasonable access to staff
- Provide opportunities to volunteer for campus events
- Encourage parents to join the PTO
- Initiate parent contact by utilizing a variety of media sources

Table of Contents

Comprehensive Needs Assessment	4
Demographics	4
Student Academic Achievement	5
School Processes & Programs	6
Perceptions	7
Comprehensive Needs Assessment Data Documentation	8
Annual Goals	9
Annual Goal 1: 50% of 3rd-5th grade students will achieve 'Meets Grade Level' on the 2019 Reading STAAR.	9
Annual Goal 2: 70% of PK-2nd grade students will be on Tier 1 of I-Station at the end of the 2018-2019 school year.	12
Annual Goal 3: 40% of 3rd-5th graders will achieve 'Meets Grade Level' on the 2019 Math STAAR.	14
Annual Goal 4: 30% of the 4th grade Writing STAAR students will achieve 'Meets Grade Level' on the 2019 Writing STAAR.	17
Annual Goal 5: 45% of 3rd-5th grade special education students will achieve 'Approaches Grade Level' on the 2019 Reading STAAR.	19
Annual Goal 6: Decrease the number of chronically-absent students by 2% from the 2017-2018 school year.	20
Comprehensive Support Strategies	23
Campus Funding Summary	25

Comprehensive Needs Assessment

Demographics

Demographics Summary

In 2017-2018 Chandler Elementary School served 591 diverse prekindergarten through 5th grade students, the larger ethnic group is Hispanic. 65% of the student population was identified as economically disadvantaged. The mobility rate was 13.5%. 5.2% of the population received English Language (EL) support, and 12.5% of the population received special education services. 11% of the student population was chronically-absent. Approximately 75 'RTI' students' academic needs were addressed with Tier 2 or Tier 3 interventions. 50 students had a Section 504 Accommodation Plan. 26 highly-qualified general education teachers, 2 PK assistants, a librarian, 5 special education teachers, 13 special education assistants, a music teacher, 2 computer lab assistants, a PE teacher and a PE assistant served our 591 students.

Demographics Strengths

In 2018-2019, the current principal will begin her 7th year and the assistant principal will begin her 15th year; the two instructional coaches will begin their 5th and 7th in their current positions at Chandler. In 2017-2018, three teachers were first year teachers, who were each teamed with veteran teachers. 2017-2018 monthly ISIP reports reflected that 74% of the 3rd-5th grade Economically Disadvantaged students made growth each year in reading; 55% of the 3rd-5th grade Eco Dis made one full year's growth. The results of the 5th grade Math STAAR scores indicate that 91% of All students and 89% of Eco Dis students met the passing standard; the results of the 5th grade Reading STAAR scores indicate that 85% of All students and 86% of Eco Dis students met the passing standard. Though 11% of the overall population continues to be chronically-absent, that percentage is down from 20% of the overall population in 2016-2017.

Problem Statements Identifying Demographics Needs

Problem Statement 1: 64% of 3rd-5th grade special education students did not achieve 'Approaches Grade Level' on the 2018 Reading STAAR. **Root Cause:** There is a common misconception by general education teachers that inclusion students are to be served primarily by special education/inclusion staff.

Student Academic Achievement

Student Academic Achievement Summary

Overall, 5th grade reading and math scores are strong, and 5th grade Science STAAR scores increased this year. In 3rd grade, there has been a pattern of significant assessment score discrepancies among classroom groups. 4th grade math assessment scores have remained below standard despite the support of an Interventionist. 4th grade writing scores are well below the district average.

Student Academic Achievement Strengths

The results of the 5th grade Math STAAR scores indicate that 91% of All students and 89% of Eco Dis students met the passing standard; the results of the 5th grade Reading STAAR scores indicate that 85% of All students and 86% of Eco Dis students met the passing standard. All, with the exception of 8, kindergarten students are reading at Tier 1 as indicated by ISIP reports.

Problem Statements Identifying Student Academic Achievement Needs

Problem Statement 1: 38% of PK-2nd students were not on ISIP Tier 1 at the end of the 2018-2019 school year. **Root Cause:** Monitoring of I-Station engagement and participation was inconsistent.

Problem Statement 2: 74% of 3rd-5th graders did not achieve 'Meets Grade Level' on the 2018 Math STAAR. **Root Cause:** The implementation of the specificity of the 4th grade math TEKS needed improvement, and at every grade level, the primary focus has been on struggling learners.

Problem Statement 3: 85% of 4th grade students did not achieve 'Meets Grade Level' on the 2018 Writing STAAR. **Root Cause:** Teachers were not provided comprehensive training in the utilization of Writing Academy materials; there is also a need for supplementary materials.

Problem Statement 4: 66% of 3rd-5th graders did not achieve 'Meets Grade Level' on the 2018 Reading STAAR. **Root Cause:** Small-group instruction was not always differentiated from whole-group instruction, and the primary focus has been on struggling learners.

School Processes & Programs

School Processes & Programs Summary

Grade level PLC's analyze relevant, current data in weekly PLC meetings, including universal screeners, ISIP, checkpoints, and benchmarks. ELAR Cadre and Math Cadre meet twice monthly to discuss best practices and vertical alignment of curriculum. ICs meet weekly with each grade level team to lesson-plan. Teachers have access to Webnet to utilize district instructional material. Data from the Internal Instructional Rounds Team is shared with the faculty following each Instructional Rounds session. All classroom teachers are held accountable for scheduling and conducting peer observations. Reflex Math is utilized in Kinder-5th grade to improve automaticity of facts. Teachers meet with ICs in scheduled weekly lesson-planning meetings.

School Processes & Programs Strengths

Chandler received a 100% on the District RTI audit. The Attendance and Awards Committee has implemented several effective incentives to encourage and celebrate high student attendance. Chronic absences decreased from 20% of the population in 2016-2017 to 11% in 2017-2018.

Problem Statements Identifying School Processes & Programs Needs

Problem Statement 1: There is minimal evidence that students are establishing their own specific academic goals in reading or in math at each grade level.

Root Cause: Not all teachers are communicating specific reading and math assessment data for each student to track.

Problem Statement 2: 11% of all students were chronically absent during the 2017-2018 school year. **Root Cause:** There is a need to strengthen relationships between staff and families of the chronically-absent.

Perceptions

Perceptions Summary

Chandler utilizes several modes of communication to connect with and provide information to families such as: newsletters, memos home, emails, Edulink phone system, Remind 101, the digital marquee, the parent gradebook portal, the Chandler App and the Chandler Facebook page. The EAFK ceremonies continue to promote a positive school culture to families and to the Northside Rotary Club members, who attend. Students with staff often attend Rotary Club luncheons as special guests. The Rotary sponsor attends the weekly EAFK Club.

Perceptions Strengths

Chandler has 12 campus clubs, organizations, and events that support 21st century workforce development. The campus hosts approximately 20 family engagement events each school year, including high-attendance academic nights and fundraising nights at local restaurants, high-attendance morning social events which honor mom or dad or grandparents. A total of 167 students were knighted at EAFK Ceremonies for exhibiting featured virtues.

Problem Statements Identifying Perceptions Needs

Problem Statement 1: There is lack of evidence that EAFK virtues and Social Contracts are being communicated consistently by all staff. **Root Cause:** Not all staff are embedding the EAFK virtues and the student-signed Social Contracts into the campus culture on a daily basis.

Comprehensive Needs Assessment Data Documentation

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

Annual Goals

Annual Goal 1: 50% of 3rd-5th grade students will achieve 'Meets Grade Level' on the 2019 Reading STAAR.

Quarterly Goal 1: 100% of 3rd-5th grade students will establish an active reading data folder.

Quarterly Review 1: Met Quarterly Goal

Quarterly Goal 2: 25% of 3rd-5th grade students will achieve 'Meets Grade Level' on the November 2018 Reading CBA.

Quarterly Goal 3: 40% of 3rd-5th grade students will achieve 'Meets Grade Level' on the Spring 2019 Reading Benchmark.

Quarterly Goal 4: 50% of 3rd-5th grade students will achieve 'Meets Grade Level' on the 2019 Reading STAAR.

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 Strategy Aims AIM 1 1) Individual student-driven reading data folders will be utilized by all students in 3rd-5th grade.	2.4, 2.6	Teachers	By monitoring achievement in individualized reading data folders, each student will continually make progress towards an individual goal.	✓			
Problem Statements: Student Academic Achievement 4 - School Processes & Programs 1 Funding Sources: 199 - Local Funds - 600.00							
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 Strategy Aims AIM 1 AIM 5 2) Hire a Title 1, 3-Hour Reading Teacher for targeted 3rd-5th graders.	2.4, 2.5, 2.6	3-Hour Reading Teacher, ICs, Administration	By working with targeted small groups of students in the reading classroom, individual students will make adequate growth and progress.	✓			
Problem Statements: Student Academic Achievement 4 Funding Sources: 211 - Title I, Part A - 12000.00							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 CSF 7 Strategy Aims AIM 1 AIM 5 3) Hire a Title I Instructional ELAR Coach, "ELAR IC".	2.4, 2.6	Administrators	An ELAR IC will develop high-quality lesson plans with teachers, coach, and model in the classroom.				
	Problem Statements: Student Academic Achievement 1, 3, 4 Funding Sources: 211 - Title I, Part A - 60848.77						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 4) PLCs will will analyze assessment data corresponding with the Student Success Status of the African American population.	2.4, 2.6	Administrators, ICs, teachers	More African American students receiving additional, skill-specific support will meet the passing standard of the Reading STAAR, performance in Domain 1.				
	Problem Statements: Demographics 1 - Student Academic Achievement 4						
Critical Success Factors CSF 1 Strategy Aims AIM 1 5) Incorporate Mentoring Minds instructional materials, 1-2 times per week in the classroom.	2.4	Teachers	Students will utilize higher-order question stems and tasks aligned with district and state assessments.				
	Problem Statements: Student Academic Achievement 1, 4 Funding Sources: 211 - Title I, Part A - 5500.00						
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Demographics
Problem Statement 1: 64% of 3rd-5th grade special education students did not achieve 'Approaches Grade Level' on the 2018 Reading STAAR. Root Cause 1: There is a common misconception by general education teachers that inclusion students are to be served primarily by special education/inclusion staff.
Student Academic Achievement
Problem Statement 1: 38% of PK-2nd students were not on ISIP Tier 1 at the end of the 2018-2019 school year. Root Cause 1: Monitoring of I-Station engagement and participation was inconsistent.
Problem Statement 3: 85% of 4th grade students did not achieve 'Meets Grade Level' on the 2018 Writing STAAR. Root Cause 3: Teachers were not provided comprehensive training in the utilization of Writing Academy materials; there is also a need for supplementary materials.

Problem Statement 4: 66% of 3rd-5th graders did not achieve 'Meets Grade Level' on the 2018 Reading STAAR. **Root Cause 4:** Small-group instruction was not always differentiated from whole-group instruction, and the primary focus has been on struggling learners.

School Processes & Programs

Problem Statement 1: There is minimal evidence that students are establishing their own specific academic goals in reading or in math at each grade level. **Root Cause 1:** Not all teachers are communicating specific reading and math assessment data for each student to track.

Annual Goal 2: 70% of PK-2nd grade students will be on Tier 1 of I-Station at the end of the 2018-2019 school year.

Quarterly Goal 1: 100% of students in K-2nd will establish an active reading data folder.









Quarterly Review 1: Significant progress made toward meeting Quarterly Goal

Quarterly Goal 2: 65% of all students in each grade level PK-2nd will be on Tier 1 of Istation.

Quarterly Goal 3: 68% of all students in each grade level will be on Tier 1 of Iststion.

Quarterly Goal 4: 70% of PK-2nd grade students will be on Tier 1 at the end of the 2018-2019 school year.

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 Strategy Aims AIM 1 1) Individual student-driven reading data folders will be utilized by all students in Kinder-2nd grade.	2.4, 2.6	Teachers	By monitoring achievement in individualized reading data folders, each student will continually make progress towards an individual goal.				
Problem Statements: Student Academic Achievement 1 - School Processes & Programs 1 Funding Sources: 199 - Local Funds - 600.00							
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 Strategy Aims AIM 1 AIM 5 2) Hire a Title 1, 3-Hour Reading Teacher for targeted Kinder to 2nd graders.	2.4, 2.5, 2.6	3-Hour Reading Teacher, ICs, Administration	By working with targeted small groups of kinder-2nd grade students in a prescriptive pull-out program, individual students will make adequate growth and progress.				
Funding Sources: 211 - Title I, Part A - 12000.00							
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 1: 38% of PK-2nd students were not on ISIP Tier 1 at the end of the 2018-2019 school year. **Root Cause 1:** Monitoring of I-Station engagement and participation was inconsistent.

School Processes & Programs

Problem Statement 1: There is minimal evidence that students are establishing their own specific academic goals in reading or in math at each grade level. **Root Cause 1:** Not all teachers are communicating specific reading and math assessment data for each student to track.

Annual Goal 3: 40% of 3rd-5th graders will achieve 'Meets Grade Level' on the 2019 Math STAAR.

Quarterly Goal 1: 100% of students in Kinder-5th will establish an active math data folder.



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal

Quarterly Goal 2: 25% of 3rd-5th graders will achieve 'Meets Grade Level' on the November 2018 Math CBA.

Quarterly Goal 3: 35% of 3rd-5th graders will achieve 'Meets Grade Level' on the Spring 2019 Math Benchmark.

Quarterly Goal 4: 40% of 3rd-5th graders will achieve 'Meets Grade Level' on the 2019 Math STAAR.

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 Strategy Aims AIM 1 1) Individual student-driven math data folders will be utilized by all students in Kinder-5th grade.	2.4, 2.6	Teachers	By monitoring achievement in individualized math data folders, each student will continually make progress towards an individual goal.				
Problem Statements: Student Academic Achievement 2 - School Processes & Programs 1 Funding Sources: 199 - Local Funds - 0.00							
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 4 Strategy Aims AIM 1 AIM 3 2) Imagine Learning will be utilized twice per month in the computer lab by 3rd-5th grade students as well as increased frequency of intervention time for struggling learners.	2.4, 2.5, 2.6	Computer Lab Assistant, Teachers, Math IC	Students will continue to strengthen targeted math skills which will impact academic results.				
Problem Statements: Student Academic Achievement 2 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 3 3) Reflex Math will be utilized as a math learning station in 2nd-5th grade classrooms as well as increased frequency for struggling learners.	2.4, 2.5, 2.6	Teachers, Math IC	Students will reinforce math fact fluency which will impact academic results.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 199 - Local Funds - 3200.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 CSF 3 Strategy Aims AIM 1 AIM 5 4) Hire a Title 1 Instructional Math Coach, "Math IC".	2.4, 2.6	Administrators	A Math IC will develop high-quality lesson plans with teachers, coach, and model in the classroom.				
	Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 51177.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 5) PLCs will will analyze assessment data corresponding with the Student Success Status of the African American population.	2.4, 2.6	Administrators, ICs, teachers	More African American students receiving additional, skill-specific support will meet the passing standard or higher on the Math STAAR, performance in Domain 1.				
	Problem Statements: Student Academic Achievement 2						
Critical Success Factors CSF 1 6) Incorporate Mentoring Minds instructional resources, 1-2 times per week in the classroom.	2.4	Teachers	Students will utilize higher-order question stems and tasks aligned with district and state assessments.				
Problem Statements: Student Academic Achievement 2 Funding Sources: 211 - Title I, Part A - 3500.00							
= Accomplished = Continue/Modify = Considerable = Some Progress = No Progress = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 2: 74% of 3rd-5th graders did not achieve 'Meets Grade Level' on the 2018 Math STAAR. **Root Cause 2:** The implementation of the specificity of the 4th grade math TEKS needed improvement, and at every grade level, the primary focus has been on struggling learners.

School Processes & Programs

Problem Statement 1: There is minimal evidence that students are establishing their own specific academic goals in reading or in math at each grade level. **Root Cause 1:** Not all teachers are communicating specific reading and math assessment data for each student to track.

Annual Goal 4: 30% of the 4th grade Writing STAAR students will achieve 'Meets Grade Level' on the 2019 Writing STAAR.

Quarterly Goal 1: All 1st-5th grade students will practice revising/editing exercises 3 times per week.


Quarterly Review 1: Significant progress made toward meeting Quarterly Goal









Quarterly Goal 2: All 4th grade students will analyze one "Score 4" paper per week for the remainder of the school year.

Quarterly Goal 3: 25% of 4th grade will achieve 'Meets Grade Level' on the Spring 2019 Writing Benchmark.

Quarterly Goal 4: All 3rd grade students will analyze one "Score 4" paper, one time per week.

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 7 Strategy Aims AIM 1 AIM 3 AIM 5</p> <p>1) Two 4th grade teachers will teach ELAR (rather than one writing teacher and one reading teacher). Both 4th grade ELAR teachers attended the Writing Academy Summer Conference in June 2018 and will now prepare weekly lesson plans cooperatively. (Two or three, 2nd-3rd grade teachers will attend no later than Summer 2019.)</p>	2.4, 2.5, 2.6	Teachers, Administration, ICs	Better-trained staff with specialized skills will impact overall student achievement in writing.				
<p>Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 3000.00</p>							

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 Strategy Aims AIM 1 2) Beginning Quarter 2 - All 3rd and 4th grade students will analyze a "Score 4" writing piece weekly. Teachers will incorporate the strategy into weekly plans.	2.4, 2.6	Teachers, ICs, Administrators	By analyzing a "Score 4" writing piece weekly, students will identify the elements of effective writing and practice incorporating those elements into original essays.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 199 - Local Funds - 500.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 2 Strategy Aims AIM 1 3) 6) Incorporate Mentoring Minds instructional resources, 1-2 times per week in the classroom.		Teachers	Students will utilize higher-order question stems and tasks aligned with district and state assessments.				
	Problem Statements: Student Academic Achievement 3 Funding Sources: 211 - Title I, Part A - 2000.00						
 = Accomplished  = Continue/Modify  = Considerable  = Some Progress  = No Progress  = Discontinue							

Quarterly Goal 1 Problem Statements:

Student Academic Achievement

Problem Statement 3: 85% of 4th grade students did not achieve 'Meets Grade Level' on the 2018 Writing STAAR. **Root Cause 3:** Teachers were not provided comprehensive training in the utilization of Writing Academy materials; there is also a need for supplementary materials.

Annual Goal 5: 45% of 3rd-5th grade special education students will achieve 'Approaches Grade Level' on the 2019 Reading STAAR.

Quarterly Goal 1: 100% of special education inclusion students will meet in small group instruction with the general education teacher, while in the general education classroom for the remainder of the school year.



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal

Quarterly Goal 2: 30% of 3rd-5th grade special education students will achieve 'Approaches Grade Level' on the 2018 Reading CBA.

Quarterly Goal 3: 40% of 3rd-5th grade special education students will achieve 'Approaches Grade Level' on the 2019 Reading Benchmark.

Quarterly Goal 4: 45% of 3rd-5th grade special education students will achieve 'Approaches Grade Level' on the 2019 Reading STAAR.

Summative Evaluation 1:

Strategy Description	ELEMENTS	Monitor	Strategy's Expected Result/Impact	Reviews			
				Formative			Summative
				Oct	Jan	Mar	June
<p>Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 4 Strategy Aims AIM 1 AIM 3</p> <p>1) Special education students, who receive IEP for Resource support, will also be included in general education small group intervention in the general education classroom.</p>	2.4, 2.5, 2.6	general education teachers, ICs, administrators	Greater support in the general education classroom as well as in the Resource classroom will positively impact student assessment results.				
Problem Statements: Demographics 1							
							

Quarterly Goal 1 Problem Statements:

Demographics
<p>Problem Statement 1: 64% of 3rd-5th grade special education students did not achieve 'Approaches Grade Level' on the 2018 Reading STAAR. Root Cause 1: There is a common misconception by general education teachers that inclusion students are to be served primarily by special education/inclusion staff.</p>

Annual Goal 6: Decrease the number of chronically-absent students by 2% from the 2017-2018 school year.

Quarterly Goal 1: 100% of homeroom teachers will document calls to parents/guardians on the second day of a student's absence, including chronically-absent students, regardless of prior attempts or conversations. (On-going)



Quarterly Review 1: Significant progress made toward meeting Quarterly Goal





Quarterly Goal 2: 100% of homeroom classrooms will have an attendance incentive program established on a daily basis. (On-going)

Quarterly Goal 3: Weekly school-wide attendance incentives (such as Bubble Gum Friday).

Quarterly Goal 4: Decrease the number of chronically-absent students by 2% from the 2017-2018 school year.

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 5 CSF 6 Strategy Aims AIM 4 AIM 6 AIM 7 1) Hire a Title 1 Parent Liaison	3.1, 3.2	Administration	A parent liaison will reinforce communication and help fortify the relationships between the staff and families.				
Problem Statements: School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 15708.00							
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6 Strategy Aims AIM 6 AIM 7 2) "Second Day" phone calls to guardians	3.1	Teachers	By developing positive relationships with families, teachers will decrease the number of chronic absences.				

Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 1 CSF 5 CSF 6 CSF 7 Strategy Aims AIM 2 AIM 4 AIM 5 AIM 7 3) 4 or more teachers will attend a Capturing Kids' Hearts 2-day retreat. The retreat will be scheduled by the Spring 2019.	2.6, 3.1	Administration	As Flip Flippin states, "When you capture their hearts, you capture their minds." Building strong relationships with every child will intensify their desire to come to school every day.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 6000.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6 Strategy Aims AIM 2 AIM 4 AIM 7 4) Incorporate the EAFK featured virtue into daily lessons; utilize "virtue certificates" for students demonstrating the featured virtue. Virtue certificates will go home in folders for parents to see. Continue scheduled knighting ceremonies.	2.6, 3.1	Teachers, Administrators, ICs	Fostering a positive and supportive classroom environment will intensify a student's desire to come to school every day.				
	Problem Statements: Perceptions 1 Funding Sources: 199 - Local Funds - 2700.00						
Comprehensive Support Strategy Targeted Support Strategy PBMAS Critical Success Factors CSF 5 CSF 6 Strategy Aims AIM 6 AIM 7 5) Monthly parent sessions (such as 2nd Cup of Coffee) and various family evening and morning events (such as academic nights, Donuts for Dads...)	3.1, 3.2	Title 1 Parent Liaison	Strengthening relationships with parents and families will decrease the number of chronic and/or unnecessary absences.				
	Problem Statements: School Processes & Programs 2 Funding Sources: 211 - Title I, Part A - 2500.00						
							

Quarterly Goal 1 Problem Statements:

School Processes & Programs

Problem Statement 2: 11% of all students were chronically absent during the 2017-2018 school year. **Root Cause 2:** There is a need to strengthen relationships between staff and families of the chronically-absent.

Perceptions

Problem Statement 1: There is lack of evidence that EAFK virtues and Social Contracts are being communicated consistently by all staff. **Root Cause 1:** Not all staff are embedding the EAFK virtues and the student-signed Social Contracts into the campus culture on a daily basis.

Comprehensive Support Strategies

Annual Goal	Quarterly Goal	Strategy	Description
1	1	1	Individual student-driven reading data folders will be utilized by all students in 3rd-5th grade.
1	1	2	Hire a Title 1, 3-Hour Reading Teacher for targeted 3rd-5th graders.
1	1	3	Hire a Title I Instructional ELAR Coach, "ELAR IC".
1	1	4	PLCs will will analyze assessment data corresponding with the Student Success Status of the African American population.
2	1	1	Individual student-driven reading data folders will be utilized by all students in Kinder-2nd grade.
2	1	2	Hire a Title 1, 3-Hour Reading Teacher for targeted Kinder to 2nd graders.
3	1	1	Individual student-driven math data folders will be utilized by all students in Kinder-5th grade.
3	1	2	Imagine Learning will be utilized twice per month in the computer lab by 3rd-5th grade students as well as increased frequency of intervention time for struggling learners.
3	1	3	Reflex Math will be utilized as a math learning station in 2nd-5th grade classrooms as well as increased frequency for struggling learners.
3	1	4	Hire a Title 1 Instructional Math Coach, "Math IC".
3	1	5	PLCs will will analyze assessment data corresponding with the Student Success Status of the African American population.
4	1	1	Two 4th grade teachers will teach ELAR (rather than one writing teacher and one reading teacher). Both 4th grade ELAR teachers attended the Writing Academy Summer Conference in June 2018 and will now prepare weekly lesson plans cooperatively. (Two or three, 2nd-3rd grade teachers will attend no later than Summer 2019.)
4	1	2	Beginning Quarter 2 - All 3rd and 4th grade students will analyze a "Score 4" writing piece weekly. Teachers will incorporate the strategy into weekly plans.
4	1	3	6) Incorporate Mentoring Minds instructional resources, 1-2 times per week in the classroom.
5	1	1	Special education students, who receive IEP for Resource support, will also be included in general education small group intervention in the general education classroom.
6	1	1	Hire a Title 1 Parent Liaison
6	1	2	"Second Day" phone calls to guardians
6	1	3	4 or more teachers will attend a Capturing Kids' Hearts 2-day retreat. The retreat will be scheduled by the Spring 2019.

Annual Goal	Quarterly Goal	Strategy	Description
6	1	4	Incorporate the EAFK featured virtue into daily lessons; utilize "virtue certificates" for students demonstrating the featured virtue. Virtue certificates will go home in folders for parents to see. Continue scheduled knighting ceremonies.
6	1	5	Monthly parent sessions (such as 2nd Cup of Coffee) and various family evening and morning events (such as academic nights, Donuts for Dads...)

Campus Funding Summary

199 - Local Funds					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	1	data folders/binders for each student		\$600.00
2	1	1	data folders/binders for each student		\$600.00
3	1	1	The data binders/folders will be the same as the ones utilized for reading.		\$0.00
3	1	2	Imagine Math	(District-funded)	\$0.00
3	1	3	Reflex Math		\$3,200.00
4	1	1	Summer 2019 Writing Academy		\$3,000.00
4	1	2	general supplies		\$500.00
6	1	4	EAFK Curriculum		\$2,700.00
Sub-Total					\$10,600.00
211 - Title I, Part A					
Annual Goal	Quarterly Goal	Strategy	Resources Needed	Account Code	Amount
1	1	2	Title 1, 3-Hour Reading Teacher		\$12,000.00
1	1	3	Title 1 Instructional Coach		\$60,848.77
1	1	5	Mentoring Minds - Reading and Science (expository text)		\$5,500.00
2	1	2	3-Hour Teacher		\$12,000.00
3	1	4	Title 1 Instructional Coach		\$51,177.00
3	1	6	Mentoring Minds - Math		\$3,500.00
4	1	3	Mentoring Minds - Writing		\$2,000.00
6	1	1	Title 1 Parent Liaison		\$15,708.00
6	1	3	Capturing Kids' Hearts Training		\$6,000.00
6	1	5	refreshments, prizes, general supplies, instructional materials		\$2,500.00
Sub-Total					\$171,233.77
Grand Total					\$181,833.77